

**School Year**

**'20**

COLUMBIA HIGH SCHOOL

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Columbia Community Unit School District #4

# Registration Handbook & Course Descriptions

COLUMBIA HIGH SCHOOL

# **Registration Handbook & Course Descriptions**

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# General Information

## Graduation Requirements

**Total credits required for graduation: 24**

**Specific requirements for Graduation are as follows:**

SUBJECT	Language Arts	Math	Science	Social Studies	Electives	Physical Education	Other
<b>REQUIRED HIGH SCHOOL CREDITS</b>	4	3	2	2	1	3.5 PE 0.5 Health	0.5 Consumer Ed 0.5 CCSA
<b>SPECIFIC REQUIREMENTS</b>	Must include 0.5 credit English III Term Paper	Must include: 1 credit Algebra I or equivalent & 1 credit Geometry content	No specific classes required	Must include: 1 credit of U.S. History 0.5 credit of US Govt./Civics (pass US & IL Constitution Test)	1 credit from any of the following areas: - Fine Arts - Foreign Lang. - Vocational Education	See PE exemptions below  Health	Consumer Ed: - Business Prin. & Management - Consumer Econ - Economics - Ag Business Management - Monroe County StartUP
<b>RECOMMENDED YEARS FOR COLLEGE &amp; CAREER READINESS</b>	4	4	3 Lab sciences	3	2 Foreign Language or Fine Arts		

In addition to the aforementioned chart, the following must be completed:

- **20 Hours of Community Service**
- **SAT Testing must be taken junior year**

**PE Exemptions to include:**

- The CUSD 4 School Board may excuse pupils enrolled in grades 9 through 12 from engaging in PE courses for one of the following reasons:
  - Students participating in the marching band program or Show Choir.
  - Students participating in the ROTC program.
- The CUSD 4 School Board may excuse pupils enrolled in grades 11 and 12 from engaging in PE courses for one of the following reasons:
  - Ongoing participation in an interscholastic athletic program.
  - Student must enroll in academic classes which are required for admission to an institution of higher learning provided that failure to take such classes will result in the student's denied admission.

- Student must enroll in academic classes which are required for graduation from high school provided that failure to take such classes will result in the pupil being unable to graduate.
- Students are allowed to substitute an academic course for physical education during their junior and senior years as long as a study hall is not taken.
- Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in their own IEP.

*Admission requirements vary from one college to another. Check with individual colleges to verify their requirements.*

The high school principal shall certify to the Board of Education the completion of graduation requirements by any student and request issuance of a CHS diploma. No student may participate in the graduation ceremony without completing all requirements. Transfer students are not, as a matter of practice, permitted to receive or earn a Columbia High School diploma until they have successfully completed one 18-week semester of residence.

## Scheduling Information

This material has been prepared to give you the latest information about the courses being offered for the 2019-2020 school year. We do not expect any major changes in class offerings between now and fall; however, certain classes may be cancelled if insufficient enrollment occurs prior to the opening of school. Board Policy and the curriculum may be changed after this booklet is prepared. Board Policy and this Curriculum Guide contain the official information concerning course selections, requirements, and grading procedures. All prerequisites must be completed both semesters in order to enroll in the next sequential course.

## Registration Process

The following procedure will be used in the registration of students for their 2019-2020 classes:

1. Students should, on an ongoing basis, be familiar with graduation requirements and their particular status toward graduation.
2. Students are encouraged to communicate with their counselor in setting up courses and schedules for future years. Students are ultimately responsible for the courses they choose.
3. At the time designated, the student presents a list of classes chosen to his/her counselor for approval. Students will receive a printout of their courses that parents must sign. The student will return the signed form to his/her counselor finalizing classes for the 2019-2020 school year.
4. The High School counselors will meet with 8<sup>th</sup> grade students individually at Columbia Middle School in February. Students will receive a print out of their courses at that time. The High School counselors will meet with students who plan to attend CHS upon completion of the Columbia Middle School students. The student will return the signed form to the middle school. Any students attending CHS from a school outside the district will receive their verification in the mail and should sign it and return the completed form to CHS.

## Schedule Changes

Please give serious attention to the course selection process. **For the 2019-2020 school year, schedule changes will not be permitted once parents have approved the classes selected.** Columbia High School builds its master schedule based on student class requests; the master schedule is then used to determine staffing needs for the school year. Only schedules that require correction due to inaccurate information, a failed class, or a verified schedule conflict will be changed.

## Student Daily Course Load

The normal course load for students is seven classes. Only juniors and seniors will be allowed to take a study hall as a scheduled course, one per semester. For a student to graduate with local honors (valedictorian, salutatorian, or top ten) students cannot take a study hall.

## Early Graduation

The CUSD No. 4 Board of Education encourages all students to complete the regular four-year program of studies during the normally scheduled eight semesters of attendance at Columbia High School or in conjunction with a transferred program of credit from an accredited secondary school. The Board recognizes that changes in secondary school programs, early college admission practices, occupational job market developments, and individual student circumstances can occasionally present a situation wherein the student's best interest can be served if the student left school prior to the normal commencement date.

The formal presentation of the mid-year diploma will be during the next regularly scheduled commencement program at Columbia High School. The student will be responsible for arranging for a cap and gown and attendance at commencement program rehearsals. Early graduates are not eligible for graduation honors.

In order to graduate early, the following guidelines are adopted:

1. Students must submit an Early Graduation Application to his/her counselor by the last day of school of their junior year.
2. Permission for early graduation may be granted to a student by the Board of Education upon the recommendation of the Superintendent and completion of all graduation requirements.
3. Transfer students are not, as a matter of practice, permitted to receive or earn a Columbia High School diploma until they have successfully completed one 18-week semester of residence.
4. Correspondence courses may not count toward early graduation.
5. Because every student needs four years of English, December graduates will need to take at least one English class in summer school to meet graduation requirements. Families will be responsible for summer school fees. December graduates will *NOT* be able to double up in English first semester their senior year. Doubling up in English is only available to students who are at-risk for graduation. Summer school course work must be approved by the administration before the end of the student's junior year.

Students who plan to graduate prior to the completion of the regularly scheduled four-year program (eight semesters) should do so only after careful planning and consultation with parents and school counselor and having met the minimum qualifications of program credit.

Students who leave school early without prior application by a parent, prior program approval, and certification to the Board of Education by the high school principal shall not be issued a diploma nor considered classified as a graduate of Columbia High School.

## Grading Procedures

CHS is on a semester basis with each of the two quarter grades counting as 40% of the final semester-grade, and the semester exam counting as 20% of the final semester-grade. Passing only the second semester of a yearlong course does not equal one full credit. Students are guaranteed credit for each semester of a class successfully completed. Letter grades will be recorded on report cards and on the permanent record.

Teachers shall administer the approved marking system or other approved means of evaluating pupil progress. The teacher shall maintain the responsibility and right to determine grades and other evaluations of students within the grading policies of the District based upon his or her professional judgment of available criteria pertinent to any given subject area or activity for which he or she is responsible. Teachers will issue class rules and grading procedures to all students in their classes. No grade or evaluation shall be changed without notification to the teacher concerning the nature and reasons for such change; and if such a change is made, the person making the change shall assume the responsibility for determining the grade or evaluation, and shall initial such a change. Teachers will keep major tests and finals for one semester. If a grade is to be challenged, it must be challenged during that time frame.

<b>CUSD #4 GRADING SCALE</b>		
<b>Letter Grade</b>	<b>Range</b>	<b>Grade Point</b>
<b>A</b>	<b>93 – 100</b>	<b>4.00</b>
<b>A -</b>	<b>90 – 92</b>	<b>3.67</b>
<b>B+</b>	<b>87 – 89</b>	<b>3.33</b>
<b>B</b>	<b>83 – 86</b>	<b>3.00</b>
<b>B -</b>	<b>80 – 82</b>	<b>2.67</b>
<b>C+</b>	<b>77 – 79</b>	<b>2.33</b>
<b>C</b>	<b>73 – 76</b>	<b>2.00</b>
<b>C -</b>	<b>70 – 72</b>	<b>1.67</b>
<b>D+</b>	<b>69</b>	<b>1.33</b>
<b>D</b>	<b>67 – 68</b>	<b>1.00</b>
<b>D -</b>	<b>66</b>	<b>0.67</b>
<b>F</b>	<b>65 and below</b>	<b>0.00</b>

*This will be reflected in mid-term grades, GPAs and transcripts for every CHS Student*

## Grade Weighting

Certain CHS courses will carry a weighted GPA (Grade Point Average) value to give students a small boost to their GPA for earning a passing grade in a weighted class.

The following weights will be given:

CUSD #4 WEIGHTED GRADING SCALE					
Advanced Placement (AP)		Honors		Regular	
Letter	GPA	Letter	GPA	Letter	GPA
<b>A</b>	<b>5.00</b>	<b>A</b>	<b>4.50</b>	<b>A</b>	<b>4.00</b>
<b>A-</b>	4.67	<b>A-</b>	4.17	<b>A-</b>	3.67
<b>B+</b>	4.33	<b>B+</b>	3.83	<b>B+</b>	3.33
<b>B</b>	<b>4.00</b>	<b>B</b>	<b>3.50</b>	<b>B</b>	<b>3.00</b>
<b>B-</b>	3.67	<b>B-</b>	3.17	<b>B-</b>	2.67
<b>C+</b>	3.33	<b>C+</b>	2.83	<b>C+</b>	2.33
<b>C</b>	<b>3.00</b>	<b>C</b>	<b>2.50</b>	<b>C</b>	<b>2.00</b>
<b>C-</b>	2.67	<b>C-</b>	2.17	<b>C-</b>	1.67
<b>D+</b>	2.33	<b>D+</b>	1.83	<b>D+</b>	1.33
<b>D</b>	<b>2.00</b>	<b>D</b>	<b>1.50</b>	<b>D</b>	<b>1.00</b>
<b>D-</b>	1.67	<b>D-</b>	1.17	<b>D-</b>	0.67

*A student's class rank is determined primarily for college admissions and scholarship applications. Refer to each course description for class weight. (AP, Honors, or Regular)*

For the purpose of local honors of valedictorian, salutatorian, and top 10, students beginning with the class of 2020 must take a full academic load without a study hall during their junior and senior years to be competitive for these titles. Administration and school counselors will verify the local honors list by reviewing courses taken and grades earned. Their Skyward student management system class rank will still be used for college reporting, transcript creation, and magna/summa cum laude selection.

## Graduating with Honors

- **English Language Arts** (4 credits)
  - including English Language Arts II - Honors, English Language Arts III - Honors, Advanced Placement English Language and Composition, English Language IV – Honors, and Advanced Placement English Literature and Composition
- **Math** (3 credits)
  - at least two semesters must be selected from Trigonometry, Pre-Calculus, Advanced Placement Calculus AB, or Probability & Statistics



- **Science** (3 credits)
  - including Biology I, Biology I - Honors, Chemistry, Chemistry - Honors, and one of the following science courses: Anatomy and Physiology, Advanced Placement Chemistry, Biology II - Honors, or Physics
- **Social Studies** (3 credits)
- **Consumer Education** (½ credit)
- **Foreign Language** (2 credits must be from the same foreign language)

Students meeting course requirements and finishing in the top 10% will be recognized as “summa cum laude”. Students meeting course requirements and finishing in the top 11% to 20% will be recognized as “magna cum laude”.

## College Credit Opportunities

### Advanced Placement

Columbia High School offers Advanced Placement (AP) courses in five subjects and seven possible testing opportunities. AP courses are high school credit courses that meet the requirements of the College Board Advanced Placement curriculum. These courses are designed to prepare students to take the advanced placement test for that course, which is an optional test given in May; sign up is in January. Passing a test with a score acceptable to the college enables students the opportunity to bypass entry-level courses and initially place into higher courses at the collegiate level.

1. AP courses are more rigorous, generally require students to perform additional reading and writing. Reading requirements are often assigned in the summer months prior to the start of the school year.
2. To earn college credit, students must take the designated AP Exam at the end of the year, and earn a score acceptable to the specific college.
3. Students are responsible for paying the fees associated with the test. (\$94 for 2019)
4. For further detailed information regarding AP, visit the website at <https://apcentral.collegeboard.org>.

The AP courses listed below are currently offered at Columbia High School:

SUBJECT	COURSES	POSSIBLE CREDITS	GRADE LEVEL
English	AP English Language & Comp.	Up to 6	11
English	AP English Literature & Comp.	Up to 6	12
Foreign Lang	AP German Language & Culture	Up to 6	12
Foreign Lang	AP Spanish Language & Culture	Up to 6	12
Math	AP Calculus AB	Up to 6	12
Science	AP Chemistry	Up to 6	11 or 12
Social Studies	AP United States History	Up to 6	11

AP courses are noted within each department by this designation:

AP

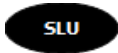
## St. Louis University (SLU) 1818 Advanced College Credit Program

Students may receive high school and college credit for college level classes that are organized by CHS administration and offered at CHS provided:

1. Students who enroll for college credit will pay approximately \$65 per credit hour. Fees may vary based on SLU’s tuition rates. Those who do not take the class for college credit do not pay a fee.
2. To enroll in the SLU 1818 program they must have a cumulative GPA of 3.0.
3. To receive college credit, students must earn a “C” or better in the course. No other tests are required.
4. Many colleges accept the credits from the SLU 1818 ACC Program. However, some colleges do not accept any 1818 ACC credits, or they have restrictions on the credits. It is strongly recommended that students check with the colleges they are considering attending to see if the credit will be accepted.

COLUMBIA COURSE NAME	SLU COURSE NAME	POSSIBLE CREDITS	GRADE LEVEL
AP Calculus	<b>MATH 1510</b> Calculus I	4	12
English/Language Arts III Honors	<b>ENG 1500</b> The Process of Composition	3	11
	<b>ENG 1900</b> Adv. Strategies of Rhetoric & Research	3	
English/Language Arts IV Honors	<b>ENG 2250</b> Conflict, Social Justice and Literature	3	12
	<b>ENG 2750</b> Film, Culture, and Literature	3	
Physics	<b>PHYS 1220</b> Physics I	4	11,12
Spanish III Honors	<b>SPAN 1010</b> Communicating in Spanish I	3	10,11,12
Spanish IV - Honors	<b>SPAN 1020</b> Communicating in Spanish II	3	11,12
	<b>SPAN 2010</b> Intermediate Spanish: Language & Culture	3	
German III Honors	<b>GR 1010</b> Communicating in German I	3	10,11,12
German IV Honors	<b>GR 1020</b> Communicating in German II	3	11,12
	<b>GR 2010</b> Intermediate German Language & Culture	3	
Biology II Honors	<b>BIOL 1240</b> Principles of Biology	3	11, 12
	<b>BIOL 1245</b> Principles of Biology (Lab)	1	

SLU courses are noted within each department by this designation:



## Southern Illinois University Carbondale (SIU-C) Dual Credit Opportunity

Students must be enrolled in fall and spring semesters and maintain a 3.0 GPA. The enrollment for this course below has been determined by application process which took place in December.

COLUMBIA COURSE NAME	SIU COURSE NAME	POSSIBLE CREDITS	GRADE LEVEL
Monroe County startUP	<b>BUS 115</b> Entrepreneur Opportunity	3	11, 12

SIU-C courses are noted within each department by this designation:



## Southwestern Illinois College Dual Credit Opportunity

Students may receive high school and college credit for college level classes that are organized by CHS administration and offered at CHS provided:

1. The student is age 16 or older.
2. Student completes a registration form.

COLUMBIA COURSE NAME	SLU COURSE NAME	POSSIBLE CREDITS	GRADE LEVEL
Information Processing I	<b>OAT 180</b> Advanced Word Processing	2	10, 11, 12
Architectural Drafting	<b>CAD 120</b> Introductory CAD	4	10, 11, 12
Construction Trades I	<b>CMT 100</b> Introduction to Construction	3	11, 12
Construction Trades II	<b>CMT 145</b> Construction	3	11, 12
HTML	<b>CIS 174</b> HTML	3	10, 11, 12
Dreamweaver	<b>CIS 176</b> Dreamweaver	3	10, 11, 12
Probability & Statistics*	<b>MATH 107</b> General Education Statistics	4	11, 12
Welding Technology II	<b>WLDT 101</b> Introduction to Welding	3	10, 11,12
Introduction to CNC Machining	<b>PMT 110</b> Introduction to CNC Operations	3	11, 12

\* Student must meet the required "Accuplacer" score or qualifying score on the ACT/SAT to enroll in Probability & Statistics and a fee of \$95

SWIC courses are noted within each department by this designation:

SWIC

## Southwestern Illinois College Dual Enrollment Opportunity

Students may receive high school and college credit for college level classes that are offered at CHS during the school day but taught by a teacher from Southwestern Illinois College. Students may receive high school credit provided:

1. The student assumes responsibility for all fees for tuition and materials, approximately \$700.
2. The student meets the REQUIRED "Accuplacer" score BEFORE entering the course.
3. The student must earn a "C" or better in the class to earn college credit.
4. The student is 16 years or older and in good academic standing.

COLUMBIA COURSE NAME	SIU COURSE NAME	POSSIBLE CREDITS	GRADE LEVEL
Poli Sci – SWIC	<b>POLS 150</b> Intro to American Government	3	12
Speech – SWIC	<b>SPCH 151</b> Fundamentals Of Public Speaking	3	12

SWIC courses are noted within each department by this designation:

SWIC

## Seal of Biliteracy Program

Columbia High School students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and one additional language. The Illinois State Board of Education's Seal of Biliteracy program will place an official seal on diplomas and confer official recognition on transcripts of those students who qualify.

Two honors are available: The Seal of Biliteracy and The Commendation Toward Biliteracy. The Seal of Biliteracy is awarded to those whose proficiency level is equivalent to the Intermediate High scale set by the American Council on the Teaching of Foreign Languages. The Commendation of Biliteracy is awarded to students whose proficiency level is rated at Intermediate Low or Intermediate Mid in a second language.

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*Some universities will grant college credit for the Seal of Biliteracy.*

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### To qualify for the Seal of Biliteracy,

**students *must meet one of the following measures for English Language:***

- ACT Composite Score: Earn a minimum composite score of 21
- ACT English Score: Meet the ACT college ready benchmark for the English subject area test on an official administration of the ACT (score of 18 as of 2017)
- English Language Arts on the SAT: Earn a minimum ELA score of 540 on the SAT (class of 2019)

**AND students *must meet one of the following measures for Spanish or German Language:***

- Have earned a 4 or 5 on the Advanced Placement Language and Culture Exam for German or Spanish
- Earn a minimum score of I-5 on the ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam of German or Spanish.

### To qualify for the Commendation Toward Biliteracy, students must meet one criteria for English as outlined above and one of the following measures for Spanish or German Language:

- Earn a score of 3 on the Advanced Placement Language and Culture Exam for German or Spanish, OR
- Earn a minimum score of I-1, I-2, I-3 or I-4 on the ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam of German or Spanish.

For additional information, contact District Coordinator, Principal Brian Reeves at [Reeves.Brian@columbia4.org](mailto:Reeves.Brian@columbia4.org).

## College Athlete Prospects

### NCAA (National Collegiate Athletic Association) Eligibility Center

Students aspiring to play NCAA Division I or II athletics must register with the NCAA Eligibility Center following their junior year at <http://eligibilitycenter.org>. Athletes must meet the core course and test score standards as follows:

DIVISION I	CORE COURSES	DIVISION II
4	English	3
3	Math (Algebra I & above)	2
2	Science	2
1	Additional English, Math, or Science	3
2	Social Studies	2
4	Additional core courses, including Foreign Language	4
<b>16</b>	<b>TOTAL CORE COURSES</b>	<b>16</b>

#### Division I Colleges

Students must have 16 core courses AND a minimum 2.3 core course GPA and corresponding ACT/SAT score.

#### Division II Colleges

Students must have 16 core courses, minimum 2.2 core course GPA, and corresponding ACT/SAT score.

*Check courses carefully with your school counselor EACH SEMESTER to make sure you are meeting NCAA course requirements. This is ultimately the student/family's responsibility.*

### NAIA (National Association of Intercollegiate Athletics) Eligibility Center

Students aspiring to play at an NAIA school must register with the NAIA Eligibility Center at [PlayNAIA.org](http://PlayNAIA.org). Keep in mind the NAIA and the NCAA are two separate associations. They have different rules and different processes, so you still need to register with the NAIA even if you have already registered with the NCAA Eligibility Center.

#### NAIA

Seniors must meet two of the three criteria and graduate high school:

1. Minimum GPA of 2.0 on a 4.0 scale
2. Minimum ACT of 18 or SAT of 860
3. Graduate in top half of your class

# CHS Four Year Planning Guide

This is to be used as a guide to help plan your course selections. Please work with your school counselor if you have questions. Please refer to [Graduation Requirements](#) (on page 1) for additional information regarding credits and course requirements.

<b>FRESHMAN</b>		<b>YEAR:</b>
DEPARTMENT		NAME OF CLASS
1	Eng. Lang. Arts I	Reg. or Hon.
2	Math	
3	Science	
4	Social Studies	
5	PE/Band	
6	Elective/CCSA	
7	Elective	
<b>TOTAL CREDITS</b>		

<b>SOPHOMORE</b>		<b>YEAR:</b>
DEPARTMENT		NAME OF CLASS
1	Eng. Lang. Arts II	Reg. or Hon.
2	Math	
3	Science	
4	Social Studies	
5	PE/Band	
6	Elective	
7	Elective	
<b>TOTAL CREDITS</b>		

<b>JUNIOR</b>		<b>YEAR:</b>
DEPARTMENT		NAME OF CLASS
1	Eng. Lang. Arts III	Reg. or Hon. or AP
2	Math	
3	Science	
4	US History	
5	PE/Band	
6	Elective	
7	Elective	
<b>TOTAL CREDITS</b>		

<b>SENIOR</b>		<b>YEAR:</b>
DEPARTMENT		NAME OF CLASS
1	Eng. Lang. Arts IV	Reg. or Hon. or AP
2	Math	
3	Science	
4	US Gov't/Civics/ Consumer Ed	
5	PE/Band	
6	Elective	
7	Elective	
<b>TOTAL CREDITS</b>		

\* Those interested in pursuing the *Valedictorian/Salutatorian* distinction need to check with their school counselor on the criteria used.

# Course Departments

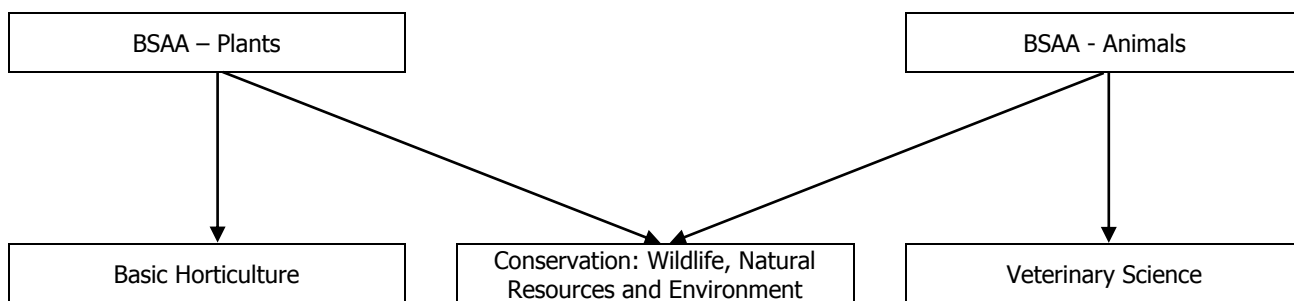
## Agricultural Sciences

Grade	Agricultural Course Options
9	Biological Science Applications in Agriculture – Animals (BSAA Animals) Biological Science Applications in Agriculture - Plants (BSAA Plants)
10	Agricultural Business Management Basic Horticultural Science Biological Science Applications in Agriculture – Animals (BSAA Animals) Biological Science Applications in Agriculture - Plants (BSAA Plants) Veterinary Science
11	Agricultural Business Management Basic Horticultural Science Biological Science Applications in Agriculture – Animals (BSAA Animals) Biological Science Applications in Agriculture – Plants (BSAA Plants) Conservation: Wildlife, Natural Resources and Environment Veterinary Science
12	Agricultural Business Management Basic Horticultural Science Biological Science Applications in Agriculture – Animals (BSAA Animals) Biological Science Applications in Agriculture – Plants (BSAA Plants) Conservation: Wildlife, Natural Resources and Environment Veterinary Science

The following apply to the classes listed above:

- A fee of \$20 applies for each semester course. A consumable project by a student may require an additional expense.
- Students receive ¼ credit for the successful completion of their Supervised Agricultural Experience (SAE) book.
- Although participation in FFA is not required to take an Agricultural class, it is encouraged.

**CHS Agricultural Science Flow Chart**



Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

**Agricultural Business Management**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

This course is an introductory level class designed to teach personal consumer science, managing a checkbook, savings account, using a credit card, understanding interest rates, investing for the future and budgeting for financial success. In this course, students will learn to write a cover letter, follow up letter, and develop a resume. Parliamentary procedure, job interview and public speaking will also be a focus of this class. In addition, the course will focus on developing the individual student into a well-rounded agricultural student leader and community volunteer. This class will focus on the history and significance of the National FFA Organization. Leadership will be developed through community and school service projects, event planning and career development events.

*This course meets the graduation requirement for consumer education.*

**Basic Horticultural Science**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: BSAA Plants

This course is a continuation of the BSAA Plant class. This course will cover an in-depth review of plant anatomy, physiology, identification, nutrition, genetics, disease prevention and pest control. Greenhouse management, plant propagation and hydroponics is a major focus as well. Production and propagation of house vegetable, annual and perennial plants for various plant sales will provide a great hands-on experience. (Science Credit)

**Biological Science Applications in Agriculture - Animals (BSAA Animals)**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

This course is an introductory level class designed to teach livestock anatomy, basic physiology and animal classification. Various other topics will include livestock management, judging, breed identification, animal welfare, environmental issues and biotechnology. (Science Credit)

**Biological Science Applications in Agriculture - Plants (BSAA Plants)**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

This course is an introductory level class designed to teach plant anatomy, basic physiology, and classification. Various other topics will include soil science and plant biotechnology. This class will require a plant research project, with opportunity to be entered in the FFA Agriscience Fair. (Science Credit)



**Conservation: Wildlife, Natural Resources and Environment**

Grade Level: 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Earn a C (73%) or better in BSAA Plants and BSAA Animals or Teacher Approval

This course is a continuation of both the BSAA Plant and BSAA Animal classes. This course will cover a broad spectrum of wildlife, natural resource and environmental sciences. Ecological, biodiversity and environmental principles will be explored. Native wildlife and local habitats will be identified, managed and researched. Environmental Science topics and techniques will be explored and tested. (Science Credit)

**Veterinary Science**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Earn a C (73%) or better in BSAA Animals or Teacher Approval

This course is a continuation of the BSAA Animal class. This course covers the anatomy and physiology of animals, which will include the study of their: skeletal, muscular, nervous, circulatory, respiratory, endocrine and digestive systems. Dissection and comparative anatomy will be a major focus. Various other topics will include animal diseases, parasite control, genetics and nutrition. Veterinary medical terms, equipment and medical practices will also be reviewed. (Science Credit)

**Supervised Agricultural Experience (SAE)**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: .25 per year

Prerequisite: Teacher Approval, FFA Membership and Project Approval by CHS Administration

This course is designed to establish an extended knowledge and skill set in various agricultural careers. Students will gain credit by establishing a project at their home, school or local business. Students will be required to keep a written record on AET including business agreements, budgets, inventories, daily activities, hours worked, income and expenses.

**The National FFA Organization**

The National FFA Organization makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Throughout the year students will have the opportunity to compete in career development events and participate in leadership building activities.

<p><b>1.) CAREER DEVELOPMENT EVENTS (CDE's)</b></p>	<p>Equine, Dairy and Livestock Judging                  Land Use and Horticulture                  Agriculture Mechanics: Welding, Sur, Construction and Mechanics                  Job Interview, Public Speaking and Parliamentary Procedure                  Agriscience and Vo-Ag Fairs</p>
<p><b>2.) LEADERSHIP ACTIVITIES</b></p>	<p>212 and 360 Leadership Conferences                  Illinois and National FFA Conventions                  Greenhand, Chapter, State and American Degrees                  Chapter, Section, State and National FFA Officers</p>

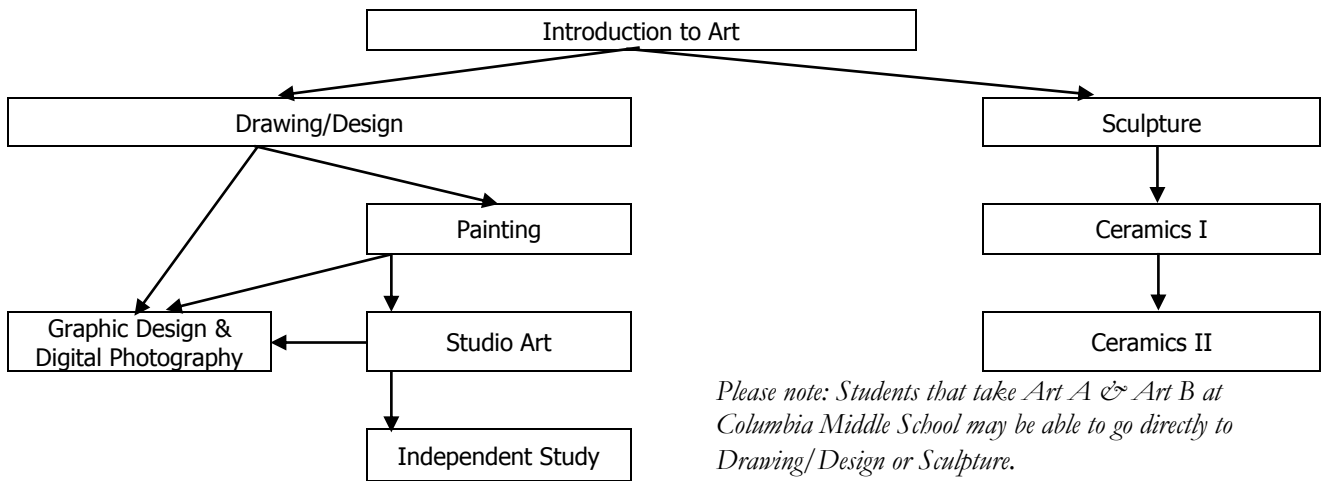
# Art (Visual Arts)

Grade	Art Course Options
9	Drawing/Design Introduction to Art Sculpture
10	Ceramics I Drawing/Design Graphic Design & Digital Photography Introduction to Art Painting Sculpture Studio Art
11	Ceramics I Ceramics II Drawing/Design Graphic Design & Digital Photography Introduction to Art Painting Sculpture Studio Art
12	Ceramics I Ceramics II Drawing/Design Graphic Design & Digital Photography Independent Study Introduction to Art Painting Sculpture Studio Art

The following apply to the classes listed above:

- A Fine Arts fee of \$20 applies for each semester course.

## Art (Visual Arts) Flow Chart



Please note: Students that take Art A & Art B at Columbia Middle School may be able to go directly to Drawing/ Design or Sculpture.

**Ceramics I**

Grade Level: 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: Sculpture

Ceramics/Pottery continues the study of three-dimensional works out of clay and ceramic material. Advanced hand building methods are used to create ceramic sculptures and vessels. Students will be introduced to wheel thrown pottery. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

**Ceramics II**

Grade Level: 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: Ceramics I

Ceramics continues advanced aesthetic, technical, and conceptual problems in clay. Emphasis is on design, form, and visual thinking. This course is designed for more independent ceramic work and allows the art student to develop a specific style as well as a series of pottery works on the wheel. Students will also be introduced to basic kiln operating knowledge and will at times assist the instructor with ceramic studio related duties.

**Drawing/Design**

Grade Level: 9, 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: Introduction to Art

Drawing and Design focuses on the further development of the knowledge and skills achieved in Introduction to Art. Emphasis will be placed on design and compositions skills through the applications of the elements and principles of design. Areas of study will include drawing, color theory, illustration, and graphic design. Students will participate in self-evaluation, critique and will also keep a sketchbook of their ideas, notes, and assigned sketches.

**Graphic Design & Digital Photography**

Grade Level: 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: Drawing/Design

This course will teach students how to scan, create, modify and reproduce photographs, artwork, and printed advertising pieces. Students will learn how to deal with all types of graphics and prepare them for print or web applications. Students will be exposed to techniques and skills to prepare them for employment as a photo retouch artist, or graphic designer. Students will also be exposed to vector graphic elements and how they interrelate to Adobe Photoshop.

**Independent Study**

Grade Level: 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Studio Art, Ceramics II, Graphic Design, and Teacher Approval

Independent Study is intended for the highly motivated art student interested in majoring in art at college. Students who have exceptionally completed all other art courses may be considered for this course. Students should be aware that this course requires them to be self-motivated, and involves more time, effort and concentration than previous art courses. Independent Study students are also expected to display their work publicly.

**Introduction to Art**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

This course is an introduction to the basic elements of art; line, value, form, space, texture, and color theory. Basic drawing and painting techniques are introduced as well as an exploration of past and present artists. Students will create and experience art as a prerequisite for all other courses offered in the art department.

**Painting**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Drawing/Design

Painting continues the study of color and compositions with an emphasis on painting in a variety of media, such as acrylic, watercolor, water based oil, and tempera paint. Students will experience a variety of painting techniques and styles through class assignments and study of contemporary and historical art. Students will participate in self-evaluation and critique, keep a sketchbook of their ideas, and create a portfolio of their work.

**Sculpture**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Introduction to Art

Sculpture focuses on creating three-dimensional works. This class is designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. Students typically work with several media (such as clay, plastic, paper, and wire). Well thought out forms, designs and functional uses along with good craftsmanship are emphasized.

**Studio Art**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Drawing/Design, Painting

Studio Art students will study advanced concepts in a variety of media. Independent growth and development of style is encouraged. This course is designed for (but not limited to) those students who may want to study fine arts in college. This course will provide the opportunity to create a professional body of work that reflects their personal style and talent. Various careers in the arts and information on college art programs are presented. Students are often encouraged to display their work publicly.

## Band

Grade	Band Course Options
9	Band (Marching, Concert, Pep) - 1 <sup>st</sup> Semester Band Mixed (Marching, Concert, Pep) - 1 <sup>st</sup> Semester Color Guard - 1 <sup>st</sup> Quarter Contemporary Band - 1 <sup>st</sup> & 2 <sup>nd</sup> Semester Symphonic Band - 2 <sup>nd</sup> Semester Symphonic Band Mixed - 2 <sup>nd</sup> Semester
10	Band (Marching, Concert, Pep) - 1 <sup>st</sup> Semester Band Mixed (Marching, Concert, Pep) - 1 <sup>st</sup> Semester Color Guard - 1 <sup>st</sup> Quarter Contemporary Band - 1 <sup>st</sup> & 2 <sup>nd</sup> Semester Symphonic Band - 2 <sup>nd</sup> Semester Symphonic Band Mixed - 2 <sup>nd</sup> Semester Wind Ensemble - 2 <sup>nd</sup> Semester Wind Ensemble-Mixed - 2 <sup>nd</sup> Semester
11	Band (Marching, Concert, Pep) - 1 <sup>st</sup> Semester Band Mixed (Marching, Concert, Pep) - 1 <sup>st</sup> Semester Color Guard - 1 <sup>st</sup> Quarter Contemporary Band - 1 <sup>st</sup> & 2 <sup>nd</sup> Semester Symphonic Band - 2 <sup>nd</sup> Semester Symphonic Band Mixed - 2 <sup>nd</sup> Semester Wind Ensemble - 2 <sup>nd</sup> Semester Wind Ensemble Mixed - 2 <sup>nd</sup> Semester
12	Band (Marching, Concert, Pep) - 1 <sup>st</sup> Semester Band Mixed (Marching, Concert, Pep) - 1 <sup>st</sup> Semester Color Guard - 1 <sup>st</sup> Quarter Contemporary Band - 1 <sup>st</sup> & 2 <sup>nd</sup> Semester Symphonic Band - 2 <sup>nd</sup> Semester Symphonic Band Mixed - 2 <sup>nd</sup> Semester Wind Ensemble - 2 <sup>nd</sup> Semester Wind Ensemble Mixed - 2 <sup>nd</sup> Semester

*The following apply to the classes listed above:*

- *A Fine Arts fee of \$20 applies for each semester course.*

### **Band (Marching, Concert, Pep)**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per fall semester

Prerequisite: Band

Band is open to students who display acceptable proficiency on a band instrument. Grades are based on attendance at 3-4 parades (Saturday), 5-6 football games (Friday nights), and one concert. One quarterly music project will be assigned for 200 points. This course is only offered first semester. During the second semester, band students should enroll in Symphonic Band or Wind Ensemble.

**Band Mixed (Marching, Concert, Pep)**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per fall semester

Prerequisite: Teacher approval

This course is the same as Band (Marching, Concert, Pep), but students alternate days in class with Mixed Choir.

**Color Guard / P.E.**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Selected upon tryouts

This course was created for students who have tried out and been selected for the CHS Color Guard team that performs at school football games and parades throughout the school year. Their time specified for Physical Education is spent practicing for their performances. During the second quarter, students attend P.E.

**Contemporary Band**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Be a member of Symphonic Band or Wind Ensemble and Teacher Approval

The primary goal of the contemporary (jazz) band would be training and practice with big band jazz literature including blues, swing, Latin, ballads, be-bop, etc. Any student who can read music and perform to a certain level of proficiency may fill certain instrumentation through the audition process (drums, bass guitar, electric guitar, or piano).

**Symphonic Band**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per spring semester

Prerequisite: Band

The Symphonic Band is open to any student who plays a band instrument. General membership is for students who enjoy playing in band and wish to play lighter musical styles. This course is only offered second semester.

**Symphonic Band Mixed**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per spring semester

Prerequisite: Band

This course is the same as Symphonic Band, but students alternate days in class with Mixed Choir.

**Wind Ensemble**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per spring semester

Prerequisite: Band and Teacher Approval

Wind Ensemble is a 45 member select group determined by audition or director's permission. This is for advanced musicians. This course is only offered second semester.

**Wind Ensemble Mixed**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per spring semester

Prerequisite: Band and Teacher Approval

This course is the same as Wind Ensemble, but students alternate days in class with Mixed Choir.



**Business**

Grade	Business Course Options
9	Computer Concepts & Software Applications
10	Computer Concepts & Software Applications Computer Operations and Programming I Dreamweaver (SWIC) HTML (SWIC) Information Processing (SWIC)
11	Accounting I Accounting II Business Principles and Management Computer Operations and Programming I Dreamweaver (SWIC) HTML (SWIC) Information Processing (SWIC) Monroe County startUP
12	Accounting I Accounting II Business Principles and Management Computer Operations and Programming I Dreamweaver (SWIC) HTML (SWIC) Information Processing (SWIC) Monroe County startUP

*The following apply to the classes listed above:*

- *A Vocational Education fee of \$20 applies for each course (with the exception of Business Principles and Management and Monroe County startUP)*

**Accounting I**

Grade Level: 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

Accounting is a skill level course that is of value to all students. Students will complete an entire accounting cycle for a business that is owned and operated as a sole proprietorship. This course also includes planned learning experiences that develop initial and basic skills used in systematically classifying, recording, verifying, and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision-making. In addition to stressing basic fundamentals and terminology of accounting, instruction will provide initial understanding of the preparation of financial reports, operation of related business machines and equipment, and career opportunities in the accounting field.

**Accounting II**

Grade Level: 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Accounting I

In Accounting II, students will build upon knowledge and skills obtained in Accounting I. Students will record, analyze, and report an accounting cycle for a merchandising business organized as a corporation. Instruction includes information pertaining to journalizing purchases and cash payments, journalizing sales and cash receipts using special journals, posting to general and subsidiary ledgers, preparing payroll records-taxes and reports, distributing dividends, preparing a work sheet, preparing financial statements, recording adjusting and closing entries, and completing adjustments and valuations.

**Business Principles and Management**

Grade Level: 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: CCSA or Technology A &amp; B at Columbia Middle School

Students will complete an in depth study of what is necessary to own and manage a successful business and discover the importance of business in our global economy. Students will identify various career opportunities available in the business field. The class will also cover highlights on areas such as the Social and Ethical Environment of Business, Production and Marketing Management, Forms of Business Ownership and the Law, Financial Management, and Human Resources Management.

*This course meets the graduation requirement for consumer education.*

**Computer Concepts & Software Applications (CCSA)**

Grade Level: 9, 10

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

Computer Concepts and Software Applications is a course designed to develop knowledge and application software and digital citizenship. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications and technology, such as word processing, spreadsheets, presentation, and interactive software.

**Computer Operations and Programming I**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: CCSA

This curriculum is a rigorous entry-level course that introduces students to the foundations of modern computing. A broad range of foundational topics are covered such as how the multi-layered systems of the internet function and how computers store complex information like images, video, and sound. Students will also learn the JavaScript language along with general principles of algorithms and program design.

**Dreamweaver (SWIC Name: Web Fundamentals II)**

Grade Level: 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: HTML

SWIC

This course will introduce Adobe Dreamweaver and basic management of web pages, web authoring, image editing, and website management tools to give students a real-world prospective. Students will also provide support of the school's website.

**HTML (SWIC Name: Web Fundamentals I)**

Grade Level: 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: CCSA or Technology A & B at Columbia Middle School

SWIC

This course will teach students to create web pages using HTML. Students will create multimedia web pages with hyperlinks, tables, frames, and forms. They will be exposed to cascading style sheets, dynamic content, and layout.

**Information Processing**

Grade Level: 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: CCSA or Technology A & B at Columbia Middle School

SWIC

Information Processing is a SWIC Dual Credit semester course divided into two individual courses (1 quarter each) that covers the following skills:

(Qtr. 1) Microsoft Word is the software used from the Microsoft Office Suite of programs. Students will build upon skills introduced in the CCSA course. Students will be involved in various activities and simulations based on actual tasks completed in the classroom, in the "Business World," and in advanced word processing applications.

(Qtr. 2) Microsoft Excel is the spreadsheet software of the Microsoft Office Suite of programs. Students will build upon skills introduced in the CCSA course. Students implement hands on basics and build to cover: formulas, charts, advanced formats, using data lists, filtering and extracting data, analysis tools, PivotTables, Macros, Templates, Shared Workbooks, Data Maps, Outlines and Subtotals. Students also reaffirm skills using the Internet.

**Monroe County startUP**

Grade Level: 11, 12

Course Weight: Regular

Credits: 2.0

Prerequisite: Application Process

SIU - C

Monroe County startUP is a year-long course designed to utilize partnerships that provide an overview of business development and processes. Our local business community partners with area schools to create project-based experiences for students by providing funding, expertise, meeting space, business tours and one-on-one mentoring. Students visit area businesses, learn from guest speakers, participate in a class business. Business concepts learned through the experiential startUP class are critical; the 21st skills of problem solving, teamwork, self-motivation, responsibility, higher-order thinking, communication and inquiry are at the heart of a student's development throughout the course. This course meets the requirement for consumer education.

startUP is a fixed course that meets 7:30am to 9am which may conflict with other course offerings (such as ROTC, SWIC dual credit courses). Students accepted into the startUP course are encouraged to meet with their counselor to review their potential schedule.

## Choir

Grade	Business Course Options
9	Chorus - Bass (Men) Chorus - Show Choir Chorus - Treble (Women) Music Appreciation
10	Chorus - Bass (Men) Chorus - Show Choir Chorus - Treble (Women) Music Appreciation
11	Chorus Mixed Chorus - Show Choir Music Appreciation Music Theory
12	Chorus Mixed Chorus – Show Choir Music Appreciation Music Theory

*The following apply to the classes listed above:*

- *A Fine Arts fee of \$20 applies for each semester course.*

### **Chorus – Bass**

Grade Level: Boys - 9, 10 and 11, 12 with permission from teacher

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None (*previous singing experience recommended*)

Chorus-Bass is a course designed for men who wish to be a part of a choral group. The course would provide training to prepare the students for the advanced level mixed choir, and it would provide a solid base of learning for the less experienced singer. This course is open to all men.

### **Chorus Mixed**

Grade Level: Boys or Girls - 11, 12 with permission from teacher

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Previous experience in Bass or Treble Choir

Chorus-Mixed is for any student who desires to sing in a large choral ensemble. The class meets daily and concentrates on music reading skills, aural skills, sight-reading, Italian terminology, advanced rhythmic skills, proper breathing technique, correct vocal production, care of the human voice and posture. A wide variety of choral literature, spanning the musical time periods, will be presented. Students will represent CHS in public performances and learn to display positive character traits of poise, leadership and dependability. Students will be encouraged to participate in small ensembles and as soloists in performances in and outside the school setting. Auditioning for All-District and All-State choirs will be encouraged. Participation in solo/ensemble contest will also be valuable experiences.

**Chorus - Show Choir**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Previous singing experience in a choral group. Audition and approval from teacher. (*Previous dancing experience is recommended, but not mandatory*)

Chorus - Show Choir is a semester course designed for any 9th-12th grade student who has previously participated in a choral group and has an energetic willingness to perform. This performing group will be a high profile, competitive ensemble. This course is aimed at those students interested in continuing with singing with the added portion of dance and choreography. This class will meet daily and concentrate on advanced rhythmic skills, proper breathing techniques used while dancing, correct vocal production, care of the human voice, and correct visual choreography. Jazz, Pop, R&B, and Broadway styles will be represented. Students will work together to present multiple voice and dance parts within this tight knit performing group. Students will be encouraged to participate in the fall musical (if not already doing so) and outside of the school setting as well. Admittance to Show Choir will be based upon student audition and recommendation of the instructor only. There will be a small added cost for costuming. A semester of Show Choir exempts a student from PE for a semester.

**Chorus - Treble**

Grade Level: Girls - 9, 10 and 11, 12 with permission from Teacher

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None but recommend previous singing experience.

Chorus – Treble is a course designed for women who wish to be a part of a choral group. The course will provide training to prepare the students for the advanced level mixed choir, while establishing a solid base of learning for the less experienced singer. This course is open to all women.

**Music Appreciation**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

Music Appreciation is a semester course designed for students who enjoy music and wish to explore the impact of music in their lives and in societies, past and present. Students will study music through recordings, films, media, and written material. This is not a performance-based class.

**Music Theory**

Grade Level: 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Band and/or Choir Experience

Music Theory class is a semester course that will be offered to junior and senior students. The course will include instruction on the following music concepts: elements of music, rhythm, scale construction and key signatures, chord construction, and creating harmony. Admittance to the class will be based on instructor approval and student must be a member of the CHS band and/or choir. A student that has been studying privately on an instrument or voice may also be qualified based on instructor approval. This course is aimed at advanced music students who intend to pursue music as a degree in college.

## CHS Service Classes

### **Leadership 101**

Grade Level: 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: 3.0 GPA or teacher approval

Highly effective and successful individuals have one thing in common – strong leadership skills. This class is designed to teach students leadership skills that will be important to their future regardless of their career goals. The course provides an opportunity to study, practice and develop group and individual leadership and organizational skills that are crucial for future success. These skills include, but are not limited to the following topics of areas: leadership roles, interpersonal relations, project planning, goal setting, civic responsibility, decision making, time management, organization, evaluation, team building, problem solving, meeting skills, service learning and communication.

Students enrolled in this course apply these skills in dealing with peers, school administration and their community. This course takes a hands-on, lab-oriented approach to leadership by involving students in participatory leadership through project planning and implementation.

### **Media Production (Yearbook)**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Application/Teacher Approval

The Production Publication course will provide the students opportunities for interdisciplinary work between English, Graphic Arts, and Business Education classes. Students will apply skills from these areas into practical production situations. Students will be given basic journalism instruction as a photographer, designer, and reporter. In addition, students must use their sales skills to market sponsor sales for the yearbook budget. Each student fulfills two work positions. This course must be taken both semesters. Prerequisites are instructor approval and application process in the spring. This course may be repeated for additional credit.



## Driver's Education, Health, and Physical Education

Grade	Drivers' Education, Health, and Physical Education Course Options
9	Drivers' Education Physical Education *Weight Training
10	Drivers' Education Health Education Physical Education *Weight Training
11	Drivers' Education Physical Education *Weight Training
12	Drivers' Education Physical Education *Weight Training

*The following apply to the classes listed above:*

- *A fee of \$5 applies for each semester of weight training.*
- *A fee of \$100 applies for the Drivers' Education course*

### Drivers' Education

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester (*Now counts towards GPA starting with Class of 2021*)

Prerequisite: Social Security Number & Age

The purpose of the drivers' education course is to teach tomorrow's drivers the proper attitudes, responsibilities, and skills necessary for safe driving on our nation's streets and highways. The course consists of state mandated 30 hours of class work, six hours of driving, and six hours of observation time.

- In the classroom phase, Illinois rules and regulations are taught. Students learn to be courteous and to cooperate with other drivers. Developing the ability to think quickly and accurately is another important aspect of the classroom phase. Physical skills needed for safe driving are discussed and emphasized. This phase consists of one quarter of classroom instruction and one quarter of a study hall.
- In the driving phase, all information learned in the classroom is used to teach students the safe operation of a motor vehicle.

All students need a social security card prior to enrolling in driver education class. Students must pass at least eight courses in the previous-two semesters to qualify for the course. Students are required to pass the classroom phase before they will be permitted to complete the driving phase. Students must pay a Drivers' Education course fee of \$100 prior to beginning the driving phase of the class. There is also a \$20 fee that is payable to the State of Illinois (collected by the teacher after class begins).

Please note: Enrollment priority is given to students based on age. Per state guidelines, students must be 15 years of age to enroll in the Drivers' Education course. Also, students are encouraged to enroll in Physical Education the semester following Drivers' Education to facilitate the completion of the 'behind the wheel' portion of Driver's Education.

**Health Education**

Grade Level: 10  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

This is a semester course designed to help students understand health information and to develop lifestyles to achieve their highest quality of life. This course includes a variety of learning experiences to acquaint the student with the major concepts of health as they apply to physical, mental, emotional, and social aspects of living.

**Physical Education**

Grade Level: 9, 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

Physical Education is a state-required course, which meets five days a week. The main purpose of physical education is to promote lifetime skills and to help students physically, mentally, socially, and emotionally. Not only are physical ability and skills stressed, but also sportsmanship, attitude and courtesy are emphasized. Each class is allowed five minutes for dressing at the beginning and end of each period. All students are required to dress in a CHS uniform and to participate each day the class meets. Anyone not meeting these minimum requirements either gets a no dress (N.D.) or no participation (N.P.). These daily grade indicators are recorded in the record book. Activities in physical education at Columbia High School include team and individual activities as well as fitness. Some activities the students will be participating in will require a fee to be paid to cover participation and transportation costs. Failure to participate as required in any of these activities will result in an incomplete grade.

**Physical Education – Weight Training**

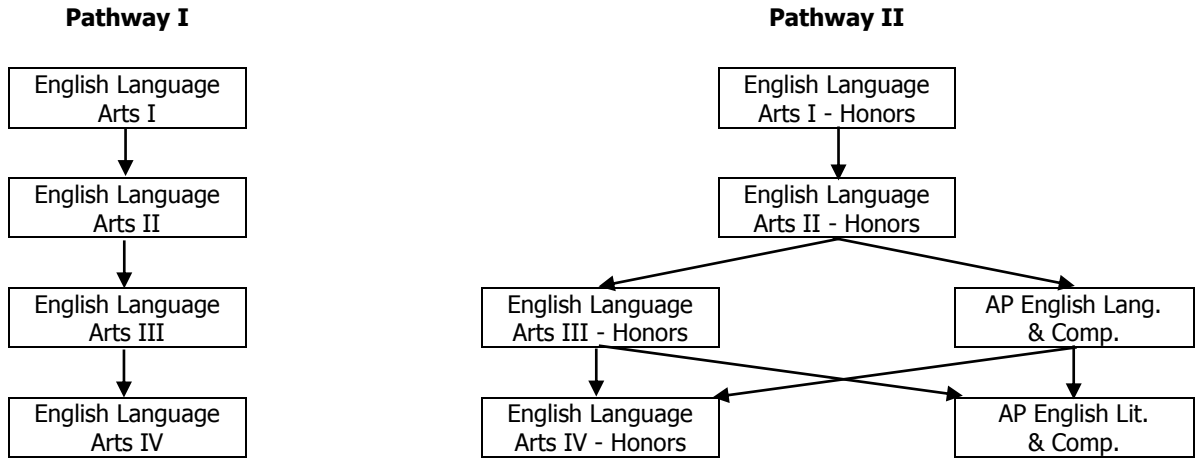
Grade Level: 9, 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: Teacher Permission

This class is offered for CHS athletes and includes advanced weight training, plyometric, and speed training activities. Permission from a school coach and/or instructor is needed in order to sign up for this specialized course. Freshmen enrollment is based on availability.

## English Language Arts

Grade	English Language Arts Course Options
9	English Language Arts I English Language Arts I - Honors
10	English Language Arts II English Language Arts II - Honors
11	AP English Language & Composition English Language Arts III English Language Arts III - Honors
12	AP English Literature and Composition English Language Arts IV English Language Arts IV - Honors

**CHS English Flow Chart**



*Please see course prerequisites to determine additional paths.*

**AP English Language and Composition**

Grade Level: 11

Course Weight: AP

Credits: 1 per year

Prerequisite: Earn an A- (90%) or better in English Language Arts II - Honors or Teacher Approval.

AP

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Summer reading and writing are required. Students prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Central course textbooks include *50 Essays*, *Everything's an Argument*, *The Language of Composition*, *Thank You for Arguing*, and *They Say, I Say*. Narrative nonfiction includes *In Cold Blood* and *The Other Wes Moore*, with selections from *Into the Wild* and *The Glass Castle*.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students will complete summer work, reading multiple essays, narrative nonfiction, and writing an argument. Failure to complete summer work will result in removal from the course. Students are expected to commit to a minimum of five hours of coursework per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.

**AP English Literature and Composition**

Grade Level: 12

Course Weight: AP

Credits: 1 per year

Prerequisite: Earn a B (83%) or better in AP English Language and Composition

AP

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature, and is designed to meet the advanced placement content required by the College Board. Students will read multiple poems, short stories, novels, and plays from various genres that are considered of “literary merit”. As Advanced Placement English Literature and Composition is a college-level course, many of the reading selections contain content for adult readers, and students are expected to engage in mature, intellectual discourse when addressing such texts. Students must obtain several novel/play titles as a requirement for this course. The course will be as rigorous as a college class in content, homework load, and pace of instruction. Special emphasis will be on advanced writing techniques pertaining to the analysis of fiction. Writing assignments are rigorous, challenging, and frequent. Most writing assignments are modeled after the format of the AP English Literature and Composition exam. A majority of this course is designed to prepare students for the AP Exam. Students wishing to attempt to earn college credit may pay a fee for the AP test. A student who earns a score of 3 or above on the exam may be granted college credit at most colleges and universities.

Summer reading and writing requirements will be assigned prior to the start of the school year. Failure to complete these summer assignments will result in removal from the course.

**English Language Arts I**

Grade Level: 9

Course Weight: Regular

Credits: 1 per year

Prerequisite: None

Grammar and usage, sentence structure, and paragraph development are stressed. Composition skills are enhanced as students move to a higher plane of expression, which includes multi-paragraph papers. Spelling, vocabulary, study skills, and library skills will be integrated as well. Students will read and analyze selections of literature including two novels, assorted short stories, nonfiction articles, and poetry. The research process utilizing databases will be introduced. Students may be asked to obtain a novel or text for annotation purposes.

**English Language Arts I - Honors**

Grade Level: 9

Course Weight: Regular

Credits: 1 per year

Prerequisite: Earn A's (93% or higher) in middle school English and Reading classes, and/or earn Teacher Approval.

Grammar and usage, sentence structure, and paragraph development are stressed. This honors course covers composition, grammar, spelling, vocabulary, research, and literature (short story, essay, poetry, novel, and drama). Students may be asked to obtain a novel or text for annotation purposes. Standards of evaluation are elevated when compared to English I. Students must maintain an A or B average each semester to ensure a spot in Honors English II.

**English Language Arts II**

Grade Level: 10

Course Weight: Regular

Credits: 1 per year

Prerequisite: English Language Arts I

Students will read a selection of literature including short stories (both fiction and nonfiction), poetry, novel, essays, drama, and research skills. These selections will serve as models of good writing and as subjects for the students' own writing exercises. Students will conduct research and write research papers using the research database and print sources. Grammar, sentence structure, and paragraph development will be systematically reviewed throughout the course. Spelling and vocabulary will be integrated. Composition skills will be reinforced with a strong emphasis on clarity, self-evaluation, and revision. Students may be asked to obtain a novel or text for annotation purposes.

**English Language Arts II - Honors**

Grade Level: 10

Course Weight: Honors

Credits: 1 per year

Prerequisite: Earn a B or better (83% or higher) in English Language Arts I - Honors or teacher approval, or earn an A (93% or higher) in regular English I with Teacher Approval.

This honors course covers all the same areas as the regular English Language Arts II class - literature (short story, poetry, the novel, essay, and drama), grammar, sentence structure, paragraph development, and spelling, vocabulary, and library skills). The course of study, however, is more stringent. Material is often covered at a faster pace and more in depth. Students must maintain an A or B average each semester to ensure a spot in an honors class next year. Students may be asked to obtain a novel or text for annotation purposes.

**English Language Arts III**

Grade Level: 11

Course Weight: Regular

Credits: 1 per year

Prerequisite: English Language Arts II

English Language Arts III is divided into two semesters. Students will read selections of American literature including works of fiction, poetry, and nonfiction. The literature will serve as both a good model and subject for student writing. During second semester, all students are required to successfully complete the semester of English Language Arts III Term Paper to meet the graduation credit requirement. Composition skills will be stressed throughout the year emphasizing the writing process and the importance of clarity, precision, and revision. Grammar studies and vocabulary will be integrated to both increase the student's knowledge of his language and improve his command of English. Students may be asked to obtain a novel or text for annotation purposes.

**English Language Arts III – Honors**

Grade Level: 11

Course Weight: Honors

Credits: 1 per year

Prerequisite: Earn a B (83%) or better in English Language Arts II - Honors or teacher approval or, earn an B+ (87%) in regular English II with Teacher Approval.


 SLU

Fall Semester: (SLU ENGL 1500: Process of Composition) The purpose of this course is for those students who are ready for the academic rigor of college, giving them the opportunity to earn college credits while in high school. This course helps students develop effective personal and expository prose writing skills, including methods of invention, organization, audience analysis, and style. The course focuses on the compositional process, rather than simply the final product.

Spring Semester: (SLU ENGL 1900: Strategies of Rhetoric and Research) This course will ask students to identify, create, research, and design a rhetorical project, focused on a topic selected by the student. Successful completion of this rhetorical project is the key to the course. Students will improve upon skills developed during the fall semester, and apply them to a more challenging persuasive project.

Students may receive SLU credit for this course if fees are paid and grades are maintained per the 1818 program.

**English Language Arts IV**

Grade Level: 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: English Language Arts III

The purpose of this course is to prepare students for the rigor of college and/or careers. Students will write critically in response to what they have read and cite sources when necessary, with assessments focused in rhetorical analysis, literary analysis, and argument. Students will also analyze visual rhetoric by viewing portions of plays, documentary film, and advertising. Students will build skills in public speaking, instructional writing, letters, resumes, interviewing skills, reports, and other business/technical documents, in addition to writing several rigorous inquiry-based research papers with presentations of their findings. Authentic writing in the form of college essays and/or interviewing techniques will offer students the opportunity to write for different purposes and audiences. Current technology will be used to enhance the reading and writing experience.

**English Language Arts IV – Honors**

Grade Level: 12

Course Weight: Honors

Credits: 1 per year

Prerequisite: Earn a B (83%) or better in English Language Arts III – Honors or teacher approval, or earn a B+ (87%) in regular English III with Teacher Approval

SLU

The purpose of this course is for those students who are ready for the academic rigor of college, giving them the opportunity to earn college credits while in high school. Students will apply reading strategies to use in reading a wide variety of genres, including drama, poetry, fiction, and nonfiction. In addition, students will write critically in response to what they have read, and cite sources when necessary. Methods include close reading, comparative contextual analysis, and argumentative writing. The texts and issues covered in the course are thematic, as determined by St. Louis University. The fall semester is Conflict, Social Justice, and Literature, and the spring semester is Film, Culture, and Literature. Students will read several books throughout the year and may be asked to obtain a novel or text for annotation purposes.

Students may receive SLU credit for this course if fees are paid and grades are maintained per the 1818 program.

## Family and Consumer Sciences

Grade	English/Language Arts Course Options
9	Introduction to Sewing
10	Advanced Sewing Child Development and Parenting Foods and Nutrition Introduction to Sewing
11	Advanced Sewing Adult Living Child Development and Parenting Interior Design Introduction to Sewing Nutrition and Culinary Arts
12	Advanced Culinary Advanced Sewing Adult Living Child Development and Parenting Interior Design Introduction to Sewing Nutrition and Culinary Arts

*The following apply to the classes listed above:*

- *A fee of \$20 applies for each semester course.*
- *A consumable project by a student may require an additional expense.*

### **Adult Living**

Grade Level: 11, 12  
Course Weight: Regular  
Credits: 0.5 per semester  
Prerequisite: None

Learning experiences will be provided which emphasize the knowledge, skills and attitudes of interpersonal relationships to assist individuals in preparing for their responsibilities in achieving their personal goals through their multiple roles in the home, community, and place of employment. Consumer principles are stressed in relationship to adult life.

### **Advanced Culinary**

Grade Level: 12  
Course Weight: Regular  
Credits: 0.5 per semester  
Prerequisite: Grade of A in Nutrition and Culinary Arts & Teacher Approval

This is an advanced course focusing on food service and sanitation. Students will spend time examining the food service industry, and common practices used in the professional kitchen. Lab components will be completed using culinary applications and techniques. Students will also be introduced to a variety of international and regional cuisine. Students will also participate in a variety of competitive cooking challenges including the annual Platinum Chef Team challenge. Student attendance, behavior, grades, and skill level will be considered when selecting the Platinum Chef team. Students will periodically be required to bring in groceries for personal use.



**Advanced Sewing**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Introduction to Sewing &amp; Teacher Approval

This course is designed to assist students in better understanding of fabrics, textiles, and garment construction. Throughout the semester, students will construct 5 advanced clothing garments of their choice. Students will also spend time examining various fabrics while gaining an understanding of cost, durability, and care. Students must take Introduction to Sewing before enrolling in the course. Students will also be financially responsible for their own project materials. Be advised, that some work will be done outside of class.

**Child Development and Parenting**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

This course emphasizes learning experiences, which help students gain knowledge and understanding of the intellectual, physical, social, and emotional development of children from conception through adolescence. The course content will center around the following areas: managing and organizing child development by applying decision-making and goal-setting skills; promoting child development by applying physical, social, intellectual, and emotional development principles; practicing health and safety standards for children; providing developmental experiences to enhance a child's growth and maturation; encouraging human relation skills in children; and evaluating family and career changes in relation to impact on children. Information related to careers in childcare is incorporated throughout the course.

**Foods and Nutrition**

Grade Level: 10

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

This course is designed to present subject matter about food preparation, nutrition principles and explore possible careers in the field of foods and nutrition. Learning experiences assist students in developing life skills. Students will periodically be required to bring in groceries for personal use. Students will also be required to complete cooking experiences at home if they are absent from class.

**Interior Design**

Grade Level: 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

Educational classroom and laboratory experiences are designed to provide students with an introduction to the basic knowledge and skills of the housing and furnishings field and for the management of the living environment to meet the needs of the occupants. Student learning experiences are related to the selection and care of housing, furnishings, equipment, and accessories so as to satisfactorily meet environmental and energy needs. Emphasis will be placed on color schemes, housing styles, and principles of design. Students will complete a design portfolio for the conclusion of the course.

**Introduction to Sewing**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

This course is designed to introduce students to basic clothing construction, use of the sewing machine, and simple mending. Students will complete 5 individual projects which they will keep. Students will be financially responsible for their own project materials. This course is a prerequisite for the advanced clothing and sewing course.

**Nutrition and Culinary Arts**

Grade Level: 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

This course is designed to introduce students to sanitation in the kitchen, measuring, and food presentation. The study, planning, preparation and serving of vegetables, meats, salads, quick meals, special diets, and special occasion meals will provide opportunities to develop lifelong skills. Students will periodically be required to bring in groceries for personal use. Students will also be required to complete cooking experiences at home if they are absent from class.

## Foreign Language – German

Grade	English/Language Arts Course Options
9	German I German II
10	German I German II German III - Honors
11	German I German II German III - Honors German IV - Honors
12	AP German Language and Culture German I German II German III - Honors German IV - Honors

*An \$18 fee applies to German I and German II.*

### AP German Language and Culture

Grade Level: 12

Course Weight: AP

Credits: 1 per year

Prerequisite: 90% or higher grade in German IV-Honors AND Teacher Approval

AP

The class will be conducted in German and the students will be required to only speak in German. New grammar will be introduced, but most of the emphasis will be placed on conversations, readings, and writings. The goal is continued development of their speaking and listening abilities while also studying German culture, history, geography, lifestyle and literature through various multimedia resources. This course is designed to meet the advanced placement content required by the College Board and parents must sign off on this. Students will prepare for the AP Exam using *Prüfungstraining AP German Language and Culture*, an AP German test preparation text.

*\*This course also prepares students for the Seal of Biliteracy initiative.*

### German I

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: None

The purpose of this course is to develop an understanding of the spoken language, good conversational pronunciation, and the reading of written German. Topics include: friends, the family, giving and understanding directions, telling time, meals, leisure time activities, talking on the telephone, winter events, simple purchases, and parties. Grammar is introduced at an appropriate pace through notes and context. Films and recordings from Germany help in the learning of German culture. All lessons and activities are aligned to the ACTFL National Language Learning Standards. Purchase of a workbook will be required.

**German II**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: German I or German A &amp; B at Columbia Middle School

This course is open to students who have completed German I or A & B at the middle school. The course begins with a brief review of German I. The purposes of the course are similar to those of the first year course with the addition of more writing, reading, listening, and speaking in German on the part of the students and the introduction of guided themes in German. Content in German. Content includes the study of basic German geography and history in the second semester. Formal grammar study is further covered through notes and context during the year. All lesson and activities are aligned to the ACTFL National Language Learning Standards. Purchase of a workbook will be required.

**German III - Honors**

Grade Level: 10, 11, 12

Course Weight: Honors

Credits: 1 per year

Prerequisite: German II

SLU

The German III course introduces students to German literature. Students will practice their language skills on a daily basis, including speaking, writing, reading and listening. In addition, the course is a continuation of German II, delving into more complex grammatical constructions (dative case, perfect tense, adjective endings, and clauses), adding more conversation and listening activities. All lesson and activities are aligned to the ACTFL National Language Learning Standards.

**German IV - Honors**

Grade Level: 11, 12

Course Weight: Honors

Credits: 1 per year

Prerequisite: German III Honors

SLU

The German IV course combines grammar and authentic content through the use of the textbook *Aspekte neu*. The emphasis of the course is original student production through daily and weekly writings and speaking. Grammatical concepts include all four cases, all tenses, passive constructions, relative pronouns, and use of the subjunctive. Many of the themes of the AP German Exam are introduced at this level as well.

*\*This course also prepares students for the Seal of Biliteracy initiative.*

## Foreign Language – Spanish

Grade	English/Language Arts Course Options
9	Spanish I Spanish II Spanish II - Honors
10	Spanish I Spanish II Spanish II - Honors Spanish III Spanish III - Honors
11	Spanish I Spanish II Spanish II - Honors Spanish III Spanish III - Honors Spanish IV - Honors
12	AP Spanish Language and Culture Spanish I Spanish II Spanish II - Honors Spanish III Spanish III - Honors Spanish IV - Honors

### AP Spanish Language and Culture

Grade Level: 12

Course Weight: AP

Credits: 1 per year

Prerequisite: Spanish IV - Honors and Teacher Approval

AP

This class will be conducted in Spanish, and students will be required to speak in Spanish. New grammar will be introduced, but most of the emphasis will be placed on conversations, reading and writings. The goal is continued development of their speaking and listening abilities while also studying six AP Language and Culture themes of Families and Communities, Global Challenges, Science and Technology, Beauty and Aesthetics, Contemporary Life, and Personal and Public Identities through various multimedia resources. This course is designed to meet the advanced placement content required by the College Board. Students may receive college credit for this course if students pay a fee for the AP test and the university accepts the student's score, depending on that university's requirements. Students are responsible for paying the fees associated with the test. The AP test is optional, but encouraged.

*\*This course also prepares students for the Seal of Biliteracy initiative.*

### Spanish I

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Recommendation from prior ELA teacher.

Introductory course taught with the Comprehensible Input (CI) method. Emphasis placed on high frequency vocabulary delivered through a variety of methods to reach multiple learning styles. Grammar concepts are taught contextually and as individual vocabulary words. Speaking is encouraged but not emphasized. Student's main responsibility in class is listening to teacher's delivery and repetition of vocabulary via class conversations, stories, questions and music. Basic knowledge of English language and grammar as well as grade level reading skills are required for success in Spanish I.

**Spanish II**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Spanish I or Columbia Middle School Spanish A & B

This course is open to students who have completed Spanish I or Columbia Middle School Spanish A and B. The instructor continues the delivery of high-frequency vocabulary using the CI (Comprehensive Input) method. Students acquire vocabulary and familiarity of grammatical concepts through listening and reading in Spanish. The bulk of the class is taught in Spanish.

Student production of the target language is encouraged and develops at an individualized pace. Students' main responsibility is listening to teacher delivery of vocabulary repetitions via classroom conversations, stories, music and reading.

**Spanish II Honors**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Spanish I or Columbia Middle School Spanish A & B and Teacher Approval

This course is open to students who have completed Spanish I or CMS Spanish A and B with a body of work that approaches the Novice High proficiency level. The instructor continues the delivery of high-frequency vocabulary using the CI (Comprehensive Input) method while introducing a variety of terms to promote academic language. Students acquire vocabulary and familiarity of grammatical concepts through listening and reading in Spanish. The bulk of the class is taught in Spanish at the Novice High level. Student production of the target language is encouraged and develops at an individualized pace. Students' main responsibility is listening to teacher delivery of vocabulary repetitions via classroom conversations, stories, music and reading. Keys to student success include a strong work ethic, intrinsic motivation and willingness to take risks while speaking and writing in Spanish.

**Spanish III**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Spanish II or Spanish II Honors

Spanish III is offered to those students wishing to choose a Spanish course not offered for college credit and finish their study of Spanish with this course. Spanish III is designed to meet the needs of students who are hoping to fulfill a common college requirement of two years of high school Spanish. Spanish A and B at Columbia Middle School are not counted toward this two-year requirement. The focus of the class will be reading and listening to materials to help increase active vocabulary and refine communication skills. Speaking and writing will focus on communication skills rather than advanced grammatical structures. Students will refine their speaking skills by communicating in the target language. Alternatively, if students are successful in Spanish III, they can choose to continue studying Spanish by taking Spanish III – Honors. Instructor approval and a grade of 83% or higher on semester exam or for semester.

**Spanish III - Honors**

Grade Level: 10, 11, 12

Course Weight: Honors

Credits: 1 per year

Prerequisite: A grade of B (83%) or higher on semester exam OR for semester in Spanish II Honors and Teacher Approval

As an honors course offered for college credit, students will begin this course with using authentic materials and will need mastery of concepts previously taught. During this course, Students will learn to comprehend and produce Spanish at increasingly complex levels by being immersed in comprehensible input Spanish by instructor, listening to Spanish language songs and reading authentic passages. Students will be introduced to advanced grammatical structures and see their use in everyday Spanish. Students will listen to different accents and dialects among Spanish speakers through work with authentic songs, podcasts, interviews, and written materials. They will also refine their speaking skills by communicating in the target language unless otherwise determined by the instructor. Spanish III - Honors is offered for three hours of Saint Louis University credit for students who qualify for the program.

\*Eligible students may receive SLU credit for this course if fees are paid and grades are maintained per the 1818 program. Registration is for three credit hours as SLU Spanish 1010.

**Spanish IV - Honors**

Grade Level: 11, 12

Course Weight: Honors

Credits: 1 per year

Prerequisite: Spanish III - Honors and Teacher Approval

This course is a literature based class that explores Spanish language short stories, drama and poetry while incorporating multimedia resources such as music, art, podcasts, video, and newspaper articles in order to make connections and comparisons. Class is taught entirely in Spanish and students are required to participate in Spanish daily in large and small group discussions. Students will practice the skills needed to decipher written or spoken messages at or above their comprehension level using knowledge gained and context. Activities will also include research and group projects.

\*Eligible students may receive SLU credit for this course if fees are paid and grades are maintained per the 1818 program. Registration is for both semesters for a total of six credit hours as SLU Spanish 1020 and Spanish 2010.

\*\*This course also prepares students for the Seal of Biliteracy initiative.

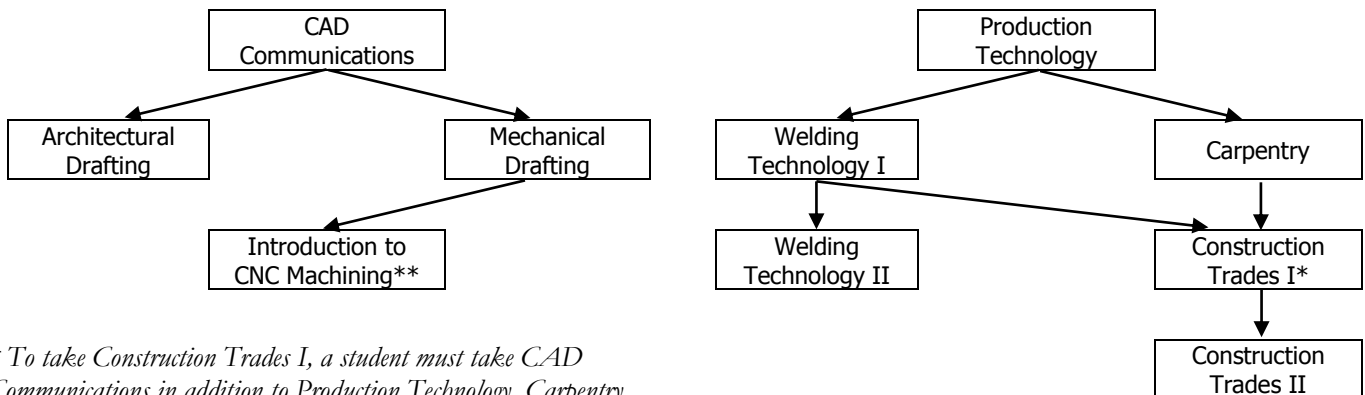
# Industrial Technology

Grade	English/Language Arts Course Options
9	CAD Communications Production Technology
10	Architectural Drafting CAD Communications Carpentry Mechanical Drafting Production Technology Welding Technology I Welding Technology II
11	Architectural Drafting CAD Communications Carpentry Construction Trades I Introduction to CNC Machining Mechanical Drafting Production Technology Welding Technology I Welding Technology II
12	Architectural Drafting CAD Communications Carpentry Construction Trades I Construction Trades II Introduction to CNC Machining Mechanical Drafting Production Technology Welding Technology I Welding Technology II

The following apply to the classes listed above:

- A fee of \$20 applies for each semester course.
- A consumable project by a student may require an additional expense.

## Industrial Technology Flow Chart



\* To take Construction Trades I, a student must take CAD Communications in addition to Production Technology, Carpentry and Welding Technology I.

\*\* To take CNC Machining, a student must take Production Technology in addition to CAD Communications and Mechanical Drafting



SWIC

**Architectural Drafting**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: CAD Communications

Students will be introduced to various ways of constructing a residential house. Students will complete a full set of house plans which include the following: framing plans, foundation plans, electrical plans, plot plans, landscape plans, heating and cooling plans, and plumbing plans. Students are also required to draw elevation views, detail views, and door and window schedules.

**CAD Communications**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

Students will explore and design different ways of communicating with the AutoCAD program. Students will design various types of drawings that include the following: symmetrical, auxiliary, orthographic, oblique, isometric, sectional and assembly drawings.

**Carpentry**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Production Technology

Students will learn how to organize and reproduce a finished product in the wood shop. Students will design jigs and fixtures necessary to produce a product. Individual projects help students understand five major areas of manufacturing: designing and engineering products, developing production systems, manufacturing products, marketing products, and performing financial activities. There will be additional costs for materials to build projects. The cost varies from year to year depending on project.

**Construction Trades I**

Grade Level: 11, 12

Course Weight: Regular

Credits: 2 per year

Prerequisite: Carpentry, CAD Communications, Welding Technology I and Teacher Approval

SWIC

This course provides experiences related to the erection, installation, and maintenance of residential buildings and related topics. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods of blueprint reading, carpentry, masonry, roofing, cabinet making, landscaping, welding, and finish work. Instruction includes safety principles and practices, machine skills, portable power tool skills, and building concepts and procedures. Students' technical skill experiences include instruction and activities in safety principles and practices. Areas covered in theory and practical application is residential wiring, structure framing and building trades principles and practices, residential finishing procedures, and advanced building and construction methods and codes. Cost of additional materials includes: a tape measure and safety glasses.

**Construction Trades II**

SWIC

Grade Level: 12

Course Weight: Regular

Credits: 1 per semester

Prerequisite: Construction Trades I and Teacher Approval

This course provides additional experiences to further develop and build upon experiences learned in Construction Trades I. This includes experiences related to the erection, installation, and maintenance of residential buildings and related topics. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods of blueprint reading, carpentry, masonry, roofing, cabinetmaking, landscaping, welding, and finish work. Instruction includes safety principles and practices, machine skills, portable power tool skills, and building concepts and procedures. Students' technical skill experiences include instruction and activities in safety principles and practices. Areas covered in theory and practical application is residential wiring, structure framing and building trades principles and practices, residential finishing procedures, and advanced building and construction methods and codes. Cost of additional materials includes: a tape measure and safety glasses.

**Introduction to CNC Machining**

SWIC

Grade Level: 11, 12

Course Weight: Regular

Credits: 1 per semester

Prerequisite: Mechanical Drafting &amp; Production Technology

This course starts with students learning all safety aspects when operating a Computerized Numerical Control (CNC) machine. Students will learn how to read common measuring instruments used in the machining industry as well as how to calculate cutting tool feeds and speeds. The course then establishes an understanding of the positioning system used with CNC equipment as well as how to jog the machine tools and general operating procedures. The course will provide experience in setting work offsets, tool length offsets, and manipulation of the Tormach CNC control. Equipment used for the course will include Tormach 3-axis vertical milling centers and MasterCAM. Students will gain a full understanding of set-up and experience running a short production run on each type of equipment.

**Mechanical Drafting**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: CAD Communications

Students will be introduced to various ways of designing objects in 3-D CAD. Students will learn the different ways of using 3-D surface models and 3-D solid models. Students will be able to design mechanical parts by using the 3-D program. Students are required to design their own 3-D project by the end of the course.

**Production Technology**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: None

Production Technology is an introductory course to woodworking and construction technology. Students learn how to use a variety of tools (Ex: table saw, miter saw, band saw, etc.) safely and properly, along with construction techniques and processes. Students will follow a multi-step process (building a small cabinet/table) to complete the project developing troubleshooting and analytic skills during the semester.

**Welding Technology I**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Production Technology

Welding I is an introductory course which explores the basic concepts and science behind welding technology. Students will learn the materials and processes associated with the welding profession. Students will learn, understand, and be able to safely complete welds that students will make include square, tee, v-groove, plug, and lap. Additional material costs include: metal, safety glasses, and welding gloves.

**Welding Technology II**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 0.5 per semester

Prerequisite: Welding Technology I


 SWIC

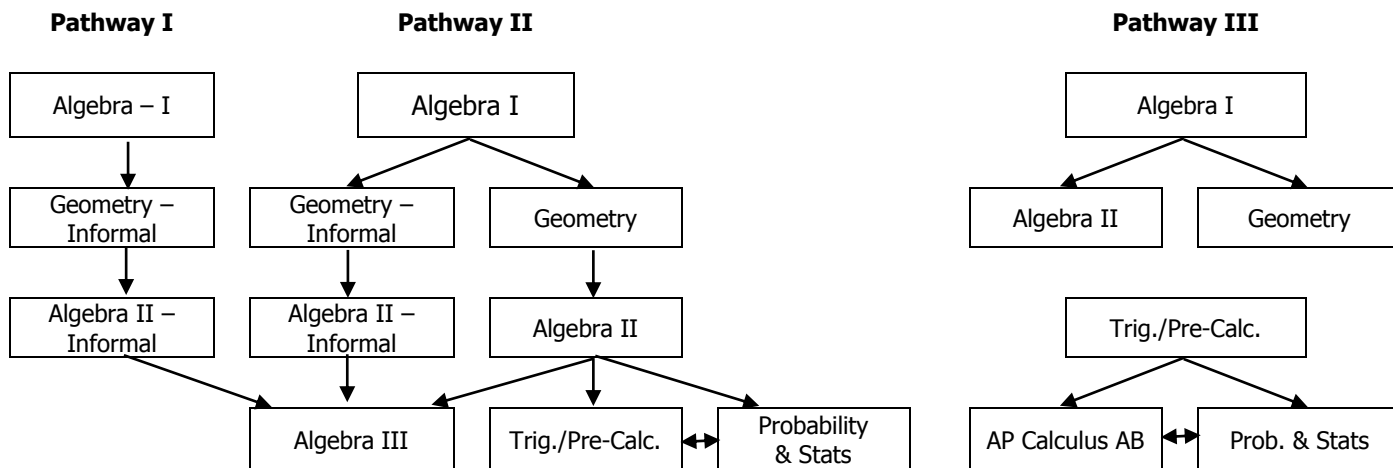
This course is a continuation of the Welding Technology I class and is geared toward the more advanced student. Students will develop skills in flat position welding and out-of-position welding. These welds include: overhead welding, vertical up welding, vertical down welding, horizontal welding, and flat position welding. Students design and build various projects in this course. Cost of additional materials to include: safety glasses and welding gloves.

# Mathematics

Grade	Mathematics Course Options
9	Algebra I - Informal Algebra I
10	* Algebra II } May take together in the same year * Geometry } Geometry - Informal
11	Algebra II - Informal Algebra II Algebra III Geometry - Informal Probability & Statistics Trigonometry/Pre-Calculus
12	Algebra II - Informal Algebra III AP Calculus AB Probability & Statistics Trigonometry/Pre-Calculus

\* Algebra II & Geometry may be taken together in same year if student earned a 90% or better in Algebra I.

## Mathematics Flow Chart



The CHS math department uses TI 84 Graphing Calculators throughout our course series. It is recommended that each mathematics student obtain a calculator early in their math series if they are planning to take honors level math courses. Calculators for rent (\$25 per year) are limited.

**Algebra I - Informal**

Grade Level: 9

Course Weight: Regular

Credits: 1 per year

Prerequisite: A grade of C- (72%) or below in Math 8 and/or Teacher Recommendation.

This course covers much of the same material as listed in Algebra 1 but at a less rigorous pace. There is more emphasis placed on extra practice and basic skills.

**Algebra I**

Grade Level: 9

Course Weight: Regular

Credits: 1 per year

Prerequisite: None

Algebra is the basis for all higher mathematics; it provides the skills which are necessary for the study of advanced mathematics. Algebra I is essential for all college-bound students. The course will cover the exploration of several models of mathematical functions through real-life applications using TI 84 graphing calculator, equations and their applications, inequalities and absolute values, functions and their applications, systems of equations and inequalities with applications, polynomials and factoring, quadratic functions, and introduction to statistics.

**Algebra II - Informal**

Grade Level: 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Geometry/Informal Geometry

Informal Algebra II is designed to review and strengthen Algebra I skills. In the course, students will review the fundamental processes used in solving and graphing the various types of equations and inequalities. It will also introduce more advanced algebraic concepts that include powers, roots, radicals. Also studied are quadratic, polynomial, exponential, logarithmic and rational functions. Students will study these by the use of terminology, exploration, activities, and practical applications.

**Algebra II**

Grade Level: 10, 11

Course Weight: Regular

Credits: 1 per year

Prerequisite: A grade of C (73%) or better in Geometry & Algebra I. *If doubling up with Geometry, requires a 90% or better in Algebra I with Teacher Approval.*

Algebra II is designed for students with strong mathematical abilities and background. It will serve as preparation for Calculus and will be beneficial for those who will pursue a career in a math related field. The course focuses on the following topics: equations and inequalities, polynomial and rational functions and relations, radical functions, operations of polynomials, exponential and logarithmic functions and relations, rational functions, conic sections, nature of graphs, and basic Trigonometry concepts.

**Algebra III**

Grade Level: 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Algebra II or Algebra II - Informal

Algebra III builds on the concepts introduced in Algebra II. More advanced topics will be introduced to help the student investigate, interpret, and make decisions. The overall course includes material that focuses on: linear relations and functions, systems of equations and inequalities, polynomial and rational functions, conic sections, matrices and determinants, exponential and logarithmic functions, and sequences and series as time permits.

**AP Calculus AB**

Grade Level: 12

Course Weight: AP

Credits: 1 per year

Prerequisite: A grade of B (83%) or higher in Trigonometry/Pre-Calculus and/or Teacher Approval

AP

SLU

AP Calculus AB is the mathematics of motion and change. Elementary functions; differentiation and integration from geometric, numeric, and symbolic viewpoints; limits, continuity; and applications will be covered. The pace and depth on instruction, content, and homework load will be as rigorous as a college course. Parents and students must sign off to acknowledge this. Students will be expected to utilize a TI 84 graphing calculator. Additionally, students will be required to use the internet as a resource for learning. Students can take the course as an AP class and earn weighted credit from the school without taking the AP exam. However, the AP exam is required if they wish to potentially receive the AP credit for college credit. An additional fee and registration will be required for the AP exam if they wish to take the test to gain college credit.

A student planning to take the course for SLU 1818 college credit will enroll for the 4 credit hours over the course of two full semesters. Currently, there is an additional registration and \$65 per credit hour fee for this course.

**Geometry - Informal**

Grade Level: 10, 11

Weight: Regular

Credits: 1 per year

Prerequisite: Algebra I or Informal Algebra I

Informal Geometry is the study of informal geometric concepts with emphasis on angles and segments, parallel and perpendicular lines, triangles, quadrilaterals, circles, area, surface area, and volume. Students will study these by the use of terminology, exploration, activities, and practical applications.

**Geometry**

Grade Level: 10

Course Weight: Regular

Credits: 1 per year

Prerequisite: A grade of C (73%) or higher in Algebra I. *If doubling up with Algebra II, requires a 90% or better in Algebra I with Teacher Approval.*

One of the primary goals of Geometry is the development of logical reasoning as demonstrated by geometric proofs. Problem solving skills are enhanced through studying relationships in a plane. Geometry extends the same topics studied in Informal Geometry with more rigor and depth.

**Probability & Statistics**

Grade Level: 11, 12

Course Weight: Honors

Credits: 1 per year

Prerequisite: Student must earn a grade of a C (73%) or higher in Algebra II or Trigonometry/Pre-Calculus and/or Teacher recommendation. *Students are also required to score a 22 on both the ACT Math and English tests or pass the Accuplacer test provided by SWIC at a sufficient level.*


 SWIC

This course will cover the organization, presentation, and description of quantitative data, graphical and numerical methods, probability and probability distributions, and sampling and statistical inferences. It will also include interval estimation and hypothesis testing. Students will learn to use a statistical package and/or utilize their graphing utility to analyze data.

This is a 4 credit hour dual credit course with Southwestern Illinois College. The pace and depth of instruction, content, and homework load will be as rigorous as a college course. Parents and students must sign off to acknowledge this. Students will be required to complete assignments using the online MyStatLab program. Students will be required to purchase the MyStatLab program (\$95) to participate in the class. If students achieve a score of 22 on both the Math and English ACT subtests, they will be automatically eligible to earn SWIC credit for this course.

**Trigonometry/Pre-Calculus**

Grade Level: 11, 12

Course Weight: Honors

Credits: 1 per year

Prerequisite: A grade of C (73%) or higher in Algebra II

Trigonometry is the study of triangle measurement. Included in this one semester of study are circular functions, trigonometric functions, graphs and inverses of trig functions, applications of trig functions, polar coordinates, and vectors. Pre-Calculus is a one semester course taken after Trigonometry. Pre-Calculus topics include linear relations and functions, polynomial functions, the nature of graphs, exponential and logarithmic functions, matrices, and an introduction to limits and derivatives.

# Science

Grade	Science Course Options
9	Biology Biology – Honors
10	Chemistry Chemistry - Honors Physical Science
11	Anatomy & Physiology AP Chemistry Biology II - Honors Chemistry Physical Science Physics - Honors
12	Anatomy & Physiology AP Chemistry Biology II - Honors Chemistry Physical Science Physics - Honors

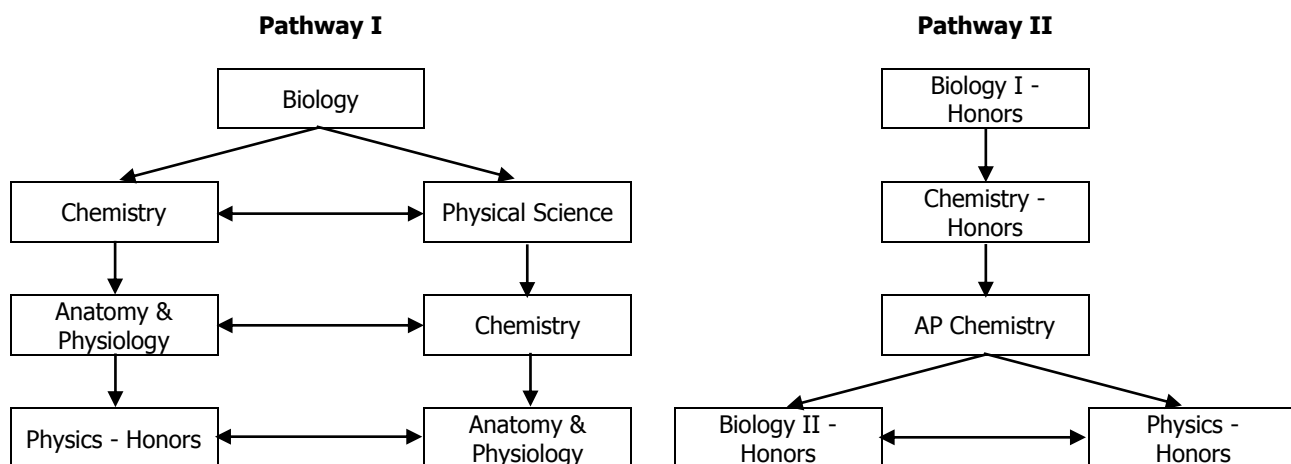
*Please see Agricultural Science section for additional courses.*

Preferred Course Sequence				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
Professional/Science 4 Year	Biology I - Honors	Chemistry - Honors	Anatomy & Physiology AP Chemistry Biology II - Honors Physics - Honors	Anatomy & Physiology AP Chemistry Biology II - Honors Physics - Honors
4 Year College	Biology	Chemistry Physical Science	Anatomy & Physiology Physical Science Physics - Honors	Anatomy & Physiology Biology II - Honors Physics - Honors
2 Year Workforce	Biology	Chemistry Physical Science BSAA - Animal BSAA - Plant Horticulture	Anatomy & Physiology BSAA - Animal BSAA - Plant Horticulture Physical Science	Anatomy & Physiology BSAA - Animal BSAA - Plant Horticulture

*Please be advised, these are the typical paths taken by students. Please see course prerequisites to determine additional paths.*



**Science Flow Chart**



*The following apply to the classes listed above:*

- A student can take Chemistry after Physical Science their junior year.

### **Anatomy & Physiology**

Grade Level: 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Earn a C (73%) or better in Chemistry

This course is a study of the systems of the human body. Anatomical studies and physiological experiments are conducted in the lab with the aid of dissections. A relationship of biochemistry is also introduced.

### **AP Chemistry**

Grade Level: 11, 12

Course Weight: AP

Credits: 1 per year

Prerequisite: B (83%) or higher in Chemistry - Honors and Teacher Approval OR must have an A (93%) or higher in Chemistry and Teacher Approval

**AP**

Advanced Placement Chemistry is a continuation of the basic chemistry course but with the focus of preparing students to take the Advanced Placement Exam for college credit. Students review topics from beginning chemistry in greater detail and proceed to study more advanced topics such as: acids/bases and titration, qualitative analysis, chemical equilibrium and reaction rates, and an introduction to organic chemistry. There is a heavy emphasis on laboratory procedures and the use of sophisticated laboratory equipment. Students completing chemistry and AP chemistry have the equivalent of a first year college chemistry course. NOTE: Parents and student must sign off to acknowledge that this course will be as rigorous as a college class in content, homework load, and pace of instruction in order to fully prepare students for the AP exam. Students must pay the fee for the AP exam if they wish to take the test to gain college credit.

*Please be advised, students enrolled in this course will have summer work to be completed prior to the first day of school.*

**Biology**

Grade Level: 9

Course Weight: Regular

Credits: 1 per year

Prerequisite: None

Biology is a course designed to teach students how to think like a scientist while learning biological concepts. Students will engage in labs and activities all while working in a collaborative group setting. We will also read and analyze texts as well as graphs. Unit tests are completed at the end of each “Next Generation Science Standard” with chapter quizzes throughout, as well as some group projects. Two semester exams are also required. Among the topics covered are Intro to Biology, Cells, Heredity, DNA, Photosynthesis, Respiration, Ecology and Evolution.

**Biology I - Honors**

Grade Level: 9

Course Weight: Regular

Credits: 1 per year

Prerequisite: A's in middle school science classes and/or Teacher Approval.

The demands of this course are more challenging than Biology; we will cover some of the same material, but in more depth. In addition to regular course assignments, this course requires students to complete formal lab reports, short essays, and an independent project. Students are expected to be prepared for the responsibility and workload that this class requires. Students will be expected to be good writers, organized, and be highly motivated to be successful in this fast pace class. Assignments to be completed outside of the classroom, such as projects and formal lab reports are common in this course. All students are also required to keep an up-to-date science folder, complete regular homework assignments, and participate in laboratory activities. Unit tests are completed at the end of each “Next Generation Science Standard” with chapter quizzes throughout the quarters. Two semester exams are also required. Among the topics covered are Intro to Biology, Cells, Heredity, DNA, Photosynthesis, Respiration, Ecology and Evolution.

**Biology II – Honors**

Grade Level: 11, 12

Course Weight: Honors

Credits: 1 per year

Prerequisite: Completion of Chemistry - Honors with a grade of B (83%) or better AND Biology I - Honors with a grade of B (83%) or better or Biology with a grade of A (93%) or better.


 SLU

Biology II - Honors is a rigorous college-level biology course for the self-motivated and above average student. The course is designed to allow students to cultivate their understanding of biology through a variety of means including direct instruction, case studies, and inquiry-based laboratory investigations. Topics covered include cellular processes — energy and communication, genetics, information transfer, and systems interactions. Students will develop the ability to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Focus is placed on reading technical literature, scientific writing, improving study skills, and development of critical thinking. Students desiring college credit may elect to enroll for four credit hours at Saint Louis University through the 1818 Dual Credit Program.

**Chemistry**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: B- (80%) or higher average in Algebra I AND Biology or Physical Science

This is a general course of the experimental science dealing with the investigation of matter and its relationship to our everyday lives. The course involves problem solving and periodic labs related to the lecture material at hand. The main emphasis is on inorganic chemistry.

**Chemistry - Honors**

Grade Level: 10

Course Weight: Honors

Credits: 1 per year

Prerequisite: A- (90%) in Algebra I and either B (83%) in Honor Biology or 90% in Biology

This course is a one-year lab course that will cover many of the same topics as Chemistry with the addition of new topics and an increase in rigor. The course is designed for highly motivated Sophomore students who possess high quality math and writing skills. This course will provide a smooth transition into AP Chemistry.

**Physical Science**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: Algebra I or Algebra I - Informal

Physical Science is a broad, quantitative survey of topics in physical science, including basic chemistry and physics. This class offers lab experiments, group work, lectures, and activities.

**Physics - Honors**

Grade Level: 11, 12

Course Weight: Honors

Credits: 1 per year

Prerequisite: Must have an B (83%) or higher in Chemistry AND an B (83%) or higher in Algebra II or Teacher Approval

SLU

This course, which can be taken for four hours of SLU credit second semester, covers most aspects of mechanics in depth and introduces basic fluid and wave principles. The math requirement is very important because physics has much more math in it than other high school science classes.

*Please be advised, students enrolled in this course will have summer work to be completed prior to the first day of school.*

## Social Studies

Grade	Science Course Options
9	World Geography World History - Overview
10	Consumer Economics/Personal Finance Contemporary World Issues World Geography World History - Overview
11	AP U.S. History Consumer Economics/Personal Finance Contemporary World Issues Economics Psychology Sociology U.S. History - Comprehensive
12	Consumer Economics/Personal Finance Contemporary World Issues Economics Psychology Social/Political Study of American Music Sociology SWIC Political Science & Speech U.S. Government and Civics

*The following apply to the classes listed above:*

- *A fee of \$10 applies for Social/Political Study of American Music*
- *A fee of \$20 applies to AP U.S. History*

### AP U.S. History

Grade Level: 11

Course Weight: AP

Credits: 1 per year

Prerequisite: Must have a B (83%) or higher in English II - Honors and teacher approval

AP

The focus of the course will be a detailed analysis of topics in American History, using document based learning to prepare students to take the AP test. This course will look at and evaluate the importance of U.S. History and how it affects people locally, nationally, and globally. Students will explore why these issues are important in today's world as well as into the future. This course will meet the U.S. History requirement for graduation. The purchase of "Princeton Review AP US History Guide" will also be required. The cost is \$20.00.

*To earn college credit, students must take the designated AP exam at the end of the school year AND earn a score acceptable to the specific college. Students are responsible for paying the fees associated with the exam.*

**Consumer Economics/Personal Finance**

Grade Level: 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

Learning experiences will focus on the knowledge, skills, and understandings needed by individuals and/or families to make rational decisions, which will contribute to family stability and quality of life. Installment purchasing, budgeting, comparison of prices, savings, consumer rights and responsibilities, management of resources, and the uses of resources to attain individual and/or family goals are components of this course. *This course meets the graduation requirement for consumer education, but may not meet a social studies requirement for some colleges.*

**Contemporary World Issues**

Grade Level: 10, 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

This course deals with the problems in America and the world today. It examines international, national, and local news. Topics covered may include social problems that face the US; our government; democracy as a goal of American security, trade, and foreign aid policy; the United Nations; NATO; the Middle East conflicts; and political conditions around the world today. Students are required to purchase a subscription to the "Up Front" Scholastic magazine, approximately \$12 for the semester.

**Economics**

Grade Level: 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

Economics is a study of the American and world economic system. The course will include the study of labor, business operations and structure, and consumer principles. This course meets the graduation requirement for consumer education.

**Psychology**

Grade Level: 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

This general psychology course concentrates on the "Why" of human behavior. It examines sensation, perception, emotions, motivation, and frustration as they affect human behavior. Social influences on individual and group behavior are considered, and the techniques used in the treatment of personality disorders are presented.

**Social/Political Study of American Music**

Grade Level: 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

The course is intended to help the student think critically and creatively about popular music. Students will study the most significant styles of American music in chronological order and will explore several recurring themes throughout the course: the influence of Mass Media and technology (printing, recording, radio, video, internet) and the role of popular music as a symbol of identity (race, class, gender, generation). This course will require the purchase of a workbook.

**Sociology**

Grade Level: 11, 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

Sociology is an introduction to the field of sociology, the study of society. This course examines such topics as culture, racism, discrimination and ethnocentrism; the family; collective behavior, the socialization process; the social structure and change in society.

**SWIC Political Science & Speech**

Grade Level: 12  
 Course Weight: Regular  
 Credits: 1 per semester (0.5 credit for each class)


**POLS 150: Intro to American Government**

A survey course of the American federal system of government. Included is a historical review of the founding of the United States and its political beginning. Emphasis is on the structure and function of the executive, legislative, and judicial branches of the federal government with an overview of state and local government. *Please see [Southwestern Illinois College Dual Enrollment](#) (page 8) for details.*

**SPCH151: Fundamentals of Public Speaking**

The basic principles of public speaking, including selecting a subject, determining the specific purpose of the speech, collecting materials, adapting the speech to a particular audience, organizing the speech, wording the speech, using visual materials and delivering the speech. Each student prepares and delivers several informative and persuasive speeches. *Please see [Southwestern Illinois College Dual Enrollment](#) (page 8) for details.*

**U.S. Government and Civics**

Grade Level: 12  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

This required course focuses on the fundamentals of American government and political philosophy. Students will also acquire information and skills to promote effective participation in our society. Course content includes attention to the power, structural development, and decision making of the modern federal and state governments; the idea of federalism; electoral, legislative, and judicial processes; the presidency; and the history of major constitutional questions, argued by the Supreme Court. A detailed study of the intellectual roots of the American Revolution and Declaration of Independence, the Philadelphia Convention and the Constitution is also included. An emphasis will also be placed upon the rights and freedoms protected by the Constitution as well as the limits and responsibilities associated with them. The federal and state constitution tests are given in this class.

**U.S. History – Comprehensive**

Grade Level: 11  
 Course Weight: Regular  
 Credits: 1 per year  
 Prerequisite: None

American history covers material from the millennium pre-Columbian era to the 1970s. Class emphasis is placed on material from the pre-Columbian Era to the 9-11-01 attacks. The class is thematic based on the following: Geography, Economics, Government, Citizenship, Culture, Constitutional Heritage, Science, Technology, Society, and Global Relations. Emphasis is also placed on developing a student who uses critical thinking to analyze information, identify cause and effect, and compare and contrast events, situations and points of view.

**World Geography**

Grade Level: 9, 10  
 Course Weight: Regular  
 Credits: 0.5 per semester  
 Prerequisite: None

This course deals with five themes in geography: location, place, human-environmental interactions, movement, and regions. Places on earth are described by their physical and human characteristics. The way people interact with their environment and how they change their environment is discussed. The first semester deals specifically with the basics of the science of geography and certain world regions. The second semester deals with the western hemisphere only. Semester courses do not have to be taken in sequence.

**World History-Overview**

Grade Level: 9, 10

Course Weight: Regular

Credits: 0.5 per Semester

Prerequisite: None

This course is a general survey of Western Civilization from its beginnings through the early Century. The course includes the study of ancient civilizations of Mesopotamia, Egypt, Greece, and Rome; the development of World Religions; Medieval Europe; the Renaissance; the Reformation; the Age of Exploration; the Enlightenment; the English and French Revolutions; the industrial revolution in England; nationalist and unification movements in 19th Century Europe; Imperialism; conflicts leading to World War I. Semester courses do not have to be taken in sequence.



## Individualized Education

Students will be placed in the least restrictive environment according to individual learning abilities. These courses provide students who need academic, emotional support, smaller class sizes and/or more individualized instruction in order to be successful at CHS.

Grade	Mathematics Course Options
9	General English General Pre-Algebra General Algebra I Part I General Science General Social Studies or General Geography Study Skills
10	General English II General Algebra I Part 2 General Geometry General Social Studies or General Geography Study Skills
11	General English III General Algebra I Part 2 General Geometry General U.S. History Comprehensive Study Skills Cooperative Occupational Education - Class (Work Coop) Cooperative Work Experience (Work Coop)
12	General English IV General U.S. Government and Civics Study Skills Cooperative Occupational Education - Class (Work Coop) Cooperative Work Experience (Work Coop)

### Cooperative Occupational Education

Grade Level: 11, 12

Credits: 1 per year

Prerequisite: IEP

*This course can be individualized or repeated.*

As a work-related class for cooperative work experience, this course teaches entry-level competencies for a variety of work situations. Students also develop communication skills and plan for post-graduation employment. Areas of instruction include: general job-survival skills, such as demonstrating appropriate punctuality and attendance at school and at work site; using appropriate communication techniques with authority figures; developing positive behaviors in interaction with co-workers; using problem-solving techniques to resolve conflict situations at school and at the work site; using personal organizational skills for budgeting time and following co-op training agreement requirements. The student is to become aware of the occupations that coincide with his interests and capabilities. At the completion of this course, each student should have plans as the steps he will take after graduation to fulfill his vocational goals.

**Cooperative Work Experience**

Grade Level: 11, 12

Credits: 2 per year

Prerequisite: IEP

*This course can be individualized or repeated.*

The goal of this class is for the student to gain part-time employment and maintain that job with acceptable skills. Areas of concentration include: developing job skills as required at the training site; maintaining employment for a minimum of three months each semester; demonstrating job punctuality and attendance; performing clerical duties, including the completion of job station reports, training agreements, and timesheets; and job problem-solving, using effective communication techniques and meeting with the work study coordinator to monitor on-job performance. The goal of this class is for the student to gain part-time employment and maintain that job with acceptable skills. This gives the student a chance to pick an area of work, apply, interview, and acquire employment.

**General Algebra I Part I**

Credit: 1 per year

This course is a modified curriculum of the Algebra I Part I course for students who may need to learn concepts at a slower pace than what takes place in the regular classroom curriculum. Curriculum in this class will review concepts in pre-algebra as well as move forward in developing skills to graph linear equations, inequalities, solve quadratic equations, and other higher-level thinking concepts taught in Algebra I.

**General Algebra I Part 2**

Credit: 1 per year

This course is a modified curriculum of the Algebra I Part 2 course for students who may need to learn the same concepts yet at a slower pace than what takes place in the regular classroom. Curriculum in this class will review concepts taught in General Algebra I Part I as well as move forward in skills that require more problem solving than the previous year. Applications of rational numbers, polynomials, linear systems, exponential functions, radicals, scientific notation, square roots and other higher-level thinking concepts taught in Algebra I will occur.

**General English I**

Grade Level: 9

Credit: 1 per year

General English I is a full year class offered to freshman students who have an area of need in the Language Arts skill set which precludes placement in the English I class. Students enrolled in General English I will practice reading from appropriate curriculum level texts to strengthen word recognition and to improve reading comprehension for facts. Student ability to formulate grammatically correct sentences will develop through a variety of writing purposes, including tactile writing exercises. Students will begin to develop listening and speaking focus to gain ability to communicate for life events.

**General English II**

Grade Level: 10

Credit: 1 per year

Prerequisite: Successful completion of General English I

General English II is a full year class offered to sophomore students who have an IEP that includes an area of need in the Language Arts skill set which precludes placement in a regular English course. Students enrolled in General English II will practice reading from appropriate curriculum level texts to strengthen word recognition and to improve reading comprehension for facts and inferences. Student ability to formulate correct and increasingly sophisticated sentences will develop through a variety of writing purposes including tactile writing exercises and paragraph practice. Students will improve listening and speaking focus to gain ability to communicate for life events and for vocational situations.

**General English III**

Grade Level: 11

Credit: 1 per year

Prerequisite: Successful completion of General English II

General English III is a full year class offered to junior students who have an IEP that includes an area of need in the Language Arts skill set that precludes placement in a regular English course. Students enrolled in General English III will practice word recognition and reading comprehension for facts and inferences to predict outcomes. Student ability to formulate correct and increasingly sophisticated sentences will develop through a variety of writing purposes, including tactile writing exercises, paragraph and poetry practice, and persuasive essays using current events articles. Students will develop confidence in the performance of listening and speaking activities for life events and for vocational situations.

**General English IV**

Grade Level: 12

Credit: 1 per year

Prerequisite: Successful completion of General English III

General English IV is a full year class offered to senior students who have an IEP that includes an area of need in the Language Arts skill set which precludes placement in a regular English course. Students enrolled in General English III will practice reading from appropriate literature and nonfiction texts to strengthen word recognition and to improve reading comprehension for facts and inferences to support a research theme. Student ability to formulate correct and increasingly sophisticated sentences will develop through a variety of writing purposes, including tactile writing exercises, paragraph and poetry practice, and persuasive essays using current event articles. Students will develop enhanced confidence in the performance of listening and speaking activities for life events and for vocational situations.

**General Geometry**

Credit: 1 per year

This course is modified curriculum of the Informal Geometry course for students who may need to learn math concepts at a slower pace than what occurs in the regular classroom due to math fluency difficulties. Concepts place an emphasis on terminology, exploration, and activities, which include measuring and constructing angles, lines, and points as well as developing a basic understanding of the practical application of proofs. Problem solving skills are enhanced through logical reasoning when studying relationships in planes, angles and other geometric shapes.

**General Math for Consumers**

Credit: 1 per year

This course teaches fundamental mathematical skills required for successful functioning in the home, on the job, and in the community. Students use math operations in personal banking, insurance, investments, taxes, and interests. Use of whole numbers, fractions and decimals, percents, and measurement to solve problems students encounter with living expenses will be taught.

**General Pre-Algebra**

Credit: 1 per year

This course is designed for students who require concepts to be taught to improve their overall math fluency. They may have difficulty with basic math skills and need practice and re-teaching including whole number and decimal operations, fractions/percents, number concepts/formulas, order of operations/properties, integers, expressions/ equations and being able to complete single and multi-step algebraic problems.

**General Science**

Credit: 1 per year

This course is designed for students who required a modified curriculum of Biology and have difficulty in reading and reading comprehension. The course covers basic science concepts in physical science, earth science, and life sciences. Each year enrolled will cover a different science area. Students will learn the physics concepts and scientific technology behind flight and building structures. Earth and life science develop the understanding of the earth's history, its tectonic plates, astronomy, and the development of life on earth. This is a project-based curriculum with hands-on learning for students who may have difficulty in large class settings. Study skills will also be emphasized to better prepare students to enroll in the regular science curriculum in the future.

**General Social Studies OR General Geography**

Credit: 0.5 per year

This course is designed for students who require a modified curriculum of World Geography and have difficulty with reading and reading comprehension. This course is designed to teach the same concepts in the regular curriculum yet with emphasis on projects and hands-on learning. It is designed to also develop study skills to better prepare students to enroll in the regular social studies curriculum in the future.

**General U.S. Government and Civics**

Credit: 0.5 per year

This course is designed for students who require a modified curriculum of the U.S. Government Comprehensive Course and who have difficulty with reading and reading comprehension. This course covers the basics of American government with an emphasis on the American Revolution, the Declaration of Independence, the Philadelphia Convention, and the U.S. Constitution. The Illinois state constitution will be studied as well. The federal and state constitution tests are given in this class.

**General U.S. History Comprehensive**

Credit: 1 per year

This course is designed for students who require a modified curriculum of the U.S. History Comprehensive and who have difficulty with reading and reading comprehension. This course covers material from the Revolutionary War through the War on Terrorism and other current issues. The class is thematic based developing the student's ability to identify cause and effect, comparing and contrasting historical events and leaders, learning vocabulary and being able to use historical facts to form one's own opinion. This is a project-based class which develops study skills and working with others in small groups.

**Study Skills**

Credit: 0.5 per semester

This course is designed for all students who currently have an Individualized Educational Plan (I.E.P.) needing academic, and/or emotional support in order to be successful in all coursework at Columbia High School. Students will develop positive work habits, learn to advocate for themselves in the regular classroom, have a better understanding of their individual learning difficulties, and how their accommodations impact their ability to be successful, as well as work on required career exploration and transition plans for their annual reviews. Students will learn to self-monitor their grades and seek assistance as needed to improve their success across all curricular areas.

## CHS Transition Program: Empowering Students to Succeed



### *Mission Statement:*

Our mission is to empower students with the desire, skills, and means to become lifelong learners as they independently live their life to the fullest in school, at home, within the community, and in work settings.

### *Staff Commitment:*

Our staff will be dependable, professional, and will uphold student confidentiality. We will possess a positive attitude toward all students and assigned tasks ensuring students' success within our program.

### **Definitions**

"Individual Education Plan" (IEP) means a written statement for an exceptional child that provides at least a statement of the child's present levels of educational performance, annual goals and short-term instructional objectives; specific special education and related services; the extent of participation in the regular education program; the projected dates for initiation of services; anticipated duration of services; appropriate objective criteria and evaluation procedures; and a schedule for annual determination of short-term objectives.

"Individual Transition Plan" (ITP) means a multi-agency informal assessment of a student's needs for post-secondary adult services including but not limited to employment, post-secondary education or training and residential independent living.

High school students will increase their ability to make choices, decisions, and plans to meet their educational and career goals and expectations. Students will demonstrate skills related to setting and achieving academic, employment, post-secondary, training, and independent living goals. Prior to student's annual IEP/ITP meeting, students will create their ITP, which includes employment, post-secondary, training and independent living goals. Then, after careful review of last year's IEP progress and consideration of recent school evaluations, IEP goals and objective are written to support ITP goals.

### **Indicator 13 Transition Planning**

What do I want to do for a job when I transition from school to my community?

Will my job choice require me to continue with secondary education?

What type of training is required to meet my employment goal?

Where would I like to live after I graduate from high school?

**The Illinois Transition begins at age 14-1/2 and requires districts to enter data concerning employment, secondary education, training, and independent living under Indicator 13 for all students 14-1/2 and older that have an IEP.**

**Graduation Requirements**

Total credits required for graduation: 24  
 Specific requirements for graduation are as follows:

SUBJECT	Language Arts	Math	Science	Social Studies	Electives	Physical Education	Other
REQUIRED HIGH SCHOOL CREDITS	4	3	2	2	1	3.5 PE 0.5 Health	0.5 Consumer Ed 0.5 CCSA

**Deciding when Graduation is Appropriate**

Within four years of your son/daughter’s high school career, the CHS Transition Program will strive to provide experiences and instruction, resulting in earning credits required for graduation, social and life skills instruction, and connections with outside agencies. When transition goals are met, they are ready to graduate and move into their post-secondary goals, at which point they exit the transition program. At each annual ITP (Individual Transition Plan) meeting during your son/daughter’s high school career, the IEP team will revisit transition goals and discuss whether he or she is ready for graduation. The appropriateness of students staying in the transition program until the day before their 22nd birthday is not contingent upon waiting lists for outside agency participation, lack of jobs, and other issues. The decision to stay past the four years is an individualized decision that looks at progress toward required credits, progress toward post-secondary goals, connection with outside agencies, etc. It is a team effort and everyone; school, family, student, and community, plays an important role.

**Four Components of the CHS Transition Program**

<b>1.) LIFE SKILLS DEVELOPMENT</b>	<p>Courses: <i>Adult Living, Home Essentials, Personal Health</i></p> <p>These courses enhance problem solving skills by providing functional curriculum in an authentic environment encouraging students to learn essential skills needed to live independently.</p>
<b>2.) REQUIRED ACADEMICS</b>	<p>Courses: <i>English 1, 2, 3, 4, Math 1, 2, 3, US History, Social Studies, Government, Science, (Earth, Life, Physical, Health, Resource Management)</i></p> <p>These courses will provide functional yet challenging courses as students complete 24 Carnegie credits to fulfill graduation requirements.</p>
<b>3.) COMMUNITY INSTRUCTION</b>	<p>Courses: <i>Social Skills, Community Skills</i></p> <p>These courses will allow students to become familiar with and use resources in the community.</p>
<b>4.) EMPLOYMENT</b>	<p>Courses: <i>Cooperative Occupational Ed., STEP, Cooperative Work Experience</i></p> <p>These courses will provide career exploration and opportunities for on-site job experience in a community classroom closely aligned with career interest, skills task, and IEP goals.</p>

*Freshman and Sophomore: Concentration on components 1 and 2*  
*Junior and Senior: Concentration on components 1, 2, 3, and 4*

**Transition Program: Courses Required for Graduation****American History**Credits Required: 1 (*one per year*)

Students will prepare presentations representative of American History period as well as discuss events relevant to their lives today.

**English 1, 2, 3, 4**Credits Required: 4 (*one credit per year*)

Classes will include a variety of text, such as providing text at student's reading level within a Literature Circle format to enhance basic reading fluency and comprehension skills, written expression, and public speaking skills. Daily lessons concentrate on decoding unfamiliar words, enhancing vocabulary, and increasing comprehension. Selected literature will emphasize life skills that are applicable to the student in their home, school, community, and work settings. English courses for emerging and beginning readers include phonemics, word decoding skills, functional sight word recognition, community sign recognition, functional vocabulary, spelling, fluency, and comprehension skills of functional text.

**Government**Credits Required: 1 (*one per semester*)

The Illinois and U.S. Constitution are reviewed. Students are required to take assessments with accommodations

**Health**Credits Required: 0.5 (*one semester*)

Students will learn about nutrition, healthy body images, food safety and the Illinois State Sanitation Guidelines. Other topics to be covered are: creating a germ-free workplace, car safety, fire safety, protecting your online identity, smoking, drugs and alcohol, teen safety, workplace safety, accident prevention tips, emergency response, basic first aid and CPR.

**Math 1,2,3,4**Credits Required: 3 (*one credit per year*)

Through a variety of technological, conventional, and hands-on learning opportunities with repeated practice, students will explore math skills, such as problem solving, geometry concepts, algebraic concepts, time concepts, counting calories, home improvement, using math in sports, probability, adjusting recipes, crafts, fractions in the home, spending money, earning money, traveling, time concepts, statistics, calculating and using percentages, understanding interest, insurance, and using energy. Students will learn about salary, wages, tips, money management, budgeting, income and costs, banking skills, menu and market math skills. These skills will be performed by owning and operating the **CHS Campus Store and Flight Crew Cafe**. Tasks include the following: maintain a clean and neat store, plan for a budget, shop, prepare baked items and coffee products, advertise and run promotional sales, plan and organize fundraiser events, increase functional shopping skills, compute discounts, compute cost of sale, make change, increase social skills, communicate with customers, handle customer complaints, order supplies from various vendors, calculate inventory supplies, write out sales orders, payment requests, deposit slips, calculate total sales amounts, and reconcile bank account. Parents are always welcome to join their students to help sell store items at designated sports events.

**Resource Management**

*Meets the Consumer Education Requirement and this course can be individualized or repeated.*



Credits: 0.5 (*one semester*)

Students will learn how to be responsible consumers as they learn about their rights and responsibilities, shopping skills, income taxes, budgeting, banking services, financial planning, shopping for personal needs, housing, transportation, insurance, healthcare, and other skills necessary to be an informed and independent consumer.

### **Science**

Credits Required: 2 (*0.5 per semester*)

#### **Physical Science**

In this course, students will learn about the metric system, matter, chemical reactions, energy and motion, work and machines, heat, sound and light, electricity and magnetism.

#### **Earth Science**

Students will learn about the Earth, minerals and rocks, weathering & erosion, forces in the Earth, Earth's history, Earth's atmosphere, weather and climate, and solar systems.

#### **Life Science**

Students will learn about living things, classifying animals, classifying plants, ecology, heredity, body's basic needs, and body systems. They will also participate in an herb garden project and a hydroponic project.

### **Transition Program: Elective Courses Offered**

*Elective courses can be individualized and or taken more than once for credit.*

#### **Adult Living**

Credits: 1 (*per year*)

This course will explore the following topics: understanding yourself, emotional health and self-advocacy, health and fitness, interpersonal skills, understanding all areas of families, future relationships, work concerns, parenting decisions, aging and death.

#### **Application of Functional Academics**

Credits: 4 (*per year*)

Prerequisite: 18-22 years of age with an IEP

Students are taught skills such as cooking, cleaning, household safety, personal hygiene, community safety, community access, grounds work, and money management. Students have the opportunity to participate in community service activities at places such as local nursing homes and with Monroe County House of Neighborly Services. They will also learn to access environments and services within their community. These include opportunities to attend the YMCA, Public Library, and local stores and restaurants. Students are assessed through a performance review and will receive a pass/fail grade in the extended program.

#### **Community Skills**

Credits: 1 (*per year*)

Students will learn to navigate their community resources through the use of a community game board. They will receive direct instruction, practice and role play community situations before participating in community outings. During the outings, they will implement learned skills such as social manners, social communication, and how to use resources. Activities will include grocery shopping, transportation, practice with money, and learning about the various resources in the community such as the library, the bank, and the police station. Social skills will include recreational activities such as bowling, exercising, and going out to eat.

**Home Essentials**Credits: 1 (*per year*)

In this course, students will learn about meal management, healthy eating, food preparation, household maintenance, clothing and housing needs, choosing a place to live, household finances, design in a home, and how to have a safe and healthy environment.

**Personal Health**Credits: 1 (*per year*)

Students will learn self-advocacy and self-determination skills through the following: understand nature of their diagnosis, identify strengths and areas of improvement, identify individual learning styles, and develop study habits. They will learn how to advocate for independence, consider ethical, safety and societal factors in making decisions, plan, implement and evaluate participation in school activities and organizations. Students will develop a list of contacts of the area agencies and become familiar with their services, mental & physical health, healthy lifestyle, and life choices.

**Secondary Transition Employment Program (STEP)**Credits: 1 (*per year*)

In preparation of the world of work, students will be placed on-site in community classrooms aligned as closely as possible to students' career interests, skill tasks, and IEP goals. Transportation and job coach instruction will be provided as needed to support Students in learning all aspects of employment independence.

**Social Skills**Credits: 0.5 (*per semester*)

Students will develop social skills and demonstrate generalization of social skills in school and community settings during monthly community based instruction. Topics covered include identifying and managing one's emotions and behaviors, learning to manage stress and anxiety, developing good character, learning social awareness and interpersonal skills to maintain positive relationships, developing network of informal supports (friends, neighbors) and external supports, recognizing personal qualities, using communication and social skills effectively, and developing problem solving skills.

**Social Studies**Credits: 0.5 (*per semester*)

This course challenges students to attend to local news, discuss current events, and establish student opinion and skills needed to produce positive citizenship. Academic emphasis is on vocabulary, selecting main idea of news articles, research skills, computer use, increase comprehension through writing as a news reporter, creating oral presentations, and conduct mock news reports.

*CHS Transition Program Lessons Available Online*

If you would like to reinforce transition program lessons at home, please contact the classroom teacher, Chelsea Adair. Requests may be emailed to [Adair.Chelsea@columbia4.org](mailto:Adair.Chelsea@columbia4.org).

Contact Jeanne Goacher, Director of Special Education, with questions regarding the Transition Program for Columbia Unit School District at 618-281-2537 or [Goacher.Jeanne@columbia4.org](mailto:Goacher.Jeanne@columbia4.org).

Freshman	Sophomore	Junior	Senior	Transition (Placement is determined by the IEP Team)
English 1*	English 2*	English 3*	English 4*	Application of Functional Academics
Math 1*	Math 2*	Math 3*	Math 4*	
US History* Government*/Social Studies		Adult Living Community Skills Home Essentials Other Electives		
Earth Science* Life Science* Physical Science*				Secondary Transition Employment Program (STEP)
Health*/ Social Skills	Personal Health/ Resource Management*	Cooperative Occupational Education		
CCSA/Elective*	Elective	Secondary Transition Employment Program (STEP)		
PE*	PE*	Or Cooperative Work Experience (Co-op)		

\* required for graduation

Transition				
Monday	Tuesday	Wednesday	Thursday	Friday
STEP/Co-op	STEP/Co-op	STEP/Co-op	STEP/Co-op	STEP/Co-op
STEP/Co-op	STEP/Co-op	STEP/Co-op	STEP/Co-op	STEP/Co-op
STEP/Co-op	STEP/Co-op	STEP/Co-op	STEP/Co-op	STEP/Co-op
STEP/Co-op	STEP/Co-op	STEP/Co-op	STEP/Co-op	STEP/Co-op
Community Access	Recreation/ Leisure	Community Access	Recreation/ Leisure	Community Access
Home Living Skills	Home Living Skills	Home Living Skills	Home Living Skills	Home Living Skills

Example of a student's daily schedule in grades 12+

# Additional Offerings

## Air Force Junior ROTC Program

AFJROTC MISSION STATEMENT: DEVELOP CITIZENS OF CHARACTER DEDICATED TO SERVING THEIR NATION AND COMMUNITY.

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The objectives of JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.

Curriculum opportunities include:

- Academic studies
- Character education
- Life skills education
- Leadership opportunities
- Team-building experiences
- Intramural competition
- Field trips / training opportunities
- Health and Wellness

*Please note, one-half credit is given for each semester. Credit counts for eligibility and grade point average and is awarded by Dupo High School. A student must be a member of AFJROTC to take these courses and other credits may count as electives.*

### **Journey into Aviation History**

Grade Level: 9, 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: None

This course is comprised of Aerospace Science, Leadership Education and Wellness. The Aerospace Science portion of the course is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. Leadership education is an integral part of the instruction. During this first course the student is introduced to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program. The course includes instruction on both the cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions. The Drill and Ceremonies course is integrated in this course as part of Leadership Education. Cadets are provided fundamental and in-depth instruction in Air Force drill and ceremonies. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender.

**The Science of Flight**

Grade Level: 10, 11, 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: ROTC I (*SASI can waive*)

This course is comprised of Aerospace Science, Leadership Education and Wellness. The Aerospace Science portion of the course is designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the flight environment, the student will be introduced to how that environment affects flight and the human body. Discussions will include the human circulatory system, the effects of acceleration and deceleration on the inner ear, and the equipment developed to protect the human body during flight. The student will be introduced to the forces of lift, drag, thrust, and weight and also learn basic navigation including map reading, course plotting, and the effects of wind. Students will also learn about the world's culture through the study of world affairs, regional studies, and cultural awareness. The Leadership Education portion of the course stresses communications skills and cadet corps activities. The student will receive instruction in how to communicate effectively; how to understand groups and teams; how to prepare for leadership; how to solve conflicts and problems; and how to improve individual personal development. The Drill and Ceremonies course is integrated in this course as part of Leadership Education. Cadets are provided fundamental and in-depth instruction in Air Force drill and ceremonies. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender and complements the health and wellness portion of this course.

**Management of the Cadet Corps**

Grade Level: 12

Course Weight: Regular

Credits: 1 per year

Prerequisite: ROTC I, II, & III (*SASI can waive*)

This course is an AS option and practicum for upper class cadets to manage the entire corps. This course is offered as the final course for fourth and select third year cadets. The course consists of three components: Aerospace Science, Leadership Education, and Wellness/Physical Fitness. The Aerospace Science IV, Management of the Cadet Corps, consists of a hands-on experience that affords cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets under the direct supervision of the AFJROTC instructors. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Leadership Education IV, Principles of Management, is a guide to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. There are four building blocks of leadership considered in this text from the military and civilian perspective. The four areas are Introduction to Management, Planning, Organizing, and Leading. The Drill and Ceremonies course is integrated in this course as part of Leadership Education. Cadets are provided fundamental and in-depth instruction in Air Force drill and ceremonies. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender and complements the health and wellness portion of this course.

## Vocational Courses at Career Center of Southern Illinois (CCSI)

CCSI operates through a joint agreement with seven participating school districts to provide capstone job training programs for junior and senior students. CCSI graduates have successfully entered the working world serving the needs of area employers. Students are drawn from area high schools and attend two-hour classes taught by instructors who have many hours of actual work experience in their fields. Each program area is designed to emphasize proper work habits, employability skills, and career opportunities, as well as to give each student a work environment related to his/her chosen field.

Most programs have articulation agreements with Southwestern Illinois College where many CCSI graduates continue their education. Many students also compete in the State Skills USA and Health Occupations Students of America (HOSA) competitions.

All vocational programs generate three high school credits per school year, so students who attend do not get behind in graduation credits. For more information see your high school counselor, log onto [www.gotoccsi.org](http://www.gotoccsi.org), or call CCSI at 473-2222.

### **Auto Collision Repair Technology**

In the auto body program, students will learn the use of hand tools, basic painting, basic straightening procedures, welding, safe work practices, how to work as a team and other employability skills. Advanced students will learn skills needed to shape body lines and prepare multiple panels for paint. In general, students will be exposed to all the skills required to become an entry level collision repair technician.

*A class fee of \$65 includes safety glasses and a respirator.*

### **Automotive Service**

This course provides experiences related to maintenance, service and repair of a variety of vehicles. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to auto service technology. Instruction will include safety principles and practices, maintaining, servicing and repairing vehicles in the following areas: brakes, electrical systems, engine repair, heating and air conditioning and steering and suspension. Advanced level students will learn: automatic transmissions, engine performance, and manual transmissions and driveline.

*A class fee of \$65 Lab Fee applies.*

### **Early Childhood**

This program is designed to train students to gain knowledge and skills to work effectively with young children, and to explore careers related to children. The students will study principles of child care and learn how to plan developmentally appropriate activities. Students will have hands on experience working with young children.

### **Health Occupations – Medical Terminology/ Certified Nursing Assistant**

This class is offered to students who have an interest in entering the health occupation field. The class will combine various learning techniques such as those of observation, participation, visitation, and exploration. The course will expose students to a survey of the many different health careers in the health fields, basic medical knowledge, and a concentration of study in the area of health care aide.

### **Heating, Ventilation and Air Conditioning Construction**

This course provides experience related to the career opportunities in HVAC equipment design, installation, repair and estimating. Students learn the fundamental principles and methods and to develop technical skills related to HVAC repair and installation. Topics include: safety principles and practices, basic electricity controls, residential wiring, soldering and brazing of copper, sheet metal duct layout and fabrication, blueprint reading, basic masonry, basic roofing, and carpentry.

**Law Enforcement**

This program is taught by veteran police personnel and introduces students to the various fields of Law Enforcement including criminal justice, community policing, corrections, and police operations. Students receive instruction and scenario based training in: Patrolling techniques, field operating observations and perceptions, communicating with the public, radio communications, and crime scene investigations.

**Welding Technology**

This program is designed for students who are planning a career in industrial or production welding, farm machinery repairs, or private business. Students will be exposed to expert training in safety, and a variety of welding processes, equipment, materials, techniques, welding positions and trade terms. The students will gain extensive hands-on experience and knowledge and learn employer-employee relationships in preparation for the job market. The program teaches students skills in the following areas: shielded metal arc (stick) of mild steel and stainless steel; gas metal arc (mig) of mild steel and aluminum; gas tungsten arc (tig) of mild steel; stainless steel and aluminum; flux core arc (dual and self-shield) of mild steel; plasma cutting and welding; and oxy-acetylene hand and automatic cutting. The air carbon arc gouger is also used regularly.