

Course Planning Guide



Geneseo High School
Geneseo, Illinois 61254
2009 - 2010

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GENESEO SENIOR HIGH SCHOOL MISSION STATEMENT

Geneseo High School is committed to helping all students develop their full potential and to preparing them to be independent, productive, and responsible citizens by offering an academic and extra-curricular program that meets the needs of all students and by providing an environment conducive to learning.

GRADUATION REQUIREMENTS FOR GENESEO SENIOR HIGH SCHOOL

42 credits are required for graduation.

Each semester every student must enroll in a minimum of 6 academic subjects including physical education. Exception: Students who are enrolled in COOP or STEP must enroll in a minimum of 5 academic subjects including physical education. Homework Assistance does not count as one of these 6 subjects.

Marching Band participants, grades 10 through 12, are eligible for a first quarter waiver from physical education. The sports P.E. waiver can only be used by Junior and Senior students. Students with a quarter P.E. waiver are required to enroll in a minimum of 5.5 credits during that semester. Freshmen and Sophomores are NOT ELIGIBLE for the P.E. waiver.

DEFINITION OF TERMS

Academic Subjects: All courses are academic subjects with the exception of homework assistance.

Credit: Credit is the numerical designation assigned for passing a course. The amount of credit is listed with each course in the course listing section of each department.

Elective: An elective is a subject not required for graduation. This may be advanced study in a required subject area or exploratory courses in a variety of departments.

Prerequisite: A prerequisite is a course taken or grade level achieved before a student is able to take a particular course. (i.e., Spanish I must be completed before Spanish II; a student must be a junior or senior before taking a certain course)

Required Course: A required course is any course necessary to meet specific requirements set for graduation by the State of Illinois and the Geneseo Board of Education.

REQUIRED COURSES FOR GRADUATION

Each pupil entering high school must, in addition to electives, successfully complete the following:

7 semesters	English	
1 semester	Speech 10	
4 semesters	Science	
6 semesters	Mathematics	
4 semesters	Social Studies — U.S. History (2 semesters), U.S. Government (1 semester), Social Studies elective (1 semester). Both the U.S. and Illinois Constitution tests must be passed in U.S. Government.	
2 semesters	Music, Art, Foreign Language, Vocational Education (one full year or any combination of two semesters will satisfy the requirement).	
1 semester	Health	
7 semesters	Physical Education	
1 or 2 semesters	Consumer Education (see selections below):	
	Business & Technology Concepts (2 semesters)	Economics (1 semester)
	Consumer Economics (1 semester)	Interior Design (1 semester)
	Managing Lifestyles (1 semester)	Interrelated COOP (2 semesters)

Special Education

STEP(2 semesters)

Orientation to Voc Ed (2 semesters)

Preparation for Careers (2 semesters)

Home Arts (2 semesters)

The Consumer Education requirement may be fulfilled by passing the Illinois Consumer Education Proficiency test – see your HS counselor for testing dates.

COURSE OFFERINGS

ENGLISH

English 9 Composition and Literature
Honors English 9 Composition and Literature

English 10 Composition
English 10/Speech
Honors English 10 Composition
Literature and Communications
Literature Survey I/Composition
Literature Survey II
Writing and Communications
Media Literacy
Creative and Expository Writing
Humanities – Our World from 1950 to Present
*English 101 - Composition I
*English 102 - Composition II
AP Language and Composition
AP Literature and Composition
Advanced Speech

MATHEMATICS

Algebra I
Algebra IA
Algebra IB
Algebra II
Plane Geometry 085
Basic Algebra 081
Intermediate Algebra 090
Geometry
Statistics
Trigonometry
Pre-Calculus
AP Calculus

SCIENCE

Earth Science
Environmental Science
Biology
Quality Core Biology
Chemistry
Quality Core Chemistry
Human Anatomy & Physiology
Physics
AP Biology
AP Chemistry
AP Physics/Mechanics

SOCIAL STUDIES

U.S. History
Honors U.S. History
AP U.S. History
AP U.S. Government/Politics
U.S. Government
Honors U.S. Government
Honors World History
Humanities - Our World from 1950 to Present
World Problems
Economics
Sociology
World History before 1350
World History since 1350

FOREIGN LANGUAGE

French I	Spanish I
French II	Spanish II
French III	Spanish III
French IV	Spanish IV
AP French	AP Spanish

BUSINESS AND TECHNOLOGY

Accounting I
Business & Technology Concepts
Computer Concepts Software Applications
Computer Programming
Information Processing A
Consumer Economics
Business Law
Business Management
Interrelated Coop
Web Design

FAMILY AND CONSUMER SCIENCES

Studies in Family and Consumer Sciences
Child Development
Interior Design
Interrelated Coop
Managing Lifestyles
Foods & Nutrition I
Foods & Nutrition II
Parenting

AGRICULTURE

Intro. to Agriculture Industry
Science Applications in Agriculture (BSAA)
Horticulture I, Science Propagation
Horticulture II, Science of Landscaping & Floral Design
Biotechnology
AgBusiness Management/Operations
Interrelated Coop

TECHNOLOGY

Drafting & Communications Technology
Energy Technology
Introduction to Manufacturing- Woods
Power & Transportation Technology
Basic Welding MIG Welding
Advanced Welding- Fabrication
Introduction to Radio Broadcasting
Introduction to Metal Process
Production Machining
Introduction to Building Trades
Interrelated Coop

VISUAL ARTS

Introduction to Art
Drawing I
Beginning Painting and Drawing
Beginning Ceramics
Beginning Sculpture and Drawing
Advanced Ceramics
Advanced Painting and Drawing
Drawing II
Graphic Arts I
Graphic Arts II

PERFORMING ARTS

Theatre I
Theatre II
Freshman Choral
Concert Choir
Junior/Senior Choir
Marching Band/Concert Ensemble
Fall Concert Band/ Concert Ensemble
AP Music Theory

PHYSICAL EDUCATION/HEALTH/ DRIVER EDUCATION

PE Lowerclass (9)
PE Lowerclass (10)
PE Upperclass (11 – 12)
Wellness (10 - 12)
Advanced Wellness Early Bird (10 – 12)
Health
Driver Education/Physical Education

The Driver Education student must earn a minimum of 8 credits in the two semesters prior to taking driver education classroom. Students must have a Social Security card prior to taking classroom driver education.

SPECIAL EDUCATION

English I, II, III, & IV
Basic Math
PreAlgebra/Basic Geometry
Practical Algebra
U.S. History
Geography
Government
Current Issues
Health
Home Arts
Life Skills English
Life Skills Math
Life Skills Science
Life Skills Social Studies
Orientation to Vocational Education I & II
Physical Education
Preparation for Careers I & II
Preparation for Technology
Homework Assistance
Literacy Lab 1
Literacy Lab 2
Science
Practical Science
Study Skills
Secondary Transitional Employment Program I & II
Survey of Industrial Technology

BLACK HAWK COLLEGE

*CS 100- Intro to Computers
*Psych 101 - Intro to Psychology (Early Bird)
*Speech 101 - Principles of Speech
*Soc 101 - Principles of Sociology
*AG 131 - Soils and Soil Fertility
*BE 145ABC - Word Processing
*BE 180 - Business Communications
***Certified Nursing Assistant (Early Bird)**
*WLD 120 Intro to MIG Welding
*WLD 121 MIG Welding with Spray Arc Process

*These courses are available for both high school elective and Black Hawk College credit.

SCOTT COMMUNITY COLLEGE

Culinary Arts Apprenticeship

Classes shown in bold are year-long.

POLICY FOR WITHDRAWAL FROM A CLASS

Students may withdraw from a class only in the event of a computer error, level error, or incorrect placement in a class. Students must be enrolled in a minimum of six academic classes at all times.

Exceptions to this include:

- A student with a quarter waiver from physical education for marching band.
- A student with a quarter sports waiver from physical education.
- A senior student enrolled in the Interrelated Coop or STEP program.
- IEP modification/504 modifications/RTI modifications

Within the first ten school days of the semester, parental permission is required for all course drops. In order to withdraw from a course after the first ten school days, a Course Withdrawal Form must be completed. Within the first two weeks of the semester, approved withdrawals can be made with no record of the drop on the student's transcript. From the end of the first two weeks to the end of the first nine weeks of the semester, a "Withdrawal" grade of "WP" or "WF" (pass or fail) will be noted on the student's transcript. Thereafter, the withdrawal will result in a "WF" on the final transcript.

TEXTBOOK FEES

Students are assessed an annual registration fee which covers most course fees, workbooks, etc. Please refer to specific course listings in the Course Planning Guide for possible additional fees in particular classes, for example: \$50 Drivers' Education, \$15.00 Band, \$15.00 Choir, Black Hawk College Dual Credit Course textbooks, tuition and fees, AP textbook, workbook and exam fees, etc. All fees are subject to change based upon Board of Education review.

REMEDIATION POLICY

Remediation is available for grades 9 and 10 in the core subject areas. Different methods are utilized in various departments.

REPEATING A CLASS

A student who passes the first semester of a required course, but fails the second semester, will repeat the first semester and retake the second semester for a grade. Past and current grades will be reflected on the official transcript, but the first grade will not be calculated in the GPA.

INCOMPLETE GRADES

A grade of incomplete will be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within 2 weeks, will be changed to an "F" grade.

ADVANCED PLACEMENT

Advanced Placement courses are college level courses that, following completion of the College Board AP exams, could qualify the student for college credit. College professors and selected high school teachers from around the country will grade the AP exams. Many colleges and universities grant college level credit based on the AP exam scores.

All students enrolled in Advanced Placement courses are required to take the College Board Advanced Placement exams in May of the corresponding year. Advanced Placement courses are calculated on a weighted grading scale. Students who drop an AP class at anytime during the year, or who do not take the AP exam, will lose the weighted grade. Students will pay the fee(s) for the College Board AP exam at registration in the fall.

A complete course description for these courses is located in the English, math, science, social studies, fine arts and foreign language sections of this publication. Close examination of these materials is intended to show that AP classes are offerings that will enrich backgrounds and provide unique challenges not available in other courses.

AP exams are offered in different curricula in courses not offered at the high school. Students wishing to take those AP exams without the classroom experience may inquire with their counselor prior to second semester of their senior year.

HONORS COURSE OFFERINGS

Students enrolled in the Honors (English, Mathematics, Science, Social Studies) are selected for these programs based on the recommendation of their teachers.

English Curriculum: Honors English 9 Composition and Literature
Honors English 10 Composition
Advanced Placement Language and Composition
Advanced Placement Literature and Composition

Mathematics Curriculum: Geometry
Algebra II
Pre-Calculus
AP Calculus

Science Curriculum: Quality Core Biology
AP Biology
Quality Core Chemistry
AP Chemistry
AP Physics

Social Studies Curriculum: Honors World History
Honors United States History
Honors U.S. Government
AP United States History
AP U.S. Government/Politics

PARTNERSHIP FOR COLLEGE AND CAREER SUCCESS (PCCS)

The PCCS degree is granted by a Community College and is a clearly defined course of study begun in high school to provide students the course work that will form the firm academic and technical foundation needed to build their futures. It provides students an opportunity to become part of the technically sophisticated workforce of the 21st century.

Throughout our school systems, college prep is a well-defined path of preparation for professional careers. The PCCS Degree program provides this same well-defined path of preparation for technically demanding skilled jobs of the future. Students have the option of continuing their education through college or entering the workforce at a variety of exit points. PCCS is a core program under which the various new and emerging workforce preparation initiatives are coordinated.

Partnership for College and Career Success is:

1. A State and Federal initiative designed to blend academic and vocational courses.
2. A planned sequence of courses for grades 9 – 14.
3. A work-based learning experience that may be provided by a business partnership.
4. A pathway to an occupation that has a favorable job outlook, requiring a two-year Associate Applied Science degree or a two-year apprenticeship from a community or technical college and has opportunities for above average wages and potential growth.

The following link is a source for academic course sequences that lead to a tech prep degree.

<http://www.dist228.org/careerpathways/charts.html>

Admission Recommendations for Colleges, Universities and Community College Transfer Programs*

Illinois Board of Higher Education Recommendations

English	4 years	8 credits
Mathematics	3 years	6 credits
Social Studies	3 years	6 credits
Science	3 years	6 credits
Foreign Language***	2 years	4 credits
Music, Art, Theatre, Humanities, Vocational Education		

*Individual college requirements differ. Be sure to check with the college.

Freshman Year

1. English
2. Math
3. Science
- **4. Select two electives from the following areas:
foreign language, business, family and consumer sciences, visual arts, performing arts, technology, agriculture, world history.
5. P.E./Health

Junior Year

1. English
2. Math
3. Science
4. Government/Social Studies elective
5. Select one elective from the following areas:
foreign language, business, family and consumer sciences, visual arts, performing arts, technology, agriculture.
6. P.E.

Sophomore Year

1. English/Speech 10
2. Math
3. Science
4. U.S. History
5. Select one elective from the following areas:
foreign language, business, family and consumer sciences, visual arts, performing arts, technology, agriculture.
6. P.E./Driver Education

Senior Year

1. English
2. Social Studies
3. Select three electives from the following areas:
math, science, foreign language, business, family and consumer sciences, visual arts, performing arts, technology, agriculture.
4. P.E.

**Choice of electives will depend upon career options and specific course requirements of selected colleges. Students may also wish to check four-year course plans at [http://homepage.dist228.org/hscounseling/stories/storyReader\\$33](http://homepage.dist228.org/hscounseling/stories/storyReader$33)

***Some competitive colleges require two years of the same foreign language with a C or better for admission; most recommend foreign language. Many colleges will require foreign language in college. Check with your counselor for more information.

STUDENT PROGRAM WORK SHEET

Please use this work sheet to indicate the courses you and your parents are interested in having you take for the next four years at the senior high school.

FRESHMAN YEAR

SOPHOMORE YEAR

1st Semester	2nd Semester	1st Semester	2nd Semester
English	English	English	English
Math	Math	Math	Math
Science	Science	Science	Science
P.E./Health	P.E./Health	U.S. History	U.S. History
		P.E./Driver Ed.	P.E./Driver Ed.

JUNIOR YEAR

SENIOR YEAR

1st Semester	2nd Semester	1st Semester	2nd Semester
English	English	English	English
Government	Social Studies Elective	P.E.	P.E.
Math	Math		
P.E.	P.E.		

_____ **Consumer Education Course:** (see page 1)

_____ **Music, Art, Foreign Language, Vocational Education** (one full year or any combination of two semesters will satisfy the requirement.)

AGRICULTURE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Introduction to the Agricultural Industry	2	2	None
+Science Application in Ag (Ag Science)	2	2	None
+Horticulture I Science/Plant Propagation	1	1	Intro to Ag. Recommended Grades 10 - 12
+Horticulture II Landscape/Floral Design	1	1	Grades 10 - 12
*AgBusiness Management/Operations (Course offered odd years)	2	2	Grades 11 & 12 Intro to Ag. Recommended
*Biotechnology (Course offered even years)	1	1	Grade 11 – 12
Interrelated Cooperative Education - Classroom (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Education – Work (Cons Ed Credit)	2	2	Grade 12

*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.

+Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

Course Descriptions

Introduction to the Agricultural Industry: This course provides an overview of the Agriculture Industry, beginning with a study of the many career opportunities available and an introduction to the FFA organization. Other units of study include, but are not limited to, basic plant and soil science, animal science, agriculture mechanics, basic horticulture science, and agri-business management concepts. An SAE project will be established during the first semester and will be part of the grade second semester. Second semester will also include an electrical unit with hands-on building of electrical schematics.

Science Application in Agriculture (Ag Science): This one-year course begins with a study of soils (curriculum begins where soils unit in Introduction to Ag left off) and soil fertility (including a fertility project). The importance of technologies (such as GPS mapping) is emphasized. Plant propagation, germination, and genetics with an emphasis on midwestern crops are explored. The second semester starts with a unit on Biotechnology (history, genetics and uses) with a look at pre-veterinarian material, including large and small animals. The animals are examined (book and labs) in the areas of skeletal structure, digestive systems, reproductive systems, and general veterinarian terminology is used.

AgBusiness Management/Operations: Class material will include both Business Management and Operations aspects of the Agricultural Industry. Examples of business units might include cash flow, marketing, law, and making management decisions. Examples of Operations units might include batteries, filters, motors and engines. The operations units will utilize the shop area and equipment. This course will be offered in odd numbered school years such as 2009 - 2010.

Biotechnology: This semester course will include laboratory techniques including safety, sanitation, and replication. The units of study will include genetics, electrophoresis, microbiology, germ rescue, and microbe growth and manipulation. This course will be offered in even numbered school years such as 2010 - 2011.

Horticulture I Science/Plant Propagation: This semester class will focus on plant anatomy, basic fertility, and plant growth requirements. This course will also include propagation techniques (cutting, budding, layering, grafting, etc.) This course will use the greenhouse as a lab.

Horticulture II Landscape/Floral Design: This semester class will include the principles of landscape design, landscape exercises (will work with basic drafting equipment for completion). Floral design will include basic design principles, using silk and fresh floral material. Creating corsages and boutonnieres, centerpieces, and special holiday arrangements.

Interrelated Cooperative Education: Interrelated Cooperative Education is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record, and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job determination. In addition, classroom instruction includes technical skills as identified on occupational task lists (Consumer Education Credit).

Note: Students in all agriculture courses are encouraged to participate in the related FFA activities.

BUSINESS AND TECHNOLOGY CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
+Accounting I	2	2	Grade 10, 11 or 12
*Business & Technology Concepts (Course offered even years, Cons Ed Credit)	2	2	Grade 9 – 12
Business Law	1	1	Grade 11 or 12
*Business Management (Course offered odd years)	2	2	Grade 11 or 12
+Computer Concepts & Software Applications	1	1	Grade 9 – 12
Computer Programming (See Math Department “Electives” for description)	1	1	Grade 9 – 12, Passed Algebra I or teacher approval
Consumer Economics (Cons Ed Credit)	1	1	Grade 9 - 12
Interrelated Cooperative Education Classroom (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Education Work (Cons Ed Credit)	2	2	Grade 12
Information Processing A	1	1	Grade 9 – 12, Computer Concepts or CS100
Web Design	1	1	Grade 9 - 12

*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.

+Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

Course Descriptions

Accounting I: This will be an excellent beginning for anyone interested in moving on to study any form of business (Management, Marketing, Accounting, International Business, Business Administration, Operations Management, and all other business areas). The class will introduce students to learning experiences that develop initial and basic skills used in systematically computing, recording, verifying and maintaining numerical data involved in financial control. Frequent accounting computer applications also contribute to the students’ understanding of the aforementioned skills. Instruction also concentrates on basic fundamentals and terminology of accounting, career opportunities in the accounting field, keeping financial records and summarizing them for convenient interpretation by preparing financial reports. Mandatory practice sets with business papers will be used to emphasize actual business records management. Accounting practices involving a sole proprietorship (entrepreneur) organized as a service business, and a partnership organized as a merchandising business will be covered. This course will include such topics as sales tax, purchases, merchandise inventory, and payroll.

Computer Concepts & Software Applications: This course is a one-semester introduction to computer operation and use. Instruction units will begin with individual units of database, spreadsheet, and email organization software applications. The students in this course will work with Windows and the MicrosoftOffice Package. Additional course work will include an introduction to Game Design using the Game Maker II software package.

Information Processing A: This one-semester course is a more in depth study of Microsoft Access & Excel. Additional course work will include a further examination of web design using DreamWeaver and Adobe Photoshop.

Business & Technology Concepts: This class is intended to bring the student in contact with a variety of knowledge from the business world. It covers such topics as economic principles, classifying business organizations, consumer roles in our economy, the interaction between government/business/consumers, business technology and business operations. Students are also given extensive exposure to personal finance, how to use credit, saving and investing and banking. Also, businessmen and women from a variety of industries will be invited as guest speakers so that the student is better able to determine their own career interests and start to pursue those interests (Consumer Education Credit). This course will be offered in even numbered school years such as 2010 - 2011.

Business Law: This is a one-semester course designed to teach students how business and personal law impacts not only business, but everyday living as well. It includes the study of actual court cases, the judicial system, torts, criminal law and the laws that affect contracts, sales, employment, insurance, landlord/tenant relationships and personal property. The course describes sources of the law and different classifications of substantive law. Learning will focus around a variety of activities including Internet research, debate, presentations, and case studies. Knowledge of business law is useful for all students because all students eventually assume roles as citizens, workers, and consumers in their communities and in society at large.

Business and Technology Curriculum Course Descriptions (continued)

Business Management: This course is intended to introduce the student to marketing and its applications. Three important areas fundamental to successful marketing (economic foundations, business and marketing foundations and human resource foundations) are the emphasis of this class. Marketing principles and concepts are covered throughout the text. Students then see how those principles and concepts support marketing decisions. Students will also learn about important marketing concepts, such as target markets, marketing mixes, marketing research, marketing strategies, and a marketing plan. The student will also learn how marketing is used successfully in a variety of United States and international businesses. This course will be offered in odd numbered school years such as 2009 - 2010.

Consumer Economics: This specialized course is designed to prepare students to understand the values, needs, wants, goals, and resources that enable people to make wise decisions that contribute to a family's financial stability and improve the quality of life. Consumer rights and responsibilities are discussed. Consumer practices and responsibilities are investigated and skills in planning for financial security are included. Opportunities abound for improving survival math skills, budgeting, buying/renting/leasing homes, and auto/home/health/life insurances within a global economy in a technologically changing world. Investigation of careers and the ways in which a choice of career affects the consumer his/her family, and the community in which they all live are also part of the Consumer Economics curriculum. It may be necessary for each student to subscribe to Consumer Economics or other practical application series (Consumer Education Credit).

Interrelated Cooperative Education: Interrelated Cooperative Education is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record, and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job determination. In addition, classroom instruction includes technical skills as identified on occupational task lists (Consumer Education Credit).

Web Design: This semester class is designed to introduce students to web page design used by many professionals in the world today. Students will learn the importance of a good website and how to create one by using HTML, CSS style sheets, Photoshop and Dreamweaver. Students will take pictures with a digital camera, download them, and edit them with Photoshop to create artwork and designs for their website. Once their designs are complete, they will learn how to code a web page in HTML. Students will also search the internet for good web sites and learn to edit the previously written code.

ENGLISH CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
English 9 Composition and Literature	2	2	Grade 9
English 9 Composition and Literature	2	2	Grade 9
Honors English 9 Composition and Literature	2	2	Grade 9, MS teacher placement
English 10/Composition	1	1	Grade 10
English 10/Speech	1	1	Grade 10
Honors English 10/Composition	1	1	Grade 10**
Literature Survey I/Composition (American Literature)	2	2	Grade 11 or 12
Literature and Communication	2	2	Grade 11
Writing and Communication	2	2	Grade 12
Literature Survey II (British Literature)	2	2	Literature Survey I
AP Language and Composition	2	2	Grade 11, 12
AP Literature and Composition	2	2	Grade 11, 12
English 101 - Composition I (BHC & GHS credit)	1	1	Grade 12++
English 102 - Composition II (BHC & GHS credit)	1	1	Grade 12++
*Advanced Speech (Course offered even years)	1	1	Speech 10
Creative & Expository Writing	1	1	Grade 11, 12
Humanities – Our World from 1950 to Present	1	2	Grade 11, 12 GPA 3.0 or w/teacher signature
*Media Literacy (Course offered even years)	1	1	Grade 9 – 12

*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.

**Entrance to the Honors Program in grade 10 will require the signature of the current English teacher.

++ See Course Description below for entry requirements

Grade 10 English will incorporate information from student PLAN test results.

A student with senior standing is eligible to make up a maximum of two English credits during his or her senior year through correspondence courses offered by American School with following stipulations:

- the registration form for American School must be obtained from your guidance counselor after successful completion of summer school.
- all fees are the responsibility of the parent and/or student.
- awarding of a high school diploma is dependent on receiving a final transcript from American School.
- the policy will not be used to enable early graduation.

Course Descriptions

English 9 Composition and Literature: This course is designed to improve students' communication and critical thinking skills with reading, writing, listening, speaking and vocabulary. Study skills will be emphasized throughout the course. In literature, the units of study include short stories, nonfiction, poetry, drama, and the novel. Composition units of study will include informal and formal communication through personal and academic writings. In addition, the students will enhance their listening, speaking and vocabulary skills through class discussion, oral presentations, and vocabulary activities.

Honors English 9 Composition and Literature: This course is similar in content to English 9 Composition and Literature but is designed for the accelerated student wanting to be challenged. Greater skills in writing, reading, speaking, listening, and vocabulary are expected for the advanced student. Analytical thought, elaboration, inquiry, and original expression are reinforced in the course content and activities.

English 10 Composition: This course is designed to focus on writing composition, using a variety of methods to improve students' critical thinking skills. The focus of the course is persuasive and expository writing. Six Traits of Writing are addressed as a system to evaluate student work. The novel Night, by Elie Wiesel and other readings will be used to model effective writing. Research skills are addressed including the use of library databases, the basics of MLA bibliography citations, and the identification of fact and opinion in source material.

Honors English 10 Composition: This is a semester course designed to further develop the rhetorical and literary analysis skills needed for those students preparing to take either AP course their junior and senior years. Writing emphasis is placed on thesis statements, organization patterns, and integrating outside material successfully into their own papers. MLA formatting is stressed.

English 10 Speech: This is a one-semester course designed to help the Sophomore student become a competent public speaker. Students learn organization and presentation techniques for a variety of public speaking situations. Practical speaking experiences such as the job interview and formal presentation are addressed.

Advanced Placement Language and Composition: AP Language offers students the opportunity to analyze works of both fiction and non-fiction for ideas and rhetorical structure. Students focus on close analysis of non-fiction texts from various authors and time periods, which serve as models for their own writing. Students write essays in the modes of analysis and argumentation. Students read considerably and write extensively, and their work is assessed using college-level AP standards. Independent reading and research is a major component of the course. All enrolled students are required to take the AP Language and Composition Exam at the end of the school year.

Requirements: Close reading and analysis of various texts is required during the summer prior to the course.

Prerequisite: Completion of freshman and sophomore English with a grade of B or above, teacher recommendation, and completion of a timed-writing essay exam.

English Curriculum Course Descriptions (continued)

Advanced Placement Literature and Composition: Students will engage in careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. While reading, students should consider a work's structure, style and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. Readings in AP Literature and Composition are wide and deep. Students read works from several genres and periods. They read relatively few works in the course of the year, but they read them well. Students are taught to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how the meaning is embodied in literary form. In addition to considering a work's literary artistry, students consider the social and historical values it reflects and embodies.

Requirements: Close reading and analysis of various texts is required during the summer prior to the course.

Prerequisite: Completion of freshman and sophomore English with a grade of B or above, teacher recommendation, and completion of a timed-writing essay exam.

Literature Survey I/Composition (American Literature): This full year course is designed for the student whose career path will require completion of a four-year or more college degree program. The challenging curriculum will prepare students for the writing and reading expected of a college student. The goal is to improve writing skills through the study of composition and to improve analytical skills through the study of American literature. Students become aware of the development of American literature and our most prominent writers. The study includes essays, poetry, short stories, drama, and novels. Several class novels are assigned. The mechanics of writing are emphasized, working from sentence structure to paragraph development, to a major research project. To receive credit for one semester in American Literature, a research project is required.

Literature and Communication: Literature and Communication is a two-semester course where the emphasis will be on developing reading and communication skills needed for success in the workplace, community college or technical school. Emphasis will be placed on critical reading and thinking skills. Preparation related to the COMPASS and other similar tests will be covered. To receive credit a research project is required.

Writing and Communications: Writing and Communications is a two-semester course where the emphasis will be on developing writing and communications skills needed for success in the workplace, community college or technical school. Emphasis will be placed upon the writing process, grammar, essays and other writing situations.

Literature Survey II (British Literature): This course coordinates with Literature Survey I/Composition and is designed for the student whose career path will require completion of a four-year or more college degree program. This course investigates the literature of Britain. Students read and respond to major and minor writers. The curriculum features a combination of genre study and chronological survey. Genre units include the epic, drama, poetry, and the novel. Historical periods include Anglo Saxon, Medieval, Renaissance, Victorian and Romantic literature. Assessment strategies emphasize literary analysis and critical thinking skills, including expository essay and creative writing. Students will have the opportunity to incorporate team building concepts and self-reflection into several projects. Students must complete Literature Survey I before taking this class.

English 101 Composition I:

Prerequisite: Qualifying ACT or COMPASS

English 101 is designed for students who are competent in the fundamentals of composition. Students will write essays using a variety of expository strategies and will apply standard techniques of documentation when appropriate. An exit exam will determine college credit.

English 102 Composition II:

Prerequisite: Grade of "C" or better in English 101

English 102, a continuation of English 101, is a required composition course that involves reading, discussion, and analysis of a body of literature to generate ideas for critical and persuasive papers, including one documented research paper.

Writing is an integral part of the course. Writing assignments are focused on critical analysis of literature and include expository, analytical, and argumentative essays. While analytical essays make up the bulk of student writing, there are also creative assignments, which help students sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry.

The student writing and teacher comments are intended to help students organize and develop ideas with clear, coherent, and persuasive language. Instruction includes a study of elements of style. We attend to matters of precision and correctness. Some outcomes of writing include: a balance of generalizations with specific illustrative details, logical organization enhanced by specific techniques of coherence such as repetition, transition and emphasis, a variety of sentences structures, a wide variety of vocabulary and effective use of rhetoric.

English Electives - Course Descriptions

***Advanced Speech:** This course is designed for the student who wants to further their knowledge of communication. Areas to be included are; Persuasion, debate, mass communication, ethics, interpretation, personal communication, and speech analysis. This course will be offered in even numbered school years such as 2010 - 2011.

***Media Literacy:** This course would acquaint students with the various methods, formats and intents of media. Historical information regarding the various media will be presented. Students in film, art, music, journalism, radio and the Internet will be approached with an emphasis on "students as consumer." Students will be engaged in a variety of group and solo presentations. Guests will be invited to speak on the various forms of media studied. This course will be offered in even numbered school years such as 2010 - 2011.

***Creative & Expository Writing:** The curriculum focuses on poetry writing, personal essays, and other topics of interest to students such as Op/Ed, satire, parody, etc. The course is designed for those students who seriously wish to improve their writing skills beyond the required English courses. It provides an opportunity to have a forum for publishing their written work.

*** Humanities – Our World from 1950 to Present:** As adults, we quickly realize how our current economy, social ideologies, and trends are a direct result of our recent history – a history many of our current population helped create. In "Our World 1950's – Present" we will look at the past sixty years as seen through the eyes of influential authors and historians. By focusing on both historical and cultural trends, students will better appreciate why their parents and grandparents view the world the way they do. The course will demand intensive reading, so students must be prepared and willing to explore a number of texts. Students will clarify their understanding of various units through projects, papers, and presentations. This class will meet during 2 periods a day with one being assigned to Early Bird.

***English Elective courses do not fulfill the English requirement.**

FAMILY AND CONSUMER SCIENCE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Studies in Family and Consumer Sciences(FACS)	2	2	None
Foods & Nutrition I	1	1	Grade 9 – 12
Foods & Nutrition II	1	1	Grade 9 - 12
+Child Development	1	1	Grade 10 - 12
+Parenting	1	1	Grade 10 - 12
Interior Design (Cons Ed Credit)	1	1	Grade 11 - 12
Managing Lifestyles (Cons Ed Credit)	1	1	Grade 12
Interrelated Cooperative Education Class (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Education Work (Cons Ed Credit)	2	2	Grade 12
Culinary Arts Apprenticeship	2	2 (high school)	Grade 11 - 12 and Foods I &
	Up to 7.5	Scott Community College	Foods II

+Our high school has formed articulation agreements with Black Hawk College. Students completing the above-identified courses at Geneseo High School with a B or better (both semesters) may earn articulation credit. Upon enrolling at Black Hawk College and discussing the articulated credit with BHC advisor may (depending upon the course of study) receive college credit at no cost.

Course Descriptions

Studies in Family and Consumer Sciences (FACS): This year long course provides students with introductory information in the areas of foods and nutrition, clothing, parenting, gerontology, interior design, and career opportunities. Laboratory experiences, projects, guest speakers, computer programs, and field trips supplement class presentations and discussion.

Foods & Nutrition I: This course places emphasis on the selection and preparation of nutritious food. Units of study include but are not limited to methods of sanitation, herbs and their uses for creative cooking in appetizers, meats, pastry, cultural food experiences, celebration meals and entertaining. Food labs, computer projects and field trips enhance the classroom presentations.

Foods & Nutrition II: This course emphasizes the selection and preparation of nutritious foods and how our bodies use this food to maintain a healthy weight. Units of study include but are not limited to nutrients, soups & salads, yeast breads, eating disorders & careers. Computer searches, guest speakers and food labs supplement the classroom instruction.

Child Development: This course helps students gain knowledge and understanding of the intellectual, physical, social, and emotional development of children from conception through adolescence. Course content centers around: history of child development, care during the prenatal period, birthing methods, growth stages, language development, health and safety standards, meeting developmental needs, human relations skills, and evaluation of family and career changes in relation to the impact on children. Up-to-date topics, information related to careers in childcare, guest speakers, and field trips are incorporated throughout the course.

Parenting: This course is designed to help students examine the decision to become a parent and the responsibilities, satisfactions, and stresses of parenthood. Many types of parenting situations are examined and various types of parenting crises are emphasized. Stress prevention and management techniques are presented. The work of community agencies that help parents deal with various types of crises are explored. Attention is given to the needs of teenage parents and to the importance of readiness for parenthood. Guest speakers, computer programs, and projects supplement class presentations and discussions.

Interior Design: This semester course provides students with information in the areas of history of interior decoration, elements and principles of design, floor plans, furniture arrangement, kitchen planning, floor coverings, wall treatments, windows and window treatments, lighting, and visual enrichment including accessories. Relation to socio-economic factors, trends, personal tastes, physical needs and limitations, and psychological needs are emphasized. Many projects, field trips, guest speakers, and computer programs are incorporated throughout the class (Consumer Education Credit).

Managing Lifestyles: Responsible participation as adults in the home, community, and workplace is the direction of this course. Areas covered include clothing care (laundry), food preparation and nutrition, parenting, communication skills, goal setting, responsible decision-making, career readiness, using available resources, banking, credit, budgeting, insurance, income taxes, housing, automobiles, and purchasing appliances. This class places high emphasis on teamwork, interpersonal skills, and higher order thinking skills. Various labs, field trips, guest speakers, computer programs, and projects are utilized throughout the course (Consumer Education Credit).

Family and Consumer Sciences Course Descriptions (continued)

Interrelated Cooperative Education: Interrelated Cooperative Education is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students and coordinator. Occupational task lists form the basis for training plans. The coordinator, student and employer assume compliance with federal, state and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job determination. In addition, classroom instruction includes technical skills as identified on the occupational task list (Consumer Education Credit).

Culinary Arts Apprenticeship: This course is an apprenticeship in the basics of Culinary Arts and Food Service. Food management skills (sanitation, food production, menu planning, and food purchasing) are practiced in a business and possible classroom setting. Emphasis will be on building participation hours to be used in articulation with Scott Community College Culinary Arts accredited two-year program. Students will be required to work a minimum of 10 hours per week or more at the restaurant during the school year with possible summer employment. Students will be released from the high school after 5th period. The time students are required to work will be established according to the needs of the site supervisors. Students may be required to work evenings, weekends and /or days that school is not in session. In addition to accumulating on the job training hours students completing the first semester of Family and Consumer Sciences, one semester Foods I and one semester Foods II at Geneseo High School with a B average or better, will receive certificates enabling them to receive college credit at no cost for CA 204 Nutritional Meal Planning (3 credits) through Scott Community College.

FOREIGN LANGUAGE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
French I	2	2	Grades 9 - 12
French II	2	2	French I
French III	2	2	French II
French IV	2	2	French III
Spanish I	2	2	Grades 9 - 12
Spanish II	2	2	Spanish I
Spanish III	2	2	Spanish II
Spanish IV	2	2	Spanish III
AP Spanish	2	2	Spanish III and present teachers' signature
AP French	2	2	French III and present teachers' signature

Special Course Requirements: Students should review admission requirements in foreign language at the college or university of their choice. **It is strongly recommended that students enrolling in Spanish I or French I earn a grade of C- or better in their previous semester of English.** It is essential students have an understanding of the English language, be able to memorize, and possess good study skills. Students are strongly encouraged to take language study in consecutive years. If a student fails a semester of foreign language, they may not continue without repeating the failed semester.

Course Descriptions

French I: French I is designed to enable students to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Much emphasis is placed on vocabulary, elementary French grammar, and expressions of contemporary spoken French. In addition, the course is based on the premise that language cannot be separated from culture; therefore, in each lesson students will be exposed to up-to-date, authentic information about the French-speaking world. The situational topics of each lesson deal with themes and lifestyles to which young people can relate, as well as topics relating to adult life. Students are required to memorize new vocabulary words and to spell them correctly in French. Testing consists of frequent quizzes as well as chapter tests.

French II: French II allows students to continue to develop their four basic language skills and cultural awareness. Students will build upon knowledge and structures learned in French I, with continued emphasis on vocabulary. Further independence is developed in oral and written activities. Greater emphasis is placed upon the reading and writing aspects of the French language. Communicative proficiency will continue to be expanded in order to be able to function in a French-speaking culture. Students will also learn about the history of France.

French III: French III offers continued practice in the four basic skills: listening, speaking, reading, and writing. Additional advanced concepts are presented through readings and dialogues. Exercises in the textbook are used to expand developmental reading and writing. Speaking and listening skills are developed through classroom discussions of the reading material as well as through mutual topics of interest. Much of the class is conducted in French. Cultural awareness is continued by studying customs and traditions of the French-speaking world and French history.

French IV: In French IV, the student's knowledge of the French language and French culture will become mature and refined. Continued practice is offered in the four basic language skills. Advanced grammatical and conversational proficiencies are developed through narratives, dialogues, skits, literature, free composition, and discussions. Students are encouraged to speak French as often as possible, as most of the class is conducted in French. Several cultural units will be included as well as keeping a daily journal periodically during the year. An art history unit will include research on French artists and the influence they have had on French culture.

AP French: AP French utilizes all of the student's previous language learning to develop the use of French for active communication in speaking, comprehending, reading and writing. Students will practice speaking by situational dialogues, telling stories and responses to direct questions. Students will read a variety of material in French and write compositions in French. Narratives, dialogues and lectures will be presented so that students will develop comprehension of spoken French. Materials related to French culture will also be included. The course will prepare the student in the four areas tested on the Advanced Placement French Language Exam (listening, reading comprehension, speaking and expository writing).

Spanish I: Spanish I is designed to enable students to attain a measurable degree of communicative proficiency in each of the four language skills: listening, speaking, reading, and writing. In addition, the course is based on the premise that language cannot be separated from culture; therefore, in each lesson students will be exposed to up-to-date, authentic information about the Spanish-speaking world. The situational topics of each lesson deal with themes and lifestyles that young people can relate to, as well as topics relating to adult life. The lessons are presented by the teacher and reinforced by native speakers on tape. Videos are shown periodically to enhance awareness of cultural themes. Students are required to memorize new vocabulary words and to spell them correctly in Spanish. Testing consists of frequent quizzes as well as chapter tests.

Spanish II: Spanish II allows students to continue to develop their language skills and cultural awareness. Students will build upon knowledge and structures learned in Spanish I. Further independence is developed in oral and written activities. An increased emphasis is placed on the reading and writing skills. The lessons are presented by the teacher and reinforced by native speakers on tape. Videos are shown periodically to enhance awareness of cultural themes. Students continue to memorize new material and will have frequent quizzes and tests.

Spanish III: Spanish III offers students continued practice in reading, writing, speaking and listening in the target language. Students will learn the vast majority of verb tenses at this level and will have the opportunity to apply their knowledge of these tenses in reading, writing, listening and speaking activities from the textbook. Tests and quizzes will be given in order to assess students knowledge of advanced vocabulary and grammatical concepts. Students will begin to become more proficient in the language with increased speaking activities. Cultural awareness will be strengthened through the study of literary works, customs and traditions of the Hispanic world.

Spanish IV: The Spanish IV course offers students the opportunity to further develop their skills in listening, speaking, reading and writing. The college level text that is used gives the student review and practice of previously learned grammar and also provides additional vocabulary and advanced usage. The text covers a variety of cultural topics utilizing authentic literature, as well as selections about art and music. Students will be expected to use the language more and with greater proficiency.

AP Spanish: The AP Spanish course utilizes all of the student's previous language learning to develop the use of Spanish for active communication in speaking, comprehending, reading and writing. Students will practice speaking through situational dialogues, telling stories, and responses to direct questions. Students will read a variety of material in Spanish and write compositions in Spanish. Narratives, dialogues, and lectures will be listened to in order to develop comprehension of spoken Spanish. Materials related to Hispanic culture will be included. The course will prepare the student in the four skills areas of listening, speaking, reading comprehension, and expository writing which are tested on the Advanced Placement Spanish Language Exam.

MATHEMATICS CURRICULUM

Course	Semester (s)	Credit (s)	Prerequisite (s)
J9			
*+Algebra	2	2	Pre-Algebra, MS Teacher placement
Algebra IA	2	2	Pre-Algebra, MS Teacher placement
Algebra IB	2	2	Algebra IA
Plane Geometry 085	2	2	Algebra I or Algebra IA & IB
Basic Algebra 081	1	1	Teacher placement
Intermediate Algebra 090	1	1	Teacher placement
** Geometry	2	2	Teacher placement
** Algebra II	2	2	Geometry or Teacher placement
Statistics	1	1	Geometry or Plane Geometry 085 with Teacher placement
Trigonometry	1	1	Geometry or Plane Geometry 085 with Teacher placement
Pre-Calculus	2	2	Algebra II and Geometry
AP Calculus	2	2	Pre-Calculus

*Students who are failing at end of first quarter will be placed in Algebra IA (Based on recommendation of teacher).

** Geometry or Algebra II with Algebra IA & IB prerequisite requires a final grade of B or better for enrollment.

+Algebra I taken in 8th grade does not fulfill the high school graduation requirement.

Course Descriptions

Algebra IA: This course is the first course of a two-year course of study that will cover connections of earlier mathematics courses to algebra, properties of real numbers, solving of linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expressions and equations, radicals and connection to geometry. Placement is based on grades in the student's previous math course.

Algebra IB: This course is the second course of a two-year study that will cover the connections of earlier mathematics courses to algebra, properties of real numbers, solving of linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expressions and equations, radicals and connection to geometry. This course is designed for students who cannot take the rigor of a regular Algebra I class and/or have the recommendation of their teacher.

Algebra I: This course covers operating with real numbers, real number properties, solving equations in one variable, translating word problems into equations including fraction, decimal, percent, ratio, and motion problems, graphing inequalities, disjunction, conjunctions, and linear equations, simplifying and operating with polynomials, rational expressions, and radicals, factoring polynomials, solving systems of linear equations and quadratic equations. Placement is based on middle school grades from the student's Pre-Algebra class.

Geometry: This course is intended for students who have successfully completed one year of algebra. It takes an axiomatic approach focusing on the language of geometry, logic, parallelism, triangles congruence, inequalities, and right triangle relationships polygons, circles, similarity, area and volume of plane and solid figures, and coordinate geometry. This course qualifies as a college preparatory class.

Algebra II: This two-semester course is a second year Algebra course. Algebra I will be briefly reviewed. This course will be an extension of basic algebraic properties and techniques including real number properties of polynomials, factoring, rational expressions, logarithm, and exponents, trigonometry, first and second-degree equations and inequalities, functions, and graphing. There will be a greater emphasis on problem solving.

Plane Geometry 085: This course is a two-semester course where the emphasis will be on a less algebraic approach to geometry. Topics to be covered will be the same as a standard geometry course such as point, line, plane, segments, triangles, polygons, circles, and coordinate plane. Math 085 - Introductory Geometry includes construction techniques, congruency, angles and triangles, similar polygons, parallel lines and planes, areas and volume, logic, and formal proofs. This course is designed for students who did not perform well in Algebra I.

Basic Algebra 081: Introductory algebra includes sets, properties of real numbers, operations with rational and irrational numbers, monomials and polynomials, basic factoring, solving first and second degree equations, and an introduction to linear and quadratic functions and their graphs.

Intermediate Algebra 090: This is an extension of basic algebraic properties and techniques which includes real number properties, polynomials, factoring, rational expressions, logarithm, and exponents, first and second degree equations and inequalities, functions, and graphing.

Statistics: This is a one-semester course designed to provide an introductory study of statistics and probability applied to areas of sociology, business, economics, education, medicine, and mathematics. Students will learn the language of statistics and apply statistics techniques to practical applications.

Trigonometry: This is a one-semester course designed to build a solid foundation of trigonometric skills and concepts. It will include the study of the six trigonometric functions and their identities and the use of right triangle trigonometry to solve application problems. Students will also graph the functions using rectangular and polar coordinates.

Pre-Calculus: This math course covers advanced topics in mathematics, which will be used in various areas of study. Topics included in this course are: functions and relations of polynomials, trigonometric identities and functions, matrices, complex numbers, parametric and polar coordinates. Students who plan to enter a mathematics intensive curriculum in college should plan to take pre-calculus.

AP Calculus: This course covers the mathematics of change and motion. It consists of a review of analytic topics needed for calculus such as functions, maximum and minimum slope. Limits and rate of change are used to develop the derivative and its use. First and second derivatives are used as aids in graphing functions. Integration of functions is developed for polynomial and trigonometric forms. Next, applications of integration in finding areas, volumes, centers of gravity and surfaces of revolution are covered. Work is done on other special calculus functions. This course prepares students for the college AP exam that is taken in the spring.

Math Elective

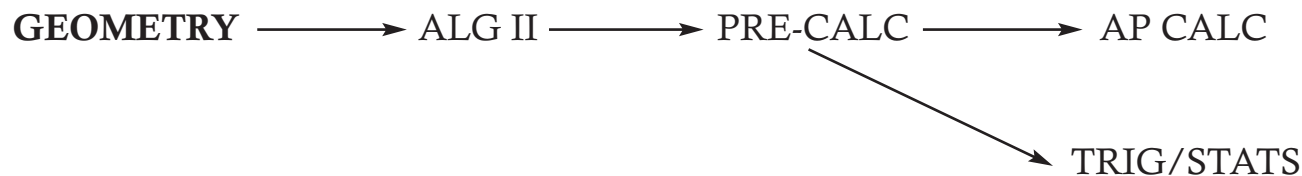
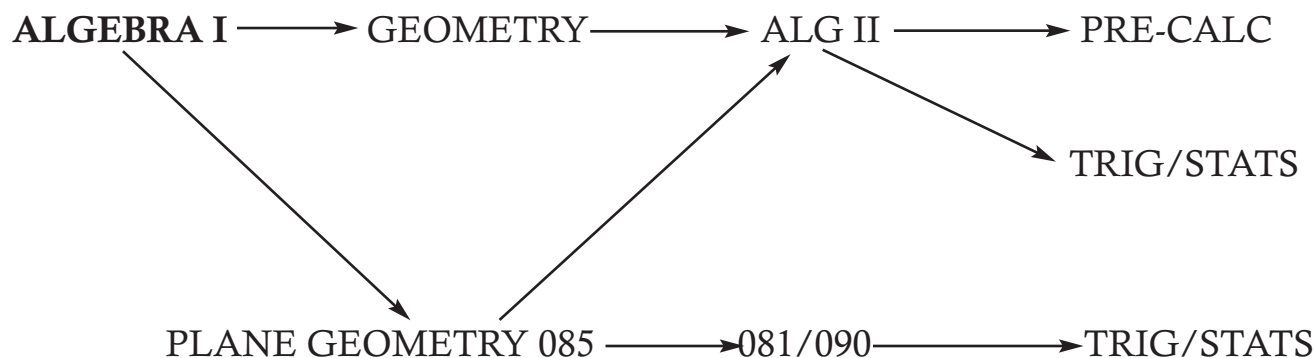
This math elective for 9th, 10th, and 11th grade students must be taken concurrently with a math course that satisfies the Geneseo High School math graduation requirement. Math electives for 12th grade students are available only after satisfying the third year math credit requirement or concurrently with another class in the math curriculum.

Course Title	Semester	Credit	Prerequisite
Computer Programming	1	1	Grade 9 – 12, Passed Algebra I or teacher approval. Concurrent enrollment in math.

Computer Programming: This semester class will give students an introduction to computer science and give them the basic knowledge of what computer programmers do. Students will learn how to write program code in a high level programming language in order to instruct the computer to perform tasks. Several different programming languages (Visual Basic 6.0, Visual Studio, C++, C# and Java) will be discussed but the primary language will be Visual Studio.

MATHEMATICS DEPARTMENT FLOW CHART

ALGEBRA IA —————> **ALG 1B** —————> **PLANE GEOMETRY 085** —————> **081/090**



PHYSICAL EDUCATION, HEALTH, AND DRIVER EDUCATION CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Physical Education Lowerclass	1	1	Grade 9
Physical Education Lowerclass	2	2	Grade 10
Physical Education Upperclass	2	2	Grades 11 and 12
Health	1	1	Grade 9
Wellness	2	2	Grades 10 – 12
Advanced Wellness — Early bird	2	2	Grades 10 – 12
**Driver Education/Physical Education	1	1	Grade 10

Class sizes will be balanced between PE lowerclass and PE upperclass during each class period. The age group distinctions listed above are general. Sophomore and Junior students may be moved into a different level to balance classes.

**** Eligibility for Drivers Education is based upon earning 8 credits in the previous two semesters.**

Course Descriptions

Physical Education Lowerclass: Freshman and sophomore students are placed in a program emphasizing team sports and large muscle activity. Units of instruction include a combination of flag football, soccer, speedball, field hockey, basketball, volleyball, volley tennis, softball, eclipse ball and more. Ninth grade students will have physical education one semester and health one semester.

Physical Education Upperclass: The junior/senior program places more emphasis on individual, dual, and lifetime sports. These include a combination of archery, tennis, golf, pickle ball, bowling, badminton, disc golf, aerobics and more.

Wellness: This class will have a heavy emphasis on weight training and flexibility. The course will include specific instruction in weight training programs designed to help develop the five components of physical fitness (muscle strength, muscle endurance, body composition, cardio-respiratory endurance and flexibility). Days that are not used for weight training will be used for aerobic activity and/or game play.

Advanced Wellness: This class will have a heavy emphasis on weight training, flexibility and agility. It will include specific instruction in weight training programs designed to help develop the five components of physical fitness. This class will teach advanced techniques to those students who really want to advance their training. Completion of wellness or proof of training similar to that of wellness and permission of the instructor are required to be admitted to this class. **Advanced Wellness meets Monday, Tuesday and Thursday from 6:25 – 7:45 am.**

Physical fitness training and testing are an important aspect of all physical education classes. Students participate in weight training on a weekly basis during the winter quarters. In-line skating provides cardio-respiratory training and fun for all ages in the fall and spring quarters. Students in all classes will receive an overview of the wellness curriculum, including the components of physical fitness and common fitness vocabulary.

Health: Health is a graduation requirement offered to all freshmen students on a semester basis. In health class, students are encouraged to make positive decisions regarding their own wellness. Responsible decision-making is stressed in all units of instruction. The topics covered in health class include sex education, AIDS, mental health, stress management, responsible relationships, nutrition, physical fitness benefits and personal fitness plans, cardiovascular diseases, lifestyles free from the use and abuse of drugs, alcohol, and tobacco, personal safety, and first aid (including CPR).

Driver Education/Physical Education: Drivers Education classroom will be offered to eligible students. Placement in Behind the Wheel Driver Education will be prioritized by grade in school and then by date of birth. Upon successful completion of both segments of this course, students may apply for a driver's license at the Secretary of State office. A social security card is required before taking classroom driver education.

PE Waivers:

Enrollment in physical education may be waived for the following reasons:

- Enrollment in classroom driver education
- Participation in Marching Band
 - Sophomores, juniors and seniors only
 - 1st quarter PE waiver
- Participation in Interscholastic Athletics and activities (junior and seniors only)
 - Fall athletes: 1st quarter PE waiver
 - Winter athletes: Choose 2nd or 3rd quarter PE waiver
 - Spring athletes: 4th quarter PE waiver
- Senior students who lack sufficient course credits in order to meet state and local graduation credit may apply for a waiver.
 - Students who have failed physical education may not use this provision to waive their make-up requirement.
- Junior or senior students who need a specific course required for admission to an institution of higher learning may request a waiver.
 - In order for the waiver to be approved, all of the student's classes must be required for graduation or admission to an institution of higher learning.
- Students without a PE waiver are required to have 7 semesters of physical education.

For additional information, students should see their guidance counselor. Students requesting a physical education waiver must apply when requesting courses for the next school year. An athlete who does not make a team or fails to try out for the team must contact a high school counselor immediately to return to physical education class by the following school day. An athlete who quits the team after practice has started will be required to repeat the entire quarter of physical education regardless of the waiver status in the following semester. The student is solely responsible for requesting a schedule change if they are no longer eligible for the PE waiver. Failure to follow these directions may compromise the student's graduation status. A physical education waiver may impact a student's grade point average and class rank.

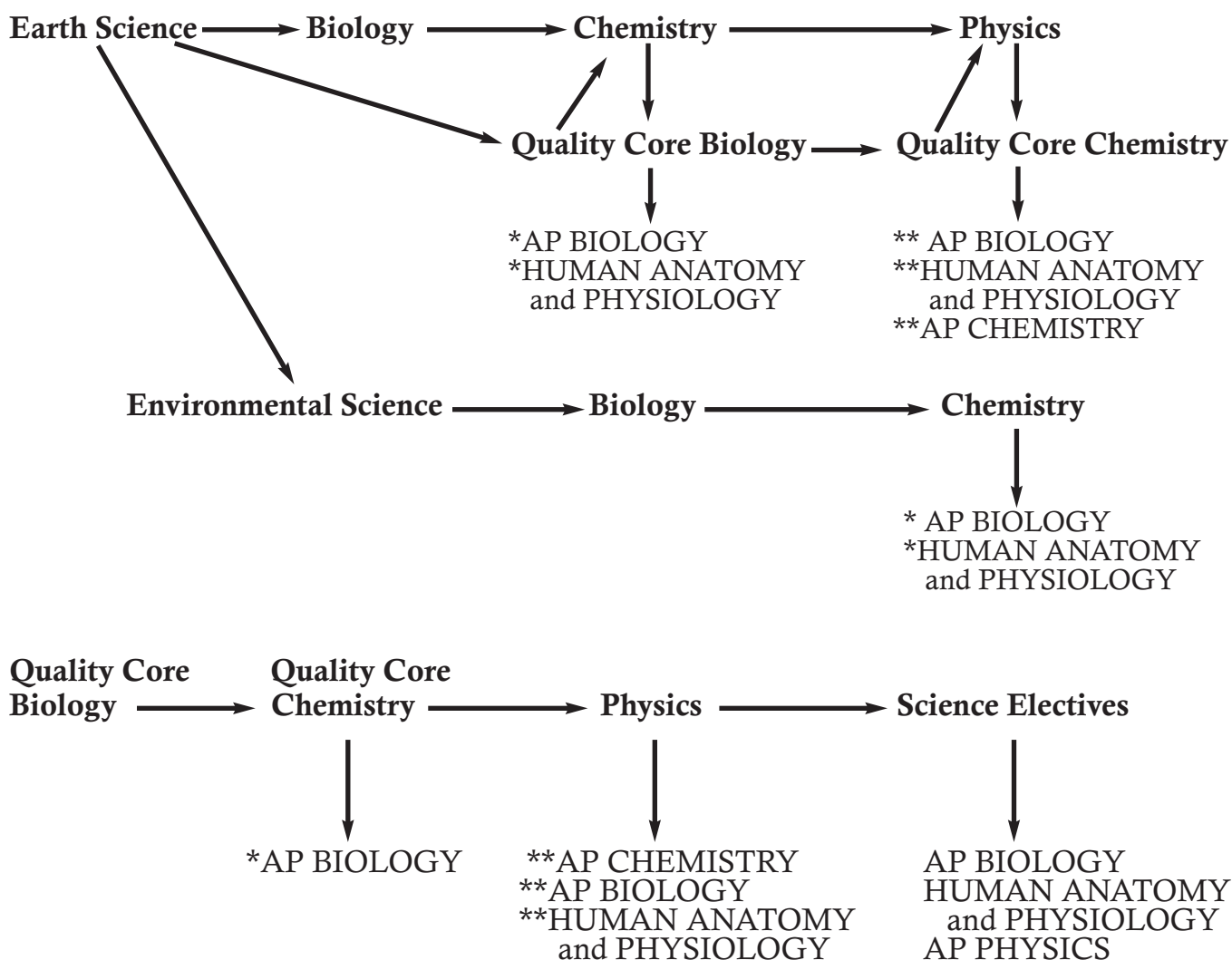
SCIENCE CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Earth Science	2	2	Teacher Placement
Environmental Science	2	2	Teacher Placement
Biology	2	2	Teacher Placement
Quality Core Biology	2	2	Teacher Placement, Grades 9 or 10
AP Biology	2	2	Biology; *Core completion; Chemistry or Physics concurrent; teacher signature
Human Anatomy & Physiology	2	2	Biology, *Core completion; Chemistry or Physics concurrent; teacher signature
Chemistry I	2	2	Algebra I, Grades 10 - 12
Quality Core Chemistry	2	2	Teacher Placement
AP Chemistry	2	2	Chemistry, Chemistry Teacher Recommendation
Physics	2	2	Algebra II
AP Physics/Mechanics	2	2	Physics and Physics Teacher Recommendation

*Core science courses are Earth Science, Biology, Chemistry and Physics.

Science electives (i.e. non core courses) are only available to students who are in concurrent enrollment of a core science course beginning with Chemistry. The concurrent enrollment rule will be waived after the completion of Physics.

SCIENCE DEPARTMENT FLOW CHART



*Must be concurrent with Chemistry

**Must be concurrent with Physics

Science Course Description (Continued)

Earth Science: This course is a study of our planet Earth. It applies scientific concepts and ideas to the daily lives and activities of the students. Topics include: mineral and rocks, geology and plate tectonics, oceans, weather, and astronomy. Teaching and learning strategies include cooperative learning activities, laboratory investigations, and the use of technology in the classroom.

Environmental Science: This course is a one-year course, which will cover a wide variety of environmental topics. The focus of the course will be on ecology and man's effect on his environment. The course will provide a wide range of activities and topics relevant to the student. This course is not designed to be a college preparatory course. This course is not available to those who have passed Biology or above.

Biology: The first quarter of the course deals with the history of biology and the scientific approach. Following this introduction, the class moves into the cell structure and its physiology, finishing second quarter with the study of genetics. The third and fourth quarters deal primarily with the phylogenetic classification of the animal kingdom, which includes four dissections and a look at the major systems of man.

Quality Core Biology: This course is designed to cover the biology concepts of biochemistry, cells, genetics, evolution, animals, plants, relationships among organisms, ecology. There will be a strong emphasis on developing students' laboratory skills, laboratory reports, and use of technology including chromatography, electrophoresis, titrations, Spec 20, and other laboratory techniques. There will be a .5 weighted grade assigned to the GPA of this class.

AP Biology: This course is designed to be the equivalent of a college introductory biology course. This course differs significantly from the usual first year biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done, and the time and effort required by the students. The general topics covered are biochemistry, energy transformations, heredity, principles of taxonomy, plants, ecology, cell structure, molecular genetics, evolution, survey of monera, protista, and animals. A laboratory manual must be purchased.

Chemistry: This is a general chemistry course typical of a first course in chemistry. Included are the major theoretical concepts dealing with matter, development of chemical skills, and problem solving skills. Emphasis is placed on laboratory skills and chemical safety.

Quality Core Chemistry: This course is designed to cover the chemistry concepts of naming, bonding, solutions, gases, equilibrium, thermochemistry, kinetics, and redox reactions. There will be a strong emphasis on developing students' laboratory skills, laboratory reports, and use of technology including Excel, WebMO, and ChemSketch, and Vensim. There will be a .5 weighted grade assigned to the GPA of this class.

AP Chemistry: This course is the equivalent of a first year general chemistry course taken in college. Considerable emphasis is placed on the theoretical aspects of the course content. Areas of study include: atomic theory, atomic structure, chemical bonding, states of matter, solutions, reactions, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. The laboratory will emphasize quantitative work, use of instrumentation that is available, and increasing laboratory skills.

Physics: This course is a physical science in which the students will study the laws and principles, which govern the operation of the mechanical universe, including Newton's Laws and properties of light and electricity. The course will include lab activities and demonstrations to provide a "hands-on" experience with physical principles. Concurrent enrollment in Pre-Calculus is recommended but not required.

AP Physics/Mechanics: This course is a non-calculus, college level, rigorous course encompassing the study of mechanics, waves and optics, thermodynamics, electricity and magnetism, and modern physics. Demonstrations and lab activities are used for the understanding of physical concepts. The content of the course is designed to prepare the student for the AP exam.

Human Anatomy and Physiology: This is a one-year course that will provide fundamental concepts of anatomy and physiology, and is designed to meet the needs of students to prepare for higher education in a life science field, especially in preparation for a health care career. A wide range of topics and general information that is relevant to the health and well-being of students will be presented. Two primary goals of this course are to develop students' technical/writing skills, and to enable students to become informed health care consumers able to act as their own advocates in modern managed health care facilities.

SOCIAL STUDIES CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
World History to 1350	1	1	Grade 9 – 12
World History since 1350	1	1	Grade 9 – 12
Honors World History	2	2	Grade 9, teacher recommendation
United States History	2	2	Grade 10
Honors United States History	2	2	Grade 9 Honors, Grade 10
*AP United States History	2	2	Grade 10 – 12, see course description
Humanities — Our World from 1950 to Present	1	2	Grade 11 – 12, 3.0 GPA or w/ teacher signature
United States Government	1	1	Grade 11
Honors United States Government	1	1	Grade 11, Honors US History or AP US History
AP U.S. Government/Politics	2	2	Grade 11 – 12, teacher signature
World Problems	1	1	Grade 11 - 12
Economics	1	1	Grade 11 - 12
Sociology	1	1	Grade 11 - 12

Special Course Requirements: All students must pass both semesters of United States History, one semester of American Government and one other social studies semester course to satisfy graduation requirements.

Course Descriptions

World History to 1350: The course is divided into two semester courses that are independent of one another. Students are encouraged to take both courses in sequence, but need not do so. The first semester course is entitled, “World History to 1350”. This course examines the history of mankind from his prehistoric origins through the European renaissance. This course emphasizes the history of western civilization.

World History since 1350: This is the second semester of world history, which examines the history of mankind from the end of the renaissance period to the present. This course emphasizes the history of western civilization. The course helps the student obtain a fundamental understanding of the development of mankind.

Honors World History: This is a yearlong course emphasizing the history of western civilization. The course reviews and briefly covers the ancient civilizations of Egypt, Mesopotamia, Greece and Rome, along with an overview of the Middle Ages. The primary focus of the course looks at the development of western civilizations in Europe from 1500 to the present. Beginning with the Renaissance and Reformation, through the English and French Revolutions, 19th century Industrialization and Nationalism, World War I, World War II and cold war Europe. Finally, Honors World History is a prerequisite course for students to potentially take AP US History as a sophomore.

United States History: This is a required course. The course of study starts with a review of the discovery, exploration, and colonization of the Americas; the Revolutionary War for independence; and the development of our government and country under the Constitution. Early development of our country, socially and economically, as well as our foreign policy up to the Civil War, is briefly reviewed. The course of study places its major emphasis on the Civil War period to the present day. Here the rise of the United States as an industrial nation and as a world power is examined by taking a look at the United States' foreign policy and its domestic issues. Major emphasis is placed upon the social, economic and political development of the United States. The course is provided to give a student direction in the present and future by understanding where the United States has been and how it has operated in the past.

Honors United States History: This is a yearlong course that starts with a review of the colonial to Civil War period like the regular United States History class. The course of study will also place its major emphasis on the Civil War period to the present day. In addition to a focus on social, economic and political development of the United States, rigorous textual, primary source, and additional secondary source readings will be utilized as well as development of analysis and writing skills.

AP United States History: This course is designed for students who want to receive college credit upon successful completion of the Advanced Placement Exam and meet the U.S. History graduation requirement. The course is two semesters and is a demanding approach to the study of U.S. History. Students will be required to engage in rigorous reading, writing and analysis assignments. The student's grade is weighted for the course, and grade assessment will be based on extensive writing, class discussion, independent reading assignments, creative projects, quizzes, and tests. The course is open to sophomores, juniors and seniors who are motivated to meet the rigorous curriculum of the college level course and meet the following eligibility:

1. Sophomores must have completed the Honors World History course with an A and a recommendation from the teacher of the course.
2. Juniors/seniors must have completed the Honors U.S. History course or the U.S. History course with an A and a recommendation from the teacher of the course.

Social Studies Curriculum Course Descriptions (continued)

Humanities – Our World from 1950 to Present: “As adults, we quickly realize how our current economy, social ideologies, and trends are a direct result of our recent history – a history many of our current population helped create. In “Our World 1950’s – Present” we will look at the past sixty years as seen through the eyes of influential authors and historians. By focusing on both historical and cultural trends, students will better appreciate why their parents and grandparents view the world the way they do. The course will demand intensive reading, so students must be prepared and willing to explore a number of texts. Students will clarify their understanding of various units through projects, papers, and presentations. This class will meet during 2 periods a day with one being assigned to Early Bird.

United States Government: This is a required course, which includes studies in national, state and local government. The government course encompasses studies, which emphasize the U.S. Constitution and the Illinois Constitution. In addition, each branch of the federal government--the executive, legislative and judicial branches--is separately examined, looking at its functions and powers, as well as the representative individuals in those offices. Regulatory agencies are also examined. Incorporated into these studies are examinations of the U.S. political parties, U.S. foreign policy, state political offices, and comparisons between democracy and totalitarianism. Current events that relate to the American political structure are also discussed.

Honors United States Government: The American Government Honors course fulfills the social studies requirement with a prerequisite of being in the honors program. This semester long course will include in depth studies of the Executive, Legislative, and Judicial Branches of Government and the foundations of which American Government was created. Political Opinion and Socialization, Federalism, The Media, Interest Groups, Civil Rights, and Domestic and Foreign Policy are studied as well. Students are expected to keep a Current Events Portfolio and stay up to date on American political happenings with the ability to apply this knowledge in class discussions, read from an upper level text on a regular basis, and write one reaction paper per quarter pertaining to a given scholarly article or a primary document.

AP U.S. Government/Politics: This course is designed for students who want to receive college credit upon successful completion of the Advanced Placement Exam, meet the American Government graduation requirement, and fulfill the remaining Social Studies elective credit. This year long course includes an intensive study of the Executive, Legislative, and Judicial Branches of Government and the foundations of which American Government was created. Political Opinion and Socialization, Federalism, The Media, Interest Groups, Civil Rights, and Domestic and Foreign Policy are studied in depth as well. Students are required to stay up to date on American political happenings with the ability to apply this knowledge in class discussions, read from an upper level text on a regular basis, and write weekly reaction papers pertaining to a given scholarly article or a primary document. The student’s grade is weighted for the course, and grade assessment will be based on extensive writing, political awareness in class discussion, a variety of reading assignments, creative projects, quizzes, and tests. The course is open to all juniors and seniors who are motivated to meet the requirements of this challenging course.

World Problems: The course is discussion oriented. There is no textbook for the course. "Newsweek" magazine is used as an informational resource. Students are required to subscribe to the magazine at a student rate that is set by Newsweek. The course focuses on foreign affairs but also examines domestic issues. Units on geography, 3rd world countries, and world religions are also included. Students are expected to read, listen, or watch the news while enrolled in the course. Topic tests, Newsweek tests, news quizzes, and oral news reports form the basis for evaluating student success in the course. World Problems will help a students become more aware of and gain a better understanding of situations in the world that are of concern to the U.S. and the world community.

Economics: This class is an elective class that meets both the requirements of a social studies credit and the Illinois state-mandated consumer education requirement. The Economics course covers an introduction to economics, a look at the American economy versus other economic systems. Demand, supply and the interaction of markets are discussed as well as all types of businesses, how their costs are figured, and how leading economic indicators like Gross National Product can predict future recessions or prosperity for the economy. In addition, consumer topics covered include money and banking, budgeting, all types of insurance, credit and its costs, as well as a look at investing for the future. The course utilizes films and resource speakers from the business world to enhance the students' learning. Economics is not a course that requires a mathematical background.

Sociology: This is a one-semester junior/senior elective class that is one of the electives that fulfills the social studies requirement for graduation. Sociology is the study of human relationships, social group behavior, and looking at the “why” of peoples’ actions and behaviors. This course covers the development of sociology, the concept of culture, and the American value system. In addition, our roles in society and the groups we join or belong to are also examined. Personality formation and socialization, early childhood and adolescent development, crime & deviance, race & ethnicity, the family, religion, education and sport are also explored in this course.

The Geneseo High School social studies curriculum is compliant with Illinois school code to include instruction on the following topics. ILCS 5/27-20.3 Holocaust & Genocide, 5/27-20.4 Black History, 5/27-20.5 study of women's history, 5/27-20.6 study of Irish potato famine.

SPECIAL EDUCATION CURRICULUM

The prerequisite for all classes is placement in the Special Education Program.

Course	Semester(s)	Credit
English I, II, III, IV	2 (each)	2 (each)
Basic Math	2	2
Pre-Algebra/Basic Geometry	2	2
Practical Algebra	2	2
*Orientation to Vocational Education I & II (Consumer Ed credit, Course offered odd years)	2	2
*Preparation for Careers I & II (Consumer Ed credit, Course offered even years)	2	2
+Secondary Transitional Employment Program I & II (Consumer Ed credit)	2	4
Homework Assistance	2	0
U.S. History	2	2
Government	1	1
*Geography (Course offered even years)	1	1
*Current Issues (Course offered odd years)	1	1
Health	2	2
Physical Education (Grade 9 – 12)	2 (each)	2 (each)
*Science (Course offered in odd years)	2	2
*Practical Science (Course offered in even years)	2	2
*Home Arts (Consumer Ed credit, Course offered odd years)	2	4
Study Skills	1	1
Literacy Lab 1	2	2
Literacy Lab 2	1	1
*Preparation for Technology (Course offered even years)	2	2
**Life Skills English	2	2
**Life Skills Math	2	2
**Life Skills Science	2	2
**Life Skills Social Studies	2	2
*Survey of Industrial Technology (Course offered odd years)	2	2
*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.		
+Two of the following are prerequisites for Steps I & II: Orientation to Vocational Education I & II, Preparation for Careers I & II, and Preparation for Technology.		
**These courses may be offered in a block sequence and can be taken more than once throughout a student’s high school career.		

Course Descriptions

English I: This course will have an emphasis placed on skills needed for effective written and verbal communications, such as grammar, spelling and vocabulary. In literature, reading comprehension and expression of ideas are built up through the study of short stories, poetry, drama, non-fiction, and novels.

English II: This course will focus on reading, writing, listening and speaking skills. Spelling, punctuation, sentence structure and paragraph development are skills covered to improve written language. Literature will be presented in short stories, poetry, non-fiction, and novels, emphasizing improved reading skills. The writing process of pre-writing, revisions, editing and presentation will be developed. Independent reading and book reports will be required in both written and oral formats.

English III: This course will focus on the communication process and its relevance to the workplace. Students are exposed to all components of the communication process. Students engage in reading, writing, speaking and listening activities, which are integrated into meaningful life situations. Literature will include short stories, non-fiction and novels. Written language development will introduce business and workplace documents. A research paper is required. The use of technology skills such as word processing, Powerpoint, and Internet research will be encouraged in all English units.

English IV: This course will continue to develop the basic skills taught in past English classes. Written language will be addressed with work in mechanics, grammar, sentence and paragraph structure. Students will write letters of application, resumes, fact sheets, reference pages, journal entries, and essays. Literature will be explored through short stories, poetry, and novels. Oral communications will be further developed through telephone skills, job interviews, class presentations, speeches and oral book reports. The use of technology skills such as word processing, Powerpoint, and Internet research will be encouraged in all English units.

Basic Math: This course will focus on the review and application of basic math skills. The students will gain knowledge of whole numbers, fractions, percents, measurement and graphing.

Pre-Algebra/Basic Geometry: This course will review the basic operations of addition, subtraction, multiplication, and division with whole numbers, decimals and fractions. This course will help prepare the students with math skills necessary in their lives.

Practical Algebra: This course teaches students basic algebraic skills including problem solving, logical thinking, whole numbers, fractions, decimals, averages, estimating, measurements, and ratios.

Orientation to Vocational Education I & II: Orientation to Vocational Education I identifies the importance of work, changes in the workplace, as well as acquiring and developing workplace skills. Students will be introduced to basic job skills necessary for starting a career. Community agencies, groups, and resources will be explored. Orientation to Vocational Education II teaches pre-vocational skills necessary to enter the world of work. Emphasis is on the exploration of career opportunities, work preparation options, and appropriate work habits, behaviors, and social skills needed in the work environment. Students will be introduced to basic job seeking skills and improving basic academic skills necessary for getting and holding a job. Development of social skills, money management skills and acceptable attitudes for work will be included. In addition, students will develop individual responsibilities as a consumer, family member, and citizen. This course will be offered in odd numbered school years such as 2009 - 2010.

Special Education Course Descriptions (continued)

Physical Education: This course is designed for students who need accommodations and modifications in physical education. Students work on increasing flexibility, muscular strength, and cardiovascular endurance. Activities are geared for learning lifelong fitness concepts in regard to capabilities.

Preparation for Careers I & II: Preparation for Careers I is designed to help students understand the benefits of career planning and the steps involved in planning a career. The students will learn how to explore careers and will be provided with career exploration opportunities in the areas of sales, health care, technology, office work, the trades, sports and entertainment, entrepreneurship, homemaking and parenting, the government and the environment. They will also be provided with an understanding of employment trends and have the opportunity to assess their own individual strengths based on their past accomplishments. Preparation for Careers II covers making a career plan, skill building in school, job seeking, job keeping and lifelong learning. This course will be offered in even numbered school years such as 2010 - 2011.

Secondary Transitional Employment Program (STEP I and STEP II): These courses are a work program for juniors and/or seniors to receive on-the-job training in entry-level jobs in the community. A related class is required in addition to students working 5 to 15 hours per week. STEP is a two-year program, which helps students explore careers, or occupations in which they have expressed an interest and have shown some aptitude. STEP also provides an opportunity to observe students while working in order to determine whether or not they have the necessary behaviors that will lead to employment – speed, strength, attendance, ability to follow instructions, acceptance of criticism, etc. To participate in STEP, a student must have a disability, which could be a “barrier” to employment. The student must be at least 16 years of age and enrolled in special education courses.

Life Skills English: The study of Language Arts in practical life experiences.

Life Skill Math: The study of practical math skills and their applications.

Life Skills Science: A general study of science.

Life Skills Social Studies: A study of United States History, government and geography.

Survey of Industrial Technology: This course is designed to give students basic background knowledge of the industrial technology department. Each of the following will be taught for a nine-week period: Small Engines, Metals, Construction, Measurements and Drafting (Team-taught with the Industrial Technology Teacher). This course will be offered in odd numbered school years such as 2009 - 2010.

Homework Assistance: This is an opportunity for students with an identified learning disability to receive assistance with homework and test preparation as needed. Students may also be given supplementary skill building materials to do. This course can be repeated.

U.S. History: U.S. History is a required course for high school graduation. Discovery, exploration, and colonization of the United States, the Revolutionary War, and the development of our government and country are the beginning topics of study. Studies from the Civil War period to the present are the topics of the second semester of this course. The course is provided to give students an understanding of the past, present and future by discovering how the United States has become a world power, where the United States has been and where it will go.

Government: Government is a required course, which has been designed to help students have a basic understanding of our nation's government and their responsibilities as citizens of the U.S. Studies of the three levels of government – national, state and local will be examined as well as the three branches – legislative, executive and judicial. U.S. political parties, voting, the American Flag are other topics of discussion that will be examined. Students must pass the Federal and Illinois constitution tests.

Geography: This course is designed to help students become oriented within the U.S. and outside of their country. A great deal of time is spent studying the location, capitals, and interesting facts about each of our 50 states. Geographical terminology, map reading, types of maps and other continents are just a few of the topics that will be discussed. This course will be offered in even numbered school years such as 2010 - 2011.

Current Issues: This course is an in-depth study of important problems facing our country and world. Domestic and foreign policy issues will be studied. Students will be informed on events of current news. This course will be offered in odd numbered school years such as 2009 - 2010.

Health: This course will be an overview, general health course. Topics covered will include how proper exercise and diet affect your health; personal care, stress, drugs, safety, pollution, and reproduction. One semester required for graduation.

Home Arts: This course is designed to make students more aware of their role in society and their family and home. Topics to be discussed are: relationships, family, home, careers in homemaking, clothing care and construction, operating appliances, foods and cooking, citizenship, and consumer responsibilities. Written assignments, readings, cooking labs, and sewing projects are all a part of the requirements for this class. This class will fulfill the Consumer Education requirement. This course will be offered in odd numbered school years such as 2009 - 2010.

Study Skills: This course is designed to help students on an individual basis with study skills. Areas to be covered include: making students aware of the numerous situations in life that require study and giving insight into methods of study, teaching students where to find answers to questions, providing students with a knowledge of a variety of study aides, teaching students the basics for taking tests and using tests as a measure of solutions.

Literacy Lab 1: This course is designed to teach and practice alphabet and phonemic awareness strategies, tactile/kinesthetic spelling techniques for phonetic and non-phonetic words, and syllabication for multi-syllabic words. This class will use direct instruction as well as other strategies that they can carry on beyond high school and to the work place. This course is a year long class. A student may enroll in this class more than once throughout their high school career, and placement in this course is determined by the student's PI or Case Manager.

Literacy Lab 2: This elective course is a semester course and is dedicated to the development of students' reading skills by improving fluency, comprehension and critical thinking skills. Instruction and application of reading strategies, such as retelling, summarizing, inference, predicting, questioning, sequencing, analyzing, and meta cognitive processing will be emphasized. This course may be repeated for multiple credits as instruction is based upon individual student pre and post assessment data. Enrollment in this particular class is determined by the student's PI or Case Manager.

Science: This course is an overview general science course. Important ideas and theories as they relate to daily experiences in the areas of life, physical, and earth science will be covered. Experiments and hands-on activities will be a part of the course as they can be applied to life. This course will be offered in odd numbered school years such as 2009 - 2010.

Practical Science: This course would explore concepts of science with a practical application. It includes a combination of horticulture, environmental science, nutrition science, and current scientific inventions. This course will be offered in even numbered school years such as 2010 - 2011.

Preparation for Technology: This course will encompass a strong emphasis on keyboarding, with later units using PC spreadsheet applications, word processing applications, an introduction to database software applications, and related computer activities. This is a good introductory course to business technology (Team-taught with the Business Teacher). This course will be offered in even numbered school years such as 2010 - 2011.

TECHNOLOGY EDUCATION CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Drafting/Communications Technology	1	1	Grades 9 – 12
Energy Technology	1	1	Grades 9 – 12
Introduction to Manufacturing-Woods	1	1	Grades 9 – 12
Power & Transportation Technology	1	1	Grades 9 – 12
Introduction to Radio Broadcasting	2	2	Grades 9 – 12
Introduction to Metals Processes	1	1	Grades 9 – 12
Production Machining	1	1	Grades 9 – 12 (Intro to Metals Processes)
Basic Welding	1	1	Grades 11 – 12 (Intro to Metals Processes)
Advanced Welding-Fabrication	1	1	Grades 11 – 12 (Basic Welding)
Introduction to Building Trades	1	1	Grades 10 – 12 (Intro to Manufacturing)
Interrelated Cooperative Classroom (Cons Ed Credit)	2	2	Grade 12
Interrelated Cooperative Work (Cons Ed Credit)	2	2	Grade 12

AREA CAREER CENTER CURRICULUM (U.T.H.S Campus)

Attendance at the ACC will be allowed on a limited schedule that will least affect a students' schedule at Geneseo. Students will be accepted into the ACC Curriculum on a case-by-case basis. Students must contact their counselor regarding the possibility of taking Area Career Center Classes before registration packets are due. All tuition, expenses, and transportation for Area Career Center classes are the responsibility of the student and/or their parents. Students will follow U.T.H.S. school calendar.

Course Descriptions

Drafting / Communications Technology: This is a one-semester course designed to inform students of the resources, technical processes, industrial applications, and technological impact of communication technology. It involves designing and drafting through the traditional systems. Other areas that will be covered include the graphic and electronic means of transmitting and receiving messages with experiences in telecommunications, photography, and graphic arts.

Energy Technology: This is a one-semester course designed to orient students to the resources, technical processes, industrial application and technological impact of energy and its uses in today's society. Class discussion, lecture, and laboratory experiences cover the field of electricity, its principles, generation, transmission and distribution, and uses of this energy source. Additional units of study in solar energy, wind and water, fossil fuels, nuclear resources, and conservation of energy as well as alternate methods of production are to be applied in laboratory experiences. Students are required to furnish OSHA approved safety glasses.

Introduction to Manufacturing-Woods: This is a one-semester course designed to introduce the student to the production materials, tools, equipment and techniques with emphasis in woodworking. Students will be made aware of resources, technical processes, industrial applications, and technological impacts of manufacturing and construction technology in today's society. The students will be involved in management, material processing, research and development, production, marketing and servicing components of industries which provide goods, services, and structures. Activities include organizing a manufacturing and/or construction company, designing a factory production line, producing interchangeable parts using jigs and fixtures, designing a factory assembly line flowchart, assembling a product quickly and accurately using production methods. Students are required to furnish OSHA approved safety glasses.

Power and Transportation Technology: This is a one-semester course that includes an overview of the following: internal combustion engines, fuels, transmission systems, and various modes of transportation. Lab experiences involving mechanics, experiments, and testing as well as class lecture and discussion will occur. Students are required to furnish OSHA approved safety glasses and a tape measure. Projects will be used as learning devices. Transportation demands and uses and environmental aspects will be included.

Introduction to Radio Broadcasting: This yearlong course will give students an overview of radio broadcasting. The student will be exposed to various aspects of radio such as FCC rules and what goes into a radio production. Students will produce similar projects found on-air, from start to finish. This includes writing scripts, recording, pre-production, and post-production, as well as using different sound elements like bed music and sound effects.

Introduction to Metals Processes: This course will introduce the student to the basics of metal processes, from raw material to finished product. Students will be acquainted with basic hand tools and the basic stationary tools like the band saw, surface grinder, stationary grinder, and drill press. Related layout and precision measurement techniques are included. Safety and industry desired work habits are stressed. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

TECHNOLOGY EDUCATION COURSE DESCRIPTIONS **continued**

Production Machining: Using Introduction to Metal Processes as the building block, Production Machining will focus on lathe and milling operations. Precision measurement will be stressed. Safety and industry desired work habits are also stressed. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

Basic Welding: This course covers the basic techniques of oxy-acetylene, arc welding, and MIG welding, Metal selections and setup will be included. A variety of operations and positional techniques are used to develop expertise for manufacturing as well as repair applications. Traditional as well as innovative process will be included and results tested. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

Advanced Welding-Fabrication: This course builds on Basic Welding and offers the students the opportunity to develop and build their own projects. Advanced techniques of oxy-acetylene, arc welding and MIG welding will also be a focus of the class. Students will need to purchase materials for individual projects. Students are required to furnish and wear welding gloves and OSHA approved safety glasses.

Introduction to Building Trades: This course shows students the basics of construction. Through traditional wood construction, students will construct a shed for a hands-on approach to building. Students will learn safety principles and practices; recognition of standard tools and materials; building concepts and procedures; local, state, and national codes, cost estimating and blueprint reading. Student will furnish hammer, tape measure, speed-square, utility knife, chalk line, tool belt, and OSHA approved safety glasses. Appropriate clothing and boots are required.

Interrelated Cooperative Education: This course is designed for senior students interested in pursuing careers in a variety of occupations. Students are released from school for their paid cooperative education work experience and participate in five class periods per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

Factors considered for admittance into the program are attendance, discipline record, and results of the National Career Readiness Certificate. A qualified cooperative education coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, students, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Participation in fund raising activities is required. Refer to student agreement number 9 of the Coop application.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job determination. In addition, classroom instruction includes technical skills as identified on occupational task lists (Consumer Education Credit).

STUDENT SAFETY

Student safety is top priority in all technology education lab classes. Due to the nature of lab based classes, students will be required to secure long hair with hair restraints provided by the student, piercing and jewelry must be removed, long pants must be worn and eye protection will be required at all times in the lab. A shop locker outside of the classroom is provided for students to secure extra things like pants, hair restraints, eye protections and any other things required for the class.

VISUAL AND PERFORMING ARTS CURRICULUM

Course	Semester(s)	Credit	Prerequisite(s)
Introduction to Art	2	2	Grade 9
Drawing I	1	1	Grades 10 –12 no art since middle school
Beginning Painting and Drawing	1	1	Intro to Art or w/instructor approval
Beginning Ceramics	1	1	Intro to Art or w/instructor approval
Beginning Sculpture and Drawing	1	1	Intro to Art or w/instructor approval
Advanced Ceramics	1	1	Beg. Ceramics and/or w/instructor approval
Advanced Painting and Drawing	1	1	Beg. Painting and/or w/instructor approval
Drawing II	1	1	Intro to Art and w/instructor approval
Graphic Arts I	1	1	Grades 11 – 12
Graphic Arts II	1	1	Grades 11 - 12
*Theatre I (Course offered odd years)	1	1	Grades 10, 11, 12
*Theatre II (Course offered odd years)	1	1	Theatre I
+Marching Band/ Concert Ensemble	2	2	Grades 9 - 12
Fall Concert Band/Concert Ensemble	2	2	Grades 9 - 12
Freshman Chorale	2	2	Grade 9
Concert Choir	2	2	Grades 10
Junior/Senior Choir	2	2	Grades 11 – 12
*AP Music Theory (Course offered even years)	2	2	Grades 10 – 12

*These courses will be offered on an every other year basis. Example: The 2009 -2010 school year is an “odd” year and 2010 – 2011 is an “even” year.

+In the spring, students in marching band may apply for a waiver from physical education for first quarter of the next semester.

Visual Arts Course Descriptions

Introduction to Art: This course covers two and three-dimensional art and an introduction to art appreciation about artists and their accomplishment. Projects include drawing (pencil, pen and ink, scratch board), painting (watercolors and acrylic), pastel, printmaking, calligraphy, a clay project, a balsa foam project, and a sculpture project. This class is open to Freshman only. This is a full year course.

Drawing I: This is a one-semester course designed to facilitate the student who wishes to re-learn the basics of art and experiment in two-dimensional design. Mediums such as pencil, ink, watercolor, printmaking and acrylic will be used. This class is for Sophomores, Juniors, and Seniors only.

Beginning Sculpture and Drawing: This one-semester course is a concentration on the elements of three-dimensional art. Projects include use of wire, plaster-wrap, paper clay, balsa foam, clay, glass fusing and mixed media. Time will also be spent drawing in class.

Beginning Ceramics: This course is a one-semester introduction to hand-building and wheel-throwing methods of clay. The student will also have the opportunity to explore bead-making to use in conjunction with the ceramic creations.

Beginning Painting and Drawing: This one semester course is an introduction to the use of watercolors, oil pastels, and acrylic painting. Drawing in a sketchbook will also be an emphasis. Composition, color skills and a study of artists will be reviewed.

Drawing II: This one semester class is designed for the serious art student wanting to develop a portfolio for a specific art program or art school. Figure study, architecture, landscape, still life, animal study will be required with heavy emphasis on technical skill, understanding of the elements of art and development of various drawing mediums. Instructor approval is required.

Advanced Ceramics: This one -semester course will continue the student’s concentration in wheel-throwing and advanced hand-building methods. The student will investigate more intricate methods of surface decoration and glazing.

Advanced Painting and Drawing: This one-semester course will allow the student to concentrate on a painting medium of their choice. Class time will also be used for drawing in a sketchbook and discussion of art appreciation.

Graphic Arts I: In Graphic Arts, students will be introduced to design and digital art theory and techniques through creating a variety of fine and commercial art projects. Students will be expected to provide a USB portable drive, a sketchbook, and access to a digital camera with memory card. Students will be using Adobe InDesign and Photoshop software to complete class projects and assignments.

Graphic Arts II: Students enrolled in their second semester of Graphic Arts will expand upon concepts of design, layout, photography, illustration, and photo editing learned during their first semester of the course. Students will be expected to work with a greater level of freedom and independence than first semester students, and will also have higher expectations for design difficulty and quality. Both computer art applications and traditional drawing skills will be utilized.

Performing Arts Descriptions

Marching Band/ Concert Ensemble: Marching band/concert ensemble (concert band or honors band) is available to 9-12 grade students who have previously played a wind or percussion instrument. The students enrolled in this course will meet as a marching band throughout the 1st grading period. At the beginning of the 2nd quarter grading period, students will be placed in the Concert Band or Honors Band for the remainder of the school year. Course requirements include performance at all concerts and at some special events. The rehearsals will focus on instrumental performance skills and a basic understanding of band literature in a variety of styles. Elements of music theory and music history are also included in the units of study. Some co-curricular band events that occur outside of the regular school day are an extension of and vital to the success of the class. All band students are required to meet with their director once per week for a playing assessment. These 15-minute sessions take place before or after school or during a study hall. Students in band also have the opportunity to participate in many “extra- curricular” band activities. These are all optional and some do require auditions. These include, but are not limited to, jazz band, pep band, musical pit orchestra, IMEA band and jazz band, IHSA solo and ensemble, madrigal recorders, madrigal brass, and NCIC festival band.

Fall Concert Band/Concert Ensemble: Fall concert band is available to 9-12 grade students who have previous experience playing a wind or percussion instrument and prefer not to be members of the marching band. During the first grading period the fall concert band students will rehearse music written for complete concert ensembles, or music appropriate to the instrumentation of the students enrolled. The group will also divide into small ensembles according to the instrument type and thoroughly explore appropriate chamber music literature written for these small ensembles. At the beginning of the 2nd quarter grading period, students will be placed in the concert band or honors band for the remainder of the school year. Course requirements include performances at all concerts and at some special events. The rehearsals will focus on instrumental performance skills and a basic understanding of band literature in a variety of styles. Elements of music theory and music history are also included in the units of study. Some co-curricular band events that occur outside of the regular school day are an extension of and vital to the success of the class. All band students are required to meet with their director once a week for a playing assessment. These 15-minute sessions take place before or after school, or during a study hall. Students in band also have the opportunity to participate in many “extra- curricular” band activities. These are all optional and some do require auditions. These include, but are not limited to, jazz band, pep band, musical pit orchestra, IMEA band and jazz band, IHSA solo and ensemble, madrigal recorders, madrigal brass, and NCIC festival band.

Freshman Chorale: All freshmen who elect choir will be placed in the Freshman Chorale. This course will cover the basics of music theory, music reading and voice production. Many daily activities will help the student gain an understanding of, and an appreciation for vocal music. In addition to the class work, students are expected to perform with the choir in at least five public performances per year outside of the school day. Many "extracurricular" opportunities also exist as an extension of Freshman Chorale. These opportunities are optional and some require an audition. Students are required to meet with the director for small group and individual help for an additional fifteen minutes per week.

Sophomore Concert Choir: The Sophomore Concert Choir is an elective course in which all sophomores are placed who schedule choir. The basic understandings of music gained in the Freshman Chorale are now applied to works from all the historical periods of music as well as music from other countries. Sophomores have more opportunity to participate in extracurricular activities. They are expected to participate in at least five concerts outside of the school day as part of the curriculum. In addition, students are required to meet with the director an additional fifteen minutes per week in a small group and individually for extra help.

Junior/Senior Choir: Junior/Senior Choir is a choral music course designed for juniors and seniors who sign up for choir. Students study the best choral works from all periods of music history and style as well as the music from many countries around the world. Students are expected to know the basics of vocal production and music reading, especially those who have taken concert choir and chorale. There is a focus on more advanced theory and advanced expression and interpretation of the music studied. Students are expected to participate in at least six concerts outside the school day. Students are also expected to be responsible for some extra rehearsal time outside the school day. Students may choose from a full range of extracurricular activities including madrigal, jazz choirs and solos and ensembles as an example. Students are required to meet with the director an additional fifteen minutes per week.

AP Music Theory: AP Music Theory is a course designed primarily for those students who plan to major or minor in music in college. Classroom activities involve developing basic skills of sight reading, dictation, analysis, harmonization, composing and arranging. The course is a study of materials and techniques composers use when they write music. In addition, students study aspects of music history and pedagogy. Students will demonstrate knowledge of basic music theory fundamentals and music terminology, develop listening and sight reading skills, demonstrate knowledge of traditional harmonies, write music in four part harmony, complete arranging project for small vocal and/or instrumental ensembles and develop an appreciation for and a discrimination of various types of music from different musical periods and for different performance mediums. This course will be offered in even numbered school years such as 2010 – 2011.

Theatre I: This course is designed as an introduction to the Theatre Arts. Students in this class will get an overview of the world of Theatre. An outline of the course is: I. Introduction to Theatre a. Elements of Drama b. Structure of the play c. Dramatic literature compared to other literature II. Theatre History a. Beginnings b. Classical Greek c. Medieval d. Shakespearean e. Restoration f. Modern Western g. Theatre's relation to society III. Basic Mechanics of the Stage a. Stage plots b. Terms and definitions c. Stage equipment IV. Acting Techniques a. Movement b. Characterization c. Scene presentation. Also included in Theatre I is the production of a children's Christmas play for the "Cardboard Traveling Theatre." This course will be offered in odd numbered school years such as 2009 – 2010.

Theatre II: Theatre II is a course designed to further the student's knowledge in the Theatrical Arts obtained in Theatre I. An outline of the course is I. Acting a. Advanced technique b. Solo c. Duet d. Group e. Character development (persona and style) II. Stagecraft a. Terms b. Types c. Construction (materials and techniques) d. Lighting (purposes, types, and design) e. Make-up (design, character, and specialty) III. Production Support Elements a. Relationships b. Duties c. Professional application IV. Practical Application a. Production support b. Performance. This course will be offered in odd numbered school years such as 2009 – 2010.

09 — 10 BLACK HAWK COURSE OFFERINGS

These classes are subject to a minimum enrollment in order to offer them as a class on the Geneseo High School campus. Students will receive 1 elective high school credit for each semester of a Black Hawk College course except for NA100 which will receive 2.5 elective high school credits per semester. Students are responsible for tuition, fees, and textbooks. A final grade of C or higher is required in these classes in order to be used as a transfer grade in the IAI (Illinois Articulation Incentive General Education Curriculum). If you plan to attend another college or university, it is recommended you contact that college or university for further advisement. See the guidance department regarding tuition, fees and possible scholarship money.

Agriculture

Ag 131 Soils and Soil Fertility (1st semester)

3 lecture hours and 2 lab hours

This course deals with the formation, physical, chemical, colloidal, and biological properties of soils. Special emphasis is given to soil conditions that affect plant growth and crop yields. Laboratory experience in texture, structure, and fertility.

Business

BE145 A, B, C Word Processing (1st semester)

3 credit hours and 3 lecture hours

Prerequisite: One semester of keyboarding technique. The current MS Windows word processing software will be used to create, edit, format, and print documents. The various software functions merge, desktop publishing, sort, headers/footers/footnotes/endnotes, columns, tables, outlines, and charts will be utilized. Special features such as spell and grammar check, thesaurus, macros, keyboard shortcuts, styles, and file management will be applied. A lab fee is associated with this course.

BE180 Business Communications (2nd semester)

4 credit hours and 4 lecture hours

The focus of this course will be on techniques of effective written communications. Business letters, email, reports, proposals, memos, resumes, and application letters for a culturally diverse workforce and client base will be accomplished through computer applications. Emphasis will be correct English grammar, punctuation, and formats while writing concise, clear, complete, coherent, and courteous correspondence. A lab fee is associated with this course.

Computers

CS 100 Introduction to Computers (1st semester)

3 credit hours, 3 lecture hours and 1 lab hour

This course is an introduction to computer concepts, computer applications, and the impact of computers on society. Applications include problem solving methods, word processing, spreadsheet, database, and presentation graphics software. Students are required to have completed Computer Concepts or have instructor permission.

English

ENG 101 Composition I (1st semester)

3 credit hours, 3 lecture hours

Prerequisite: Qualifying ACT or COMPASS score.

English 101 is designed for students who are competent in the fundamentals of composition. Students will write essays using a variety of expository strategies and will apply standard techniques of documentation when appropriate. *

ENG 102 Composition II (2nd semester)

3 credit hours, 3 lecture hours

Requisite: Grade of "C" or better in English 101

English 102, a continuation of English 101, is required composition course that involves reading, discussion, and analysis of a body of literature to generate ideas for critical and persuasive papers, including one documented research paper. *

Psychology

PSYCH 101 Introductory Psychology (1st semester)

3 credits, 3 lectures hours

Introductory Psychology is a survey of the field of general psychology without specific emphasis on any particular theory or model of human or animal behavior. Fundamental principles, methods, theories and issues in the field are discussed. Content areas may include learning, thinking, neuroscience, methodology, memory, perception, personality, intelligence, emotion, adjustment, and abnormality among others.

Sociology

SOC 101 Principles of Sociology (2nd semester)

3 credit hours, 3 lecture hours

The Principles of Sociology include the scientific examination of human society and social behavior. The course concentrates on human behavior and assumes that it is largely shaped by the groups to which people belong and by the social interactions taking place in these groups. Students will acquire a basic sociological understanding and sensitivity to the issues of race, class, gender, and ethnicity.

Speech

SPEC 101 Principles of Speech Communications (1st semester)

3 credit hours, 3 lecture hours

The Principles of Speech Communications apply the principles of oral communication to the preparation and presentation of speeches.

Vocational Technical

WLD 120 Introduction to MIG Welding

.5 – 1 credit hours, 2 lab hours

Introduction to MIG Welding is designed to cover production methods and techniques in gas metal arc welding (MIG). This process will include spray transfer, short arc transfer and cored wires. This will be done by studying machine set-up, handling the gun, weld size, gun angle, wire feed and gas quantities. Safety will be emphasized.

WLD 121 MIG Welding with Spray Arc Process

.5 – 3 credit hours, 4 lab hours, Prerequisite: WLD 120

MIG Welding with Spray Arc Process provides theory and welding experience in the flat, horizontal and vertical positions using various joint designs. Various fillet sizes and material thickness will be included in the welding lab experiences. Shop safety will be emphasized.

NA 100 Extended Health Occupations I* – Certified Nursing Assistant

8 credit hours, Pre requisite: Grade 12 Minimum GPA 2.5

Basic nursing and health care skills are developed at this level. The units of instruction, activities, and skills will be planned concurrently. These units may include employability skills, health care systems and resources, ethics and legal aspects, patient care skills, functioning as a member of the health care team, Alzheimer and related dementias. This course is certified by the Illinois Department of Public Health. Student performance will be taught and practiced in the classroom and laboratory and supervised closely by qualified health occupations teachers. Written agreements between the educational facility and health care provider will be required to determine the responsibilities of each agency. Upon successful completion of the course, a Certified Nursing Assistant Designation will be obtained.