Seneca High School Registration Guide

2018-2019
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Registration Process

This registration guide is for students and parents. Each year, students should seriously consider their educational and career goals and develop a program of study to work toward them. In planning for the school year, students and parents should consider:

1. Do the courses meet graduation requirements?
2. Do the courses meet the student’s needs for anticipated college or career choices.
3. Do the courses match the student’s ability and expand or develop his/her interests?
4. Are the courses weighted? How do weighted and non-weighted course choices effect G.P.A. and class rank?
5. Are the courses dual-credit? Will the student earn both high school and college credit for that course?

This registration guide will help students and parents plan a high school program based on these selected goals.

Parents are requested to be actively involved with their student in selecting an appropriate program of courses for the coming year by:

1. Reading and discussing this registration guide with their student.
2. Reviewing the progress reports and student report cards.
3. Discussing appropriate course selection with the student’s current teachers and counselor.

Students will meet with a counselor in an individual conference to review their choice of subjects and complete registration. All students must register each semester for 8 courses.

Criteria for Courses to be Taught

Seneca Township High School has an extensive curriculum with many courses being offered to meet the varying ability and interest levels of the students. The fact that a course is listed in this guide does not mean it will necessarily be taught. Due to a low enrollment in a class, it may be necessary to cancel that class.
Definition of Terms

**CREDIT**: The measure of school achievement. A student receives one-half unit of credit for successful completion of the work in a course that meets for a minimum of one period alternating daily for one semester. A student receives one unit of credit for successful completion of work in a course that meets for one period alternating daily for a full year. When a student moves into STHS district from another school, the guidance counselors will evaluate the units of credit transferred in and determine what units are needed for the student to meet the District 160 graduation requirements.

**PREREQUISITE**: A course or condition which a student must complete or meet before the course may be taken.

**REQUIRED COURSE**: A course which a student must successfully complete in order to earn a District 160 diploma.

**ELECTIVE COURSE**: A course which a student may choose to take to earn a District 160 diploma.

**WEIGHTED COURSE**: Worth 5.0 G.P.A. points.

**NON-WEIGHTED COURSE**: Worth 4.0 G.P.A. points.

**DUAL CREDIT COURSE**: A course in which a student would receive high school and college credit simultaneously.

Student Health Requirements

A ninth grade student or student transferring to STHS, who is enrolled on the first day of the school year must have on file a record of his/her physical examination conducted within one year and updated (current) immunization record. Failure to comply by October 15 of that school year will result in the student being excluded from STHS until the health requirements are fulfilled.

A ninth grade student or a student transferring to STHS from another state or country, after the school year has started, must have on file within 30 school days, a record of his/her physical examination conducted within one year in the state of Illinois and an updated (current) immunization record. Student must also have an Illinois eye examination. Failure to comply within this time period will result in the student being excluded from school until the health requirement is fulfilled.

Two doses of Varicella vaccine are required for students entering 9th and 10th grade. Failure to comply by October 15 of that school year will result in the student being excluded from STHS until the health requirements are fulfilled.

All 12th grade students will need to have 2 doses of Meningococcal vaccine at entry to 12th grade. Only one dose is required if the first dose was received at 16 years of age or older. Failure to comply by October 15 of that school year will result in the student being excluded from STHS until the health requirements are fulfilled.
Grading System

Subject achievement grades and current grade point averages are reported to the parents or guardians at the end of each grading period and at the end of each semester (18 weeks). Subject achievements are reported as letter grades and grade point averages are reported as numerical points.

The equivalence method is used to convert letter grades into numerical points for grade point average.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade Points: Non-Weighted</th>
<th>Grade Points: Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 93-100</td>
<td>A – 4</td>
<td>A - 5</td>
</tr>
<tr>
<td>B - 85-92</td>
<td>B – 3</td>
<td>B - 4</td>
</tr>
<tr>
<td>C - 77-84</td>
<td>C – 2</td>
<td>C - 3</td>
</tr>
<tr>
<td>D - 70-76</td>
<td>D – 1</td>
<td>D - 1</td>
</tr>
<tr>
<td>F - 0-69</td>
<td>F – 0</td>
<td>F – 0</td>
</tr>
</tbody>
</table>

*All students’ GPA are considered to be weighted.*

Report Cards and Progress Reports

Progress reports and report cards are no longer mailed to the home. A hard copy of the 1st quarter report card will be handed out at parent/teacher conferences in October. All other progress grades and report card grades will be available on-line using the PowerSchool Parent portal and an automated phone call will be sent home asking parents to access their students’ grades. Hard copies of report cards and progress reports will be sent upon request.

Special Services

Seneca Township High School is a member of the LaSalle/Putnam County Educational Alliance for Special Education (L.E.A.S.E) which was formed to provide quality educational experiences for our special needs students. Students who qualify for these services are provided with a range of classes that are determined at the student’s staffing. Questions and concerns may be directed to our guidance counselors.

If your student has a current IEP or Section 504 Plan which includes accommodations for standardized testing, the school's SSD Coordinator can submit requests for accommodations on your student's behalf. Please let the guidance office know that your student will be needing accommodations at least three weeks prior to accommodation deadline for each test administration. Note that if a student does not receive accommodations through an IEP or Section 504 Plan, parents are responsible for requesting accommodations through ACT or SAT directly.
Graduation Requirements for Seneca Township High School

Twenty-four (24) units of credit are required to graduate from Seneca Township High School. Required courses for graduation are:

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>UNITS OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3.5 (7 semesters)</td>
</tr>
<tr>
<td>Public Speaking or Speech</td>
<td>0.5 (1 semester)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0 (6 semester)</td>
</tr>
<tr>
<td>Science</td>
<td>2.0 (4 semesters)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1 unit in life science</td>
<td></td>
</tr>
<tr>
<td>1 unit in physical science</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>1.0 (2 semesters)</td>
</tr>
<tr>
<td>U.S. History (required)</td>
<td>1.0 (2 semesters)</td>
</tr>
<tr>
<td>American Government &amp; Civics</td>
<td>0.5 (1 semester)</td>
</tr>
<tr>
<td>(Student must receive a passing grade on both the Illinois Constitution and U.S. Constitution test)</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>0.5 (1 semester)</td>
</tr>
<tr>
<td>Health</td>
<td>0.5 (1 semester)</td>
</tr>
<tr>
<td>Driver’s Education</td>
<td>0.5 (1 semester)</td>
</tr>
<tr>
<td>Electives</td>
<td>11.0</td>
</tr>
</tbody>
</table>

Each student is required to earn credit in P.E. every semester of attendance unless exempt from P.E. for that semester. In order to be excused from participation in P.E., a student must present a form to the building principal to be granted exemption. Exemptions will be based on policy from the Illinois State Board of Education. A student who is not physically capable of participating in P.E. classes must have a physician’s written recommendation to exempt that student from P.E.

The state law of Illinois requires that a citizenship test be passed in order to graduate from high school. Passing American Government & Civics fulfills this state requirement.
Suggested Program of Study - College Prep

RECOMMENDED SUBJECTS FOR STUDENTS WHO ARE PLANNING TO CONTINUE THEIR EDUCATION

4 Years - English
4 Years – Mathematics- Minimum: Algebra I, Geometry, Algebra II
3 Years – Science- Minimum: Integrated Physical Science, Biology, Chemistry
4 Years - Foreign Language- Minimum: 2 Years
3 Years - Social Science: Economics, World Studies, U.S. History, Government & Civics, General Psychology
½ Year – Career Technology
½ Year – Public Speaking or Speech

FRESHMAN
1. English I or Honors English I *
2. Algebra I or Geometry
3. Integrated Physical Sci or Biology
4. Spanish I
5. P.E.
6. Career Technology
7. Elective
8. Elective

SOPHOMORE
1. English II or Honors English II*
2. Geometry or Algebra II
3. Biology, Chem I, or Honors Chem I
4. Spanish II
5. World Studies
6. P.E.
7. Driver’s Ed/Health
8. Elective

JUNIOR
1. English III, IV, or A.P. Language & Comp.*
2. Alg II, Pre-Calc/Trig, or College Alg & Trig
3. Chem I, Honors Chem II, or Anat/Phys
4. Spanish III
5. U.S. History or A.P. U.S. History
6. Public Speaking or Speech
7. P.E.
8. Elective

SENIOR
1. English IV, A.P. Lit & Comp*
2. Math Elective Next in Sequence
3. Science Elective
4. Spanish IV
5. Am. Government & Civics/Economics
6. General Psychology/Elective
7. P.E.
8. Elective

COLLEGE-BOUND STUDENT ATHLETES
Please refer to the NCAA website www.eligibilitycenter.org for information about NCAA requirements to play a sport at a Division I or II college. This is also the site to register for the NCAA Clearinghouse. NAIA colleges have a similar process. Go to the NAIA website www.playnaia.org and register. Please see your guidance counselor after you have registered or if you have any questions.
Suggested Program of Study – Career and Technical Education

RECOMMENDED SUBJECTS FOR STUDENTS WHO ARE PLANNING A CAREER IN A TECHNICAL VOCATION

3 ½ Years - English
3-4 Years – Mathematics (through Algebra II or Vocational Math)
2 Years - Science
3 Years - Social Science
½ Year – Career Technology
½ Year - Public Speaking

FRESHMAN
1. English I
2. Algebra IA or Algebra I
3. Integrated Physical Science
4. P.E.
5. Career Tech/Comp Sci Discoveries
6. Technical Elective
7. Elective
8. Elective

JUNIOR
1. English III
2. Geometry or Algebra II
3. U.S. History
4. Public Speaking
5. P.E.
6. Career and Tech Ed Sequence
7. Career and Tech Ed Sequence
8. Elective

SOPHOMORE
1. English II
2. Algebra IB or Geometry
3. Biology or Applied Biology
4. World Studies
5. P.E.
6. Driver’s Ed/Health
7. Technical Elective
8. Elective

SENIOR
1. Additional English
2. Voc Math, Algebra II, or Algebra III
3. A. Government & Civics/Economics
4. P.E.
5. Career and Tech Ed Sequence
6. Career and Tech Ed Sequence
7. Elective
8. Elective

All career and technical educational opportunities will be offered without regard to race, color, national origin, sex, or handicap.
Suggested Program of Study – General Education

RECOMMENDED SUBJECTS FOR STUDENTS WHO WANT A GENERAL EDUCATION

3 ½ Years - English
3 Years - Mathematics
2 Years – Science
3 Years - Social Science
½ Year – Career Technology
½ Year – Public Speaking

FRESHMAN
1. English I
2. Algebra I A or Algebra I
3. Integrated Physical Science
4. World Studies
5. Career Technology
6. P.E.
7. Elective
8. Elective

SOPHOMORE
1. English II
2. Algebra IB or Geometry
3. Biology or Applied Biology
4. World Studies
5. Driver’s Ed/Health
6. P.E.
7. Elective
8. Elective

JUNIOR
1. English III
2. Geometry or Algebra II
3. U.S. History
4. Public Speaking
5. P.E.
6. Elective
7. Elective
8. Elective

SENIOR
1. Additional English
3. Voc Math, Algebra II, or Algebra III
4. P.E.
5. Elective
6. Elective
7. Elective
8. Elective
Classes may only be dropped before a semester starts or within the first four full days of either semester.
### ART
- **Code**: 
- **Code CR**: 
  - 701 Art I AY 1.0
  - 703 Art II AY 1.0
  - 705 Art III AY 1.0
  - 707 Art IV SM 0.5
  - 721 Photography SM 0.5
  - 725 Graphic Design SM 0.5

### MUSIC
- **Code**: 
- **Code CR**: 
  - 711 Band AY 1.0
  - 713 Choir AY 1.0
  - 717 Guitar I SM 0.5
  - 718 Guitar II SM 0.5
  - 719 Piano SM 0.5
  - 716 Amer. Music (MUS102) SM 0.5

### AGRICULTURE
- **Code**: 
- **Code CR**: 
  - 801 Intro/Ag AY 1.0
  - 815 Agriculture Science AY 1.0
  - 807 Ag Mechanics AY 1.0
  - 809 Ag Management AY 1.0
  - 811 Intro Horticulture AY 1.0
  - 819 Ag Welding I SM 0.5
  - 820 Ag Welding II SM 0.5
  - 821 Ag Construction AY 1.0
  - 823 Ag Construction AY 1.0

### AUTO MECHANICS
- **Code**: 
- **Code CR**: 
  - 833 Intro/Auto SM 0.5
  - 840 Voc Auto I AY 1.0
  - 842 Voc Auto II AY 1.0

### TECHNICAL EDUCATION
- **Code**: 
- **Code CR**: 
  - 851 Intro/Tech AY 1.0
  - 857 Arch Drafting AY 1.0
  - 861 Woods I SM 0.5
  - 863 Woods II AY 1.0
  - 865 Woods III AY 1.0
  - 885 Engineering Graphics I AY 1.0
  - 887 Engineering Graphics II AY 1.0
  - 893 Robotics & Mech Eng AY 1.0

### PHYS ED/HEALTH
- **Code**: 
- **Code CR**: 
  - 901 Phys Ed S-1 SM 0.5
  - 903 Phys Ed S-2 SM 0.5
  - 905 Health Ed SM 0.5
  - 907 Driver’s Ed/Safety SM 0.5
  - 909 Athletic PE SM 0.5
  - 911 Athletic PE SM 0.5
  - 913 Dual Credit Athletic PE SM 0.5
  - 915 Dual Credit Athletic PE SM 0.5

### SPECIAL ED CLASSES
- **Code**: 
- **Code CR**: 
  - 001 English 9 AY 1.0
  - 003 English 10 AY 1.0
  - 005 English 11 AY 1.0
  - 007 English 12 AY 1.0
  - 009 Gen Math I AY 1.0
  - 011 Gen Math II AY 1.0
  - 013 Gen Math III AY 1.0
  - 019 World History AY 1.0
  - 021 US History AY 1.0
  - 023 Geography AY 1.0
  - 025 Consumer Math AY 1.0
  - 029 Art AY 1.0
  - 033 Step I AY 1.0
  - 035 Step II AY 1.0
  - 039 Resource AY 1.0
  - 047 Resource/Ugolini AY 1.0
  - 045 Daily Living AY 1.0
  - 065 Physical Science AY 1.0
  - 067 Life Science AY 1.0

### SUMMER SCHOOL
- **Code**: 
- **Code CR**: 
  - 115S Public Speaking SM 0.5
  - 409S World Studies SM 0.5
  - 205S Algebra I SM 0.5
  - 206S Algebra I SM 0.5
  - 907S Driver’s Ed SM 0.5
  - 419S Economics SM 0.5
  - 417S Am. Govt & Civics SM 0.5

Please pick an alternate class(es)
High School Planning Sheet

In planning your high school program, make certain that the courses you take will prepare you for the career or educational program you plan to enter after high school. In addition, make sure that you will have met all graduation requirements.

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<th>FRESHMAN</th>
<th>JUNIOR</th>
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<th>SOPHOMORE</th>
<th>SENIOR</th>
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English Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre: means prerequisite</th>
<th>*Weighted</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td></td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>Pre: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors English I*</td>
<td></td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>Pre: Recommendations, placement test score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td></td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>Pre: English I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors English II*</td>
<td></td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>Pre: Honors English I with a “B” or better</td>
<td></td>
<td></td>
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<tr>
<td>English III</td>
<td></td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>Pre: English II</td>
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<tr>
<td>English IV</td>
<td></td>
<td>1.0</td>
<td>2</td>
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<tr>
<td>Pre: English III with a “C” or better and teacher recommendation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.P. Language &amp; Comp*</td>
<td></td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>Pre: Honors English II with a “B” or better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. P. Lit &amp; Comp*</td>
<td></td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>Pre: A.P. Lang &amp; Comp with a “B” or better and teacher recommendation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td></td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Pre: Grade 11 or 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Holocaust in Literature</td>
<td>0.5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pre: Grade 11 or 12 and English III or concurrent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Humanities</td>
<td></td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>Pre: Grade 11 or 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td></td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Pre: Grade 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech (SPH 1001)*</td>
<td></td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Pre: Grade 11 and completion of English III and/or consent of instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadcast Journalism</td>
<td></td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>Pre: Grade 11 or 12</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

ENGLISH I

PREREQUISITE: NONE

COURSE OVERVIEW:
English I is designed to develop students’ language arts abilities including: reading comprehension, expanded knowledge of literary terms, formal writing and verbal skills. Students will read various types of literature and both formal and informal assignments of different lengths. Also, large and small group discussions will enhance students’ learning and understanding of the material covered.

COURSE GOALS:
To increase vocabulary, reading comprehension, and critical thinking skills.
To read a wide variety of literature, including: short stories, drama, poetry and nonfiction.
To increase writing skills through several formal and informal writing assignments.
To become familiar with and utilize the Media Center.

HONORS ENGLISH I - WEIGHTED

PREREQUISITE: RECOMMENDATIONS, PLACEMENT TEST SCORE

COURSE OVERVIEW:
Honors English I is meant for college-bound students who are willing to accept the challenge of a fast-paced and academically demanding course. Incoming students should have already demonstrated a strong work ethic, the ability to think critically, and a strong foundation in language and literature skills.

COURSE GOALS:
1. This class will focus on the study of short stories, novels, poetry, myth, and non-fiction in an effort to answer essential questions that address common themes in literature.
2. Students will also develop writing skills across a variety of styles and purposes, with an emphasis on analysis of texts and synthesis of ideas.
3. Lastly, students will expand both their academic and content vocabulary in an effort to better prepare them for academic success in English and other content areas.

ENGLISH II

PREREQUISITE: ENGLISH I

COURSE OVERVIEW:
English II is a language arts course with special emphasis on understanding the short story, poetry, essays, drama, legends, and the short novel. Such understanding shall take place by learning appropriate terminology, participating in large and small group discussions, and writing short and
medium length papers related to the literature. Effective sentence and paragraph writing will be stressed, and writing will be done based upon the literature read.

**COURSE GOALS:**
1. To plan, write, revise and rewrite short (1-5 paragraphs) expository, narrative, and persuasive papers.
2. To master the spelling and comprehension of selected vocabulary words.
3. To write a variety of sentence types.
4. To show an awareness of proper diction and the denotation and connotation of words in the English language.
5. To develop a mastery of the conventions in usage, punctuation, and capitalization.
6. To recognize the various types of literature.
7. To understand the necessary terms to discuss and write about literature.
8. To develop small group discussion skills.

**HONORS ENGLISH II – WEIGHTED**

**PREREQUISITE: COMPLETION OF HONORS ENGLISH I WITH A “B” OR BETTER**

**COURSE OVERVIEW:**
Honors English II is the second course in the English Honors track. This is an accelerated class for those students who have proven to excel in English. Honors English II students will explore literature and nonfiction more widely and deeply than those in standard English II classes. This course will focus on the continued mastery of the critical thinking, reading, and writing skills necessary for further mastery of the Common Core Standards, as well as preparation for the Advanced Placement Language and Literature courses to follow. Honors English II requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators.

**COURSE GOALS:**
1. To focus on literature and nonfiction through the reading of novels, short stories, drama, poetry, and nonfiction pieces.
2. To continue to develop writing skills across a variety of purposes and styles; grammar will be taught with the goal of improving writing.
3. To continue to expand both academic and content vocabulary in preparation for the Advanced Placement Language and Advanced Placement Literature courses, as well for academic success in other content areas.

*Please note: Honors English II students will be expected to complete summer reading assignments. The instructor will provide the titles and materials at the close of the previous school year.*

**ENGLISH III**

**PREREQUISITE: ENGLISH II**

**COURSE OVERVIEW:**
English III is divided into 5 sections: American Literature, study of novels, reading informational text (non-fiction), vocabulary building, and grammar/writing skills. The course, which is aligned to the 11-12 grade-band Common Core State Standards, focuses on such concepts as important literary figures from different eras in American Literature, short stories for analysis, poetry analysis, literature’s relationship to history, and reading and comprehending literary nonfiction.

**COURSE GOALS:**
1. To understand the relationship between America’s history and its literary movements.
2. To learn to critically analyze literature through discussion and writing.
3. To review basic grammar rules as they relate to writing.
4. To acquire and use accurately a range of academic and content-specific words by using context clues, analyzing word parts, and consulting reference materials.
5. To practice identifying and understanding the elements of fiction, drama, and poetry.
6. To develop writing skills through journal based writing, 5 paragraph essay writing, and test essays.
7. To practice research skills and deliver an organized oral presentation, citing sources in MLA style of documentation.
8. To understand and analyze the genres of drama, the novel, poetry, and short stories.
9. To read and comprehend informational texts (non-fiction).
ENGLISH IV

PREREQUISITE: ENGLISH III WITH A “C” OR BETTER AND TEACHER RECOMMENDATION

COURSE OVERVIEW:
English IV is a one-year, elective, college-preparatory course. It is aligned to the 11-12 grade-band Common Core State Standards, with a focus in in-depth, analytical reading and writing. The whole-class literature features canonical British literature as well as informational texts from various time periods and cultures. Students in this class will also select several of the pieces of literature they will read. Writing assignments include poetry, narrative, informative, and argument, and students will also develop several of their own writing goals and projects in order to develop the skills that require improvement.

COURSE GOALS:
1. To read and work with whole-class literature and individually selected books in order to develop reading skills necessary in college.
2. To determine areas of weakness in reading skills and develop those.
3. To develop knowledge and mastery of the conventions of writing in narrative, informative, and argument.
4. To determine areas of weakness in writing skills and develop those.
5. To develop an understanding of MLA formatting in writing research papers.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION-WEIGHTED

PREREQUISITE: HONORS ENGLISH II WITH A B OR BETTER

COURSE OVERVIEW:
AP Language and Composition is a college-level course designed for juniors. The course is driven by the reading and analysis of various nonfiction texts, including speeches, advertisements, essays, researched reports, and narratives. The topics of these promote intellectual thinking and civic engagement. The reading and writing students complete in the course will deepen their understanding of how written language rhetorically functions. At the end of the course, students will have the opportunity to take the AP exam to earn college English credit.

COURSE GOALS:
1. To expand vocabulary, including both rhetorical terms and college level vocabulary.
2. To be able to synthesize, analyze, and argue using textual evidence in writing.
3. To improve close/active reading skills by focusing on rhetorical elements of texts.
4. To analyze the effect of rhetorical elements such as syntax, diction, punctuation, figurative language, etc.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION-WEIGHTED

PREREQUISITE: TEACHER RECOMMENDATION & B OR BETTER IN AP LANGUAGE & COMP

COURSE OVERVIEW:
Advanced Placement (AP) Lit and Comp is a college-level course designed for seniors who have demonstrated outstanding skills in literary analysis and writing. The class will focus on the careful reading and critical analysis of drama, poetry, and novels. Most writing assignments will focus on the analysis of literature with emphasis on improving the organization and style of the students’ writing. At the end of the course, students take an AP exam administered by The College Board. This exam is scored on a one to five scale with five being the highest, and students who score three or above may earn college credit in English.

COURSE GOALS:
1. To develop critical standards for interpreting literature.
2. To analyze literary elements and other aspects of literature in order to derive meaning from the reading of the literature.
3. To increase the ability to explain through writing the interpretations of a piece of literature.
4. To develop and organize ideas in clear, coherent, and persuasive language.
5. To develop stylistic maturity through wide-ranging vocabulary, variety in sentence structure, logical organization and rhetorical effectiveness.
PUBLIC SPEAKING

PREREQUISITE: GRADE 11
COURSE OVERVIEW:
Public Speaking is a required one-semester course in which the students prepare and present speeches before the class.
COURSE GOALS:
1. To help students become more comfortable when called upon to speak before others.
2. To enhance student’s ability to do basic research, write, and organize material into a coherent, logical presentation of ideas.
3. To help students develop use of appropriate oral skills, such as diction, projection, etc.
4. To help students develop use of appropriate physical presentational skills, such as eye contact, gestures, etc.
5. To help students learn to orally present material in a variety of formats.
6. To teach students the appropriate use of audio-visuals in a speech.

SPEECH (SPH 1001)

PREREQUISITE: GRADE 11 WITH TEACHER CONSENT
COURSE OVERVIEW:
A course in the fundamentals of speech presentation in audience situations with emphasis upon the development of effective research organization, delivery and listening.
*Speech is a dual credit course— it is worth .5 credit for Seneca High School and 3 hours of IVCC credit.
*An additional cost to the student based upon Seneca High School and IVCC’s Dual Credit arrangement will be at the student’s expense.

CREATIVE WRITING

PREREQUISITE: GRADE 11 OR 12
COURSE OVERVIEW:
Students will write a variety of creative pieces such as, but not limited to, original poems, prose, autobiographies, commercials, and other forms of written expression. Through these genres, students will learn to write for self-expression and for an audience. Students will generate their pieces via their computer and will be asked to occasionally share their work with their peers and teacher.

COURSE GOALS:
1. To use journal writing to stimulate thinking and improve writing.
2. To provide a variety of pre-writing and warm-up activities and applications.
3. To become more observant and skillful at writing about the world around them.
4. To focus on clarity and forceful imagery.
5. To focus on editing, revising, and word choice skills.
6. To focus on using metaphors, similes, personification, imagery, alliteration, and other figures of speech in the writing of poetry.
7. To write creatively in a variety of literary genres, including poetry, prose, drama, and non-fiction.

THE HOLOCAUST IN LITERATURE

PREREQUISITE: GRADE 11 OR 12
COURSE OVERVIEW:
This semester course will be an in depth study of the history of the Holocaust, including its origins and its aftermath, through the use of historical documents, scholarly articles, first-person accounts, film and novels, both fiction and nonfiction.
COURSE GOALS:
1. To understand the origins of Anti-Semitism
2. To trace the beginnings of World War II, the Nazi rise to power, and the impact on the Jewish culture
3. To understand the many different groups who were victims of the Holocaust
4. To trace to the progression of ghettoization, camp internment, and deaths of the victims
5. To learn about the resistance and rescue efforts that saved thousands of lives
6. To learn about the survivors’ lives after liberation
AMERICAN HUMANITIES

PREREQUISITE: GRADE 11 OR 12

COURSE OVERVIEW:
The course is designed to acquaint students with contemporary American culture and the American value system through a study of literature, music, television, film, art, and history.

COURSE GOALS:
1. To develop knowledge and understanding of the word humanities and its application to American life from 1920-1970.
2. To develop knowledge and understanding of vocabulary relevant to the study of humanities and its application to American life from 1920-1970.
3. To develop knowledge and understanding of the American value system and its application to American life from 1920-1970.
4. To develop knowledge and understanding of the historical, social, and cultural background of America life from 1920-1970.
5. To practice research and speech organization skills in order to deliver an oral informational presentation each nine weeks. This includes the use of MLA documentation.
6. To write expository and persuasive essays based on student knowledge of each decade.

BROADCAST JOURNALISM

PREREQUISITE: GRADE 11 OR 12

Course could be repeated with consent of instructor.

COURSE OVERVIEW:
Broadcast Journalism is a course to introduce students to the process of delivering a successful television news broadcast. Students will learn the basics of journalism, including broadcast style writing and the processes of production. Students will be trained in digital video camera techniques, including the basics of shooting and editing video stories. Students will use these skills to produce and anchor a weekly announcement/news program for Seneca High School, while also having opportunities to research, write, and produce feature stories.

COURSE GOALS:
1. To learn basic journalism terms and develop journalism skills that relate to researching, interviewing, writing, editing, and ultimately anchoring a news broadcast.
2. To develop team communication and management skills as they relate to working in a broadcast journalism setting.
3. To learn to use the audio, video, and lighting equipment accurately, safely, and to achieve a variety of goals or effects.
4. To develop a working knowledge of the production process including pre-production steps, production skills, and post-production tasks.
5. To develop skills in video editing on a variety of computers and software programs.
6. To understand and follow basic legal, moral and ethical responsibilities of the press, including the First Amendment, source citations, and copyright laws.
Foreign Language Curriculum

<table>
<thead>
<tr>
<th>Pre: Means prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>Spanish I</td>
</tr>
<tr>
<td>Pre: 8th Grade Achievement/Guidance Rec.</td>
</tr>
<tr>
<td>Spanish II</td>
</tr>
<tr>
<td>Pre: Spanish I</td>
</tr>
<tr>
<td>Spanish III</td>
</tr>
<tr>
<td>Pre: Spanish II</td>
</tr>
<tr>
<td>Spanish IV</td>
</tr>
<tr>
<td>Pre: Spanish III</td>
</tr>
</tbody>
</table>

SPANISH I

PREREQUISITE: 8TH GRADE ACHIEVEMENT AND GUIDANCE RECOMMENDATION

COURSE OVERVIEW:
Spanish I is an introduction to the Spanish language and to the cultures of Spanish-speaking people.

COURSE GOALS:
1. To learn basic Spanish sentence structure and vocabulary.
2. To gain knowledge of and sensitivity to Latin American and Spanish people and their cultures.
3. To begin to express oneself in Spanish in the present tense.

SPANISH II

PREREQUISITE: SPANISH I

COURSE OVERVIEW:
In Spanish II, students will learn more advanced grammar and vocabulary at a faster pace. They will continue to study culture, and a stronger emphasis will be placed on speaking, reading and writing in Spanish.

COURSE GOALS:
1. To express oneself in Spanish in the present and past tenses.
2. To learn more grammatical structures and additional vocabulary.
3. To continue to develop a sensitivity to Latin American and Spanish cultures.

SPANISH III

PREREQUISITE: SPANISH II

COURSE OVERVIEW:
Spanish III students will be expected to speak and write in Spanish. They must come into this class with a positive attitude and an open mind toward Spanish conversation and comprehension. Students will be exposed to an extensive grammar review, Spanish and Latin American literature, history, geography, art and music.

COURSE GOALS:
1. To express oneself in Spanish on a daily basis in both oral and written form.
2. To broaden knowledge of Latin American and Spanish cultures, including literature, history, geography, art and music.
3. To develop a sensitivity to the cultures and people of Spanish-speaking countries.

SPANISH IV

PREREQUISITE: SPANISH III

COURSE OVERVIEW:
Spanish IV will be a more intensive study of the culture, literature, and history of Spanish-speaking countries. Students will be expected to come into this class with an attitude conducive to improving one’s Spanish comprehension and conversation.

COURSE GOALS:
Students will practice uninhibited and correct self-expression in Spanish. They will continue to improve their skills in reading, listening, speaking, and writing. Culture continues to be studied as students further develop sensitivity to the cultural diversity.
Math Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>*Weighted</th>
<th>Pre: Means prerequisite</th>
<th>Sem</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra IA</td>
<td>2.0</td>
<td>Pre: Teacher recommendation and placement test score</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Algebra IB</td>
<td>1.0</td>
<td>Pre: Algebra IA</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Algebra I</td>
<td>1.0</td>
<td>Pre: Teacher recommendation and placement test score</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Geometry</td>
<td>1.0</td>
<td>Pre: Algebra I or teacher recommendation and 8th grade placement test score</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Algebra II</td>
<td>1.0</td>
<td>Pre: Algebra I and Geometry</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Algebra III</td>
<td>1.0</td>
<td>Pre: Algebra II and Geometry</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre Calc/Trig</td>
<td>1.0</td>
<td>Pre: Algebra II and Geometry</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>College Alg* (Math 1003)</td>
<td>0.5</td>
<td>Pre: Appropriate score on placement test, an ACT math score of 24, or equivalent SAT math score</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Trigonometry* (Math 1004)</td>
<td>0.5</td>
<td>Pre: Appropriate score on placement test, an ACT math score of 24, or equivalent SAT math score</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Calculus I*</td>
<td>1.0</td>
<td>Pre: Math 1003 and 1004 with a grade of “C” or better or placement test score</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Vocational Math</td>
<td>1.0</td>
<td>Pre: Grade 12, Geometry</td>
<td>2</td>
<td>1.0</td>
</tr>
</tbody>
</table>

ALGEBRA IA

**PREREQUISITE: 8th GRADE ACHIEVEMENT TEST/GUIDANCE RECOMMENDATION**

Two credits earned for this class: 1 math credit and 1 elective credit.

**COURSE OVERVIEW:**

This class is double blocked and the first course of the two-year sequence. It is an integrated curriculum that covers content from number and operation and probability and statistic strands. Problem-solving strategies are woven throughout the series. It also has focus on organization and basic skills.

**COURSE GOALS:**

1. Help students learn organization and self-motivation.
2. Give the students positive reinforcement.
3. Help students think logically.
4. Give students a basic understanding and working knowledge of everyday math.
5. Study the properties of real numbers.
7. Graph linear functions.
8. Write linear equations.
9. Solve and graph linear inequalities.

ALGEBRA IB

**PREREQUISITE: ALGEBRA IA**

**COURSE OVERVIEW:**

This class is the second course of the two-year sequence. It is a course that covers graphing and writing linear equations, solving and graphing linear inequalities and linear systems, radicals, simplifying radicals, solving and graphing quadratic equations, adding, subtracting and multiplying polynomials and the properties of exponents.

**COURSE GOALS:**

1. Develop skills and procedures necessary to solve and graph linear equations in one and two variables.
2. Develop skills and procedures necessary to solve and graph linear inequalities in one variable.
3. Apply content to solve real-life applications.
4. Introduce quadratic equations and recognize graphs of quadratics.

ALGEBRA I

**PREREQUISITE: TEACHER RECOMMENDATION AND PLACEMENT TEST SCORE**

**COURSE OVERVIEW:**

The basic properties of real numbers are developed and emphasized throughout the course. Students will learn to perform the four basic operations on real numbers and on algebraic expressions. Detailed procedures are developed to simplify polynomial expressions and to solve various equations. These
procedures are then applied to solving many kinds of word problems. Graphing in the rectangular coordinate system is introduced.

**COURSE GOALS:**
1. Perform operations on real numbers and polynomial expressions.
2. Develop skills and procedures necessary to simplify polynomial expressions and solve equations.
3. Develop procedures for solving various types of word problems.
4. Incorporate the use of the TI-nspire CX graphing calculator in several topics.

**GEOMETRY**

**PREREQUISITE:** ALGEBRA I, 8TH GRADE PLACEMENT TEST SCORES AND TEACHER RECOMMENDATION

**COURSE OVERVIEW:**
Geometry means “earth measure”. This course covers topics about lines, angles, triangles, quadrilaterals, polygons, circles, and their corresponding parts. Problems deal with logic, congruency, proportions, constructions, and area and volume of two and three-dimensional figures.

**COURSE GOALS:**
1. Learn the relationship between different geometric figures.
2. Review and apply the algebraic facts to geometric unknowns, using a calculator as needed.
3. Apply logical reasoning and organizational patterns to discover properties of figures.
4. Understand and apply the beginning trigonometric functions.
5. Determine perimeter, area, and volume of two and three-dimensional figures.

**ALGEBRA II**

**PREREQUISITE:** ALGEBRA I AND GEOMETRY

**COURSE OVERVIEW:**
This second course in algebra begins with a review of Algebra I principles. Topics studied are linear and quadratic equations and inequalities, systems of equations, polynomial, radical, and rational expressions and equations, sequences and series, and trigonometric functions and the unit circle.

**COURSE GOALS:**
1. Strengthen basic algebra skills.
2. Solve and graph functions.
3. Study systems of linear equations using a variety of methods.
4. Work with radicals and irrational numbers.
5. Use graphing calculator in many situations.

**PRE-CALC/TRIG**

**PREREQUISITE:** ALGEBRA II AND GEOMETRY

**COURSE OVERVIEW:**
Pre Calc/Trig is a study of functions and their graphs, linear and quadratic functions, polynomial and rational functions, introduction of exponential and logarithmic functions, trigonometric functions, and introduction of analytical trigonometry, applications of trigonometry, vectors, and introduction to conic sections.

**COURSE GOALS:**
1. Prepare students for introduction of calculus.
2. Understand and apply algebraic functions of various types.
3. Apply the trigonometric functions to solve problems.
4. Understanding the connections through graphical, numerical, and analytical representations of important algebraic concepts.

**COLLEGE ALGEBRA (MTH 1003) WEIGHTED**

**4 HRS DUAL CREDIT WITH IVCC**
**PREREQUISITE:** AN APPROPRIATE SCORE ON THE PLACEMENT TEST, AN ACT MATH SCORE OF 24, OR AN EQUIVALENT SAT MATH SCORE

*An additional cost to the student based upon Seneca High School and IVCC’s Dual Credit arrangement will be at the student’s expense.

**THIS COURSE WILL HAVE A SUMMER COMPONENT PRIOR TO THE START OF THE SCHOOL YEAR. STUDENTS CAN PICK UP MATERIAL TO BEGIN SUMMER COMPONENT BY JULY 20TH**

**COURSE OVERVIEW:**
Topics of study include review of fundamental algebraic operations, radicals, systems of
equations, higher degree equations, inequalities, absolute value, logarithms, matrices, and the binomial theorem.

College Algebra is worth 4 credit hours of Illinois Valley Community College credit.

TRIGONOMETRY (MTH 1004) - WEIGHTED

3 HRS DUAL CREDIT WITH IVCC
PREREQUISITE: AN APPROPRIATE SCORE ON THE PLACEMENT TEST, AN ACT MATH SCORE OF 24, OR AN EQUIVALENT SAT MATH SCORE

COURSE OVERVIEW:
Topics of study include the trigonometric functions and their graphs, identities, trigonometric equations, and practical applications.
Trigonometry is worth 3 credit hours of Illinois Valley Community College credit.

*An additional cost to the student based upon Seneca High School and IVCC’s Dual Credit arrangement will be at the student’s expense.

CALCULUS I (MTH 2001) - WEIGHTED

5 HRS DUAL CREDIT WITH IVCC UPON COMPLETION OF 2ND SEMESTER
PREREQUISITE: MATH 1003 AND 1004 WITH A GRADE OF C OR BETTER OR AN APPROPRIATE SCORE ON THE PLACEMENT TEST

COURSE OVERVIEW:
This course is the first in a three semester sequence of analytic geometry and calculus. Topics of study include real numbers, lines, circles, conics, functions, limits, derivatives and antiderivatives with applications, transcendental functions, and the definite integral with applications. Topics of sequences and series will be reviewed and conic sections, parametric equations, and polar coordinates will be introduced before the official dual credit portion of the course begins in November.

COURSE GOALS:
Upon completion of this course the student should have demonstrated proficiency in the following:
1. Knowledge of coordinates, graphs, and lines.
2. Knowledge of functions and limits.
4. Knowledge of applications of the definite integral.
5. Knowledge of integration.
7. Knowledge of logarithmic and exponential functions.

*An additional cost to the student based upon Seneca High School and IVCC’s Dual Credit arrangement will be at the student’s expense.

ALGEBRA III

PREREQUISITE: ALGEBRA II AND GEOMETRY

COURSE OVERVIEW:
This course will review the topics studied in Algebra II and introduce higher polynomial, rational, exponential and logarithmic functions. In second semester students will study analytic trigonometry and statistics. Second semester, this class will expand on the concepts in elementary algebra and it is a prerequisite for entering classes in college at the college algebra level. With a C or better in this course students will qualify to enter college algebra at Joliet Junior college. Topics of study will include factoring rational expressions, radicals, quadratics, logs and exponential functions.

COURSE GOALS:
1. Extensively graph functions and solve equations and find numerical values of the following types: polynomial, rational, radical, exponential, and logarithmic.
2. Identify a unite circle and describe its relationship to real numbers and sketch graphs of trigonometric functions. Evaluate trigonometric functions of any angle and use fundamental trigonometric identities.
4. Statistical tables and graphs: Data will be found and presented using a variety of tables and graphs.
5. Students will find and interpret measures of central tendency and dispersion and use normal
distributions to analyze data.
6. Students will be introduced to probability distributions, specifically the Binomial and Normal.

**VOCATIONAL MATH**

**PREREQUISITE:** GRADE 12, GEOMETRY

**COURSE OVERVIEW:**
This one-year course is designed to cover mathematical topics and hands-on experience in a variety of vocational fields such as construction and landscaping. Students will use basic mathematics up to trigonometric applications.

**COURSE GOALS:**
1. Give students the basic understanding of when and how math topics are used in several vocational fields.
2. Give students hands-on practice of the skills required in vocational careers.
3. Expose students to several different vocational fields and show them what math skills need to be mastered in order to be successful in those careers.

**MATH TOPICS COVERED:**
Basic Algebra, Rates, Ratios, Percentages, Geometry with right triangle trigonometry, Surface Area, and Volume

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**Science Curriculum**

<table>
<thead>
<tr>
<th>Physical Science Courses</th>
<th>Sem</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Physical Science</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Algebra I with grade of “C” or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Chemistry I*</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Biology with a “B” or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Chemistry II*</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Algebra II, Chemistry I with teacher consent, or Honors Chemistry I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Pre-Calc/Trig, IVCC Math, or concurrent</td>
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<td></td>
</tr>
<tr>
<td>Intro to Ag</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture Science</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Intro to Ag</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Science Courses</th>
<th>Sem</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Biology</td>
<td>2</td>
<td>1.0</td>
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<tr>
<td>Pre: Integrated Phys Sci</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology I</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Integrated Phys Sci or placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Problems</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Biology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Biology I, with a “C” or better, and grade 11 or 12</td>
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<tr>
<td>Intro to Agriculture</td>
<td>2</td>
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<td>Pre: None</td>
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<tr>
<td>Agriculture Science</td>
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<td>1.0</td>
</tr>
<tr>
<td>Pre: Intro to Ag</td>
<td></td>
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</tr>
</tbody>
</table>

**INTEGRATED PHYSICAL SCIENCE**

**PREREQUISITE:** NONE

**COURSE OVERVIEW:**
This course prepares students for additional study in any of the natural sciences. IPS satisfies the graduation requirement of 1 year of physical science. Emphasis is placed on laboratory skills, data collection and interpretation, basic atomic structure and bonds, energy in physical processes, forces, motion, and basic concepts of earth science. Significant laboratory work is required.
COURSE GOALS:
1. Develop problem solving skills using the Scientific Method and laboratory through extensive laboratory.
2. Apply basic principles of chemistry and develop chemical skills through intensive problem solving.
3. Acquire working knowledge of forces, motion and energy in our daily life.
4. Understand the origin and evolution of the earth system and the universe.
5. Become prepared for continued work in Science.

CHEMISTRY I
PREREQUISITE: ALGEBRA WITH A GRADE OF “C” OR BETTER OR TEACHER CONSENT
COURSE OVERVIEW:
Chemistry I is a full year course designed as physical science preparation for students planning on pursuing a college education. The approach requires basic algebra, including facility with ratios, proportions, graphing skills and exponents. The course includes basic physical science concepts, measurement skills, history and principles of the atomic theory, the periodic table and elementary chemical calculations.

COURSE GOALS:
1. To acquire, through practice, a higher level of proficiency in the application of the Scientific Method to solve problems and in laboratory skills.
2. To develop knowledge and understanding of the Atomic Theory and its modern implications, including interactions between energy and matter, bonding, and nuclear reactions.
3. To become proficient in the writing and application of formulas and chemical equations and stoichiometric calculations.
4. To understand and explain the behavior of the different phases of matter and of solutions.

HONORS CHEMISTRY I-WEIGHTED
PREREQUISITE: BIOLOGY WITH A GRADE OF “B” OR BETTER
COURSE OVERVIEW:
Honors Chemistry I is intended for those students who plan on a career in medicine, vet medicine, pharmacy, engineering, environmental sciences, and students who plan on taking Honors Chemistry II. The course work is similar to Chemistry I but at a more rapid pace and covering extended curriculum. Students will be expected to complete guided inquiry activities and labs. Students will need strong laboratory skills.

COURSE GOALS:
1. To acquire a higher level of proficiency in the application of the scientific method and problem solving.
2. To develop knowledge and understanding of the atomic theory and its modern implications, including interactions between energy and matter, bonding, and nuclear reactions.
3. To become proficient in the writing and application of formulas and chemical equations and stoichiometric calculations.
4. Improve students’ ability to communicate scientific and technical information in multiple formats by reading articles from professional scientific journals.

HONORS CHEMISTRY II-WEIGHTED
PREREQUISITE: ALGEBRA II, CHEMISTRY I WITH TEACHER CONSENT, OR HONORS CHEMISTRY I
COURSE OVERVIEW:
Chemistry II prepares students for further study in Chemistry at the college level. It is designed for students whose career goals include college chemistry such as agriculture, engineering, veterinary medicine, health sciences and environmental sciences. It reinforces the basic nomenclature and chemical calculations learned in Chemistry I and addresses gas behavior, chemical kinetics, thermodynamics, advanced chemical calculations, acid-base behavior, and electrochemistry.
COURSE GOALS:
Prepare students for further study in a science field or technical vocation.

PHYSICS

PREREQUISITE: PRE-CALC/TRIG, IVCC MATH, OR CONCURRENT COURSE OVERVIEW:
Physics deals with the physical laws to describe the behavior of objects in our universe and the relation between matter and energy. It includes basic mechanics, wave mechanics, sound, light, electricity, magnetism, and nuclear physics.

COURSE GOALS:
1. To develop good quantitative laboratory skills using traditional laboratory skills and computer interfaced data collecting systems.
2. To acquire critical thinking skills and in the analysis and interpretation of laboratory data.
3. To develop understanding of the physics concepts behind forces, motion, fluids, thermodynamics, waves, sound, light and electricity.
4. To acquire basic understanding of magnetism and modern atomic and subatomic physics.

APPLIED BIOLOGY

PREREQUISITE: INTEGRATED PHYSICAL SCIENCE 
COURSE OVERVIEW:
Applied Biology is a basic introductory course in biological science. The students will be given a basic understanding of living organisms through the use of laboratory work, group work, individual work, and lecture. The content of the course is centered around the Next Generation Science Standards and will result in better knowledge and appreciation of living organisms.

COURSE GOALS:
1. How does structure relate to function in living systems from the organismal to cellular level?
2. How matter is transferred and energy transferred/transformed in living systems?
3. How are organisms dependent on each other?
4. How is genetic information passed through generations?
5. How does natural selection encourage inter and intraspecific diversity over time?

BIOLOGY I

PREREQUISITE: INTEGRATED PHYSICAL SCIENCE OR PLACEMENT COURSE OVERVIEW:
Biology is an introductory course in biological science. The course is designed around the Next Generation Science Standards. It includes the study of cells, genetics, and ecosystems. Various activities will be used, including labs, discussion, lecture, case studies, and modeling.

COURSE GOALS:
1. How does structure relate to function in living systems from the organismal to cellular level?
2. How matter is transferred and energy transferred/transformed in living systems?
3. How are organisms dependent on each other?
4. How is genetic information passed through generations?
5. How does natural selection encourage inter and intraspecific diversity over time?

ENVIRONMENTAL PROBLEMS

PREREQUISITE: BIOLOGY I
COURSE OVERVIEW:
This course is designed to study the interactions of living organisms with their environment. Through discussion, lab work, and modeling students will study population cycles, energy transfer habitats in the living community. The course will also look at human environmental problems that face our present society and in the future.

COURSE GOALS:
1. To what extent does understanding the flow of matter and energy through living systems effect personal and public policy decisions?
2. Why is it important to think in terms of systems of systems when considering environment?
3. Is it possible for humans to influence a system as large as climate?
4. To what extent can human behaviors impact our plants life support system (environment)?
ANATOMY & PHYSIOLOGY

PREREQUISITE: BIOLOGY I AND GRADE 11 OR 12, “C” OR BETTER IN BIOLOGY

COURSE OVERVIEW:
This course will emphasize the anatomy (structures) and physiology (functions) of the human body. The 11 major systems will be studied. Lab exercises emphasize anatomical aspects of man using the admit-cut as a dissection specimen, along with other preserved materials, microscope slides, charts, and models.

COURSE GOALS:
1. Develop basic knowledge of the anatomy of each of the 11 systems of the human body.
2. Develop basic knowledge of human physiology of digestive, cardiovascular, nervous, skeletal, and muscular systems.
3. Become familiar with the various tissues in the human body.
4. Understand how each system is related to the others, both in structure and function.
5. Become acquainted with various diseases or disorders involving each system.
6. Understand biological organization.

INTRO TO AG

PREREQUISITE: NONE

For course overview and goals, see Agriculture Curriculum on page 36.

AGRICULTURE SCIENCE

PREREQUISITE: INTRO TO AG

For course overview and goals, see Agriculture Curriculum on page 36.

Social Science Curriculum

<table>
<thead>
<tr>
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<tr>
<td>U.S. History</td>
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<tr>
<td>A.P. U.S. History*</td>
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<td>(HIST 103/104)</td>
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<td></td>
<td>Pre: Approval of Social Science Dept.</td>
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<tr>
<td>Am Government &amp; Civics</td>
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<tr>
<td>Current Issues</td>
<td>Pre: Grade 11 or 12</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>Pre: Grade 11 or 12</td>
<td>1</td>
</tr>
<tr>
<td>General Psychology*</td>
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<tr>
<td></td>
<td>(PSYC 101) Pre: Grade 12</td>
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</tbody>
</table>

WORLD STUDIES

PREREQUISITE: NONE

COURSE OVERVIEW:
World Studies is designed to enable students to understand their relationship to the world. In this course students will develop a world historical perspective and understanding of the important factors that helped shape major world cultures and nations. Throughout the course students will examine the concepts of geography, identity, power, conflict, world war, industrialization, imperialism, revolution, compromise, justice and injustice through the lens of various historical events and regional issues.

COURSE GOALS:
1. Increase student awareness of different cultures around the world and the importance of their development.
2. Help students understand the facts, concepts, illustrations, etc., from world history, to formulate ideas on possible future world events.
3. Relate past events in world history to present events.
4. Evaluate and analyze societies’ differences and similarities.
5. Understand relationships between geographic factors and society.
A.P. U.S. HISTORY (HIST 103/104) WEIGHTED

PREREQUISITE: APPROVAL OF SOCIAL SCIENCE DEPARTMENT

COURSE OVERVIEW:
Advanced Placement United States History provides a general overview of the history of the United States. In chronological order, students will explore America’s past, examining the cultural, political, geographical, economic and technological changes that have taken place and have helped to shape us and guide us as a nation today. Topics will include issues relating to the discovery of the New World through the Reconstruction period, focusing on constitutional issues, the Civil War, industrialization, and immigration. Additionally, this course will offer dual credit opportunities for students through Joliet Junior College. History 103 (Fall Semester) and History 104 (Spring Semester) are each worth 3 hours of college credit.

COURSE GOALS:
1. Understand the importance of American History in shaping one's own life.
2. Develop a feeling of respect and citizenship for the United States.
3. Recognize forces that shaped the United States from Early Colonial to present time.
4. Understand how past events in our history helped shape our lives today.
5. Students will sit for the A.P. U.S. History Test in the spring and have the ability to earn college credit based upon the score received. (Depending on the score earned, students may be able to earn as many as 12 additional college credit hours.)
6. The A.P. U.S. History course will challenge students with academic rigor and historical relevance in a reading and writing intensive format.
7. As AP US History is a dual credit college course, much outside of class time will need to be allotted for anticipated success in this course.

U.S. HISTORY

PREREQUISITE: GRADE 11

COURSE OVERVIEW:
This course is required for all students. The course will focus on United States History from the early Colonial period up to present time studies of major events, problems, and controversies. People who have helped shape our country will also be covered in U.S. History.

COURSE GOALS:
1. Understand the importance of American History in shaping one's own life.
2. Develop a feeling of respect and citizenship for the United States.
3. Recognize forces that shaped the United States from Early Colonial to present time.
4. Understand how past events in our history helped shape our lives today.

CURRENT ISSUES

PREREQUISITE: GRADE 11 OR 12

COURSE OVERVIEW:
Current Issues will concentrate on the major problems facing the United States today. Students will analyze some of the current sociological, political, and economic issues currently in our society. In addition to a textbook, a current weekly or bi-weekly periodical is incorporated in the course. Some topics discussed include: crime, politics, terrorism, foreign policy, society, media, juvenile delinquency, prejudice and discrimination and drug and alcohol abuse.

COURSE GOALS:
1. Analyze current social concerns objectively and subjectively.
2. Increase awareness of current issues by analyzing specific cases.
3. Formulate one's own value judgment on specific cases.
4. Prepare for dealing with life, adulthood, and other problems typically confronting individual persons.
AMERICAN GOVERNMENT & CIVICS

PREREQUISITE: GRADE 11 OR 12

COURSE OVERVIEW:
American Government and Civics involves an in-depth study of both the U.S. and Illinois Constitutions, including all amendments. The class will provide a historical overview of governments, politics, economics, citizenship, political parties, and voting. Social and political issues which affect citizens of the United States will also be examined.

COURSE GOALS:
1. Understand and explain basic principles of the U.S. Government as described in the U.S. Constitution.
2. Explore the role and responsibilities of the three branches of government through an examination of past and present events.
3. Understand and analyze the structures and functions of the political systems of Illinois, the U.S. and other nations.
4. Understand the development of U.S. political ideas, traditions and developments.
5. Interpret and discuss the election process, current politicians and responsibilities of citizens.
6. Think critically about the roles and influences of individuals and interest groups on U.S. politics.
7. Formulate educated opinions about current issues and laws.

ECONOMICS

PREREQUISITE: GRADE 11 OR 12

COURSE OVERVIEW:
This course allows students to familiarize themselves with basic economic concepts. Students are introduced to various economic theories and to the people who introduced them. The course will also cover the foundations of consumer economics. The course will help students to develop personal efficiency as a consumer by becoming aware of the alternatives available in the decision making process.

Individual values are cultivated, yet the student also sees where he fits into the overall network of our economy. By passing this course, students will have met the state mandate for consumer economics.

COURSE GOALS:
1. Understand basic economic concepts and economic theorists.
2. Develop an understanding of our economic system and the relationship of the individual to business and government.
3. Learn to operate intelligently and more efficiently as a member of society in today’s marketplace.
4. Develop an understanding of the “life-long” career decision making, preparation, and application processes.
5. Develop an understanding of personal finance, such as check books, budgeting, income taxes and credit.

GENERAL PSYCHOLOGY (PSYC 101) WEIGHTED

PREREQUISITE: GRADE 12

COURSE OVERVIEW:
An introductory course dealing with analysis and description of human behavior with special reference to learning, memory, perception, motivation, emotions, personality and other cognitive functions. Emphasis is placed on psychological principles as they relate to daily life. General Psychology is worth 3 hours of Joliet Junior College credit.

COURSE GOALS:
1. Discuss the field of psychology in an informative, accurate manner.
2. Conceptualize behavior, normal and abnormal, utilizing psychological concepts and appropriate terminology.
3. Explain the basic goals of psychology, the diverse areas of study and occupational specialties, and the various scientific and applied methods to attain these goals.
4. Develop the skill of understanding behavior from a holistic viewpoint (interaction of cognitive, social-environmental, and biological factors).
5. Think in terms of scientific methods to provide evidence or answers to problems/issues relating to psychology.

6. Develop knowledge and critically evaluate research findings and psychological theories.

7. Understand one's self and others more fully and accurately, both in terms of similarities and differences.

8. Cautiously apply the psychological concepts presented to improve one's own life and social environment (through more effective communication, adjustment/stress management methods, etc.)

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**Family and Consumer Science Curriculum**

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<thead>
<tr>
<th>Course</th>
<th>Sem</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>Intro Family &amp; Consumer Sciences</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Grade 9 or 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foods and Nutrition</td>
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<tr>
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<td>2</td>
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<tr>
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<tr>
<td>Early Childhood Ed II</td>
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<tr>
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<tr>
<td>Headstart</td>
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<tr>
<td>Pre: Grade 11 or 12, ECE I &amp; enrolled in ECE</td>
<td></td>
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</table>

**INTRO TO FAMILY AND CONSUMER SCIENCE**

**PREREQUISITE: GRADE 9 OR 10**

**COURSE OVERVIEW:**
Intro to Family and Consumer Science is a suggested first course in the family and consumer science department. It is designed to present the following basic subject matter: food & nutrition, child development, fashion history, fashion design, careers and character building. Students will also receive a certificate from American Red Cross for Advanced Child Care certification and training for shaken baby and sudden infant death syndrome.

**COURSE GOALS:**
1. Provide background for more advanced family and consumer science courses.
2. Develop basic skills for working with food.
3. Emphasize the importance of nutrition and healthy eating.
4. Learn knowledge and skills needed to care for infants and children in and outside of a home setting.
5. Understand personal fashion choices, and fashion through the decades.
6. Provide opportunity for creative fashion design.
7. Introduce various family and consumer science careers.
8. Assist students in understanding moral and ethical choices while building character.
FOODS & NUTRITION

PREREQUISITE: GRADE 12

COURSE OVERVIEW:
Students should develop an accurate knowledge of applied nutrition and an understanding of basic principles of food preparation. They will develop skills in using equipment to produce simple, nutritious and attractively served meals and snacks. Emphasis is placed on developing management techniques to aid in combining the roles of homemaker and wage earner. Food buying, safety and sanitation will be stressed.

COURSE GOALS:
1. Explore occupations related to foods and nutrition.
2. Learn about nutrients and their relationship to health, energy and appearance.
3. Learn what factors influence nutrient needs and food choices.
4. Develop skills needed for working with food.

EARLY CHILDHOOD EDUCATION

PREREQUISITE: INTRO TO FAMILY & CONSUMER SCIENCE WITH GRADE OF B OR BETTER, AND TEACHER CONSENT

COURSE OVERVIEW:
ECE is a course for students who are interested in working daily with preschoolers and have a possible interest in the education field. It is designed to provide students with information and hands-on learning for jobs related to education. Students will be provided with lab experience in a preschool setting. The major learning experiences will involve actual teaching experiences with children ages 3-5. The students will prepare for this experience by completing age appropriate themes lessons based on classroom learning centers.

COURSE GOALS:
1. Maintain a safe environment for children.
2. Identify play situation that encourage physical, mental, and/or emotional development.
3. Identify and perform effective guidance daily in the classroom.
4. Create age appropriate activities for children based on themes.
5. Plan daily healthy snacks for children.

EARLY CHILDHOOD EDUCATION II

PREREQUISITE: EARLY CHILDHOOD EDUCATION AND TEACHER CONSENT

COURSE OVERVIEW:
This course is designed to provide intense information and practical experiences needed for a career in education. Students will be provided with lab experiences in a preschool setting. Students will communicate with parents weekly. The students will prepare numerous age appropriate lesson plans. Students will focus on children literature and storytelling. Real-care baby experience will be required once during the school year. Students will also have the opportunity for dual credit through IVCC. (ECE 1203-3 HRS)

COURSE GOALS:
1. Emphasize career opportunities in education.
2. Create and teach educational and creative activities.
3. Develop skills for classroom safety.
4. Identify effective and age appropriate children books.
5. Learn the responsibilities for caring for an infant.

EARLY CHILDHOOD EDUCATION ADMINISTRATION LEVEL 1 ACCREDITATION

PREREQUISITE: EARLY CHILDHOOD EDUCATION II AND TEACHER CONSENT

COURSE OVERVIEW:
Students will take part in an administration role in the classroom. Caring for infants and special needs children will be an emphasis. The majority of the learning experiences will be based on observations inside and outside of the classroom, discussion and classroom management. Classroom organization and discipline will be a focus throughout the semester. The students will evaluate their success as leaders in the classroom and determine if the education field is a career
path to pursue. Students will also complete work for level 1 ECE certification. They will also receive SIDS and shaken baby training. Students will also receive CPR certification through American Heart Association.

**COURSE GOALS:**
1. Develop leadership skills inside a classroom setting.
2. Provide reliable feedback on teaching based on observations and discussions.
3. Develop curriculum for a preschool classroom.
4. Develop skills needed to work in a child care setting.

**HEADSTART**

**PREREQUISITE:** GRADE 11 OR 12, ECE I AND CURRENTLY ENROLLED IN AN ECE COURSE

**COURSE OVERVIEW:**
This course is a hands-on teacher aide experience that takes place at Seneca Head Start. Students with a career interest in working with children will benefit from this course. Students will work with preschool aged children on a daily basis along with learning the operation of a Head Start Program. Students will develop lessons work one-on-one with children on hygiene, nutrition and social/emotional developmental skills.

**COURSE GOALS:**
1. Develop teacher leadership skills inside a preschool classroom setting.
2. Gain knowledge on Head Start programs.
3. Provide relevant feedback on working with children based on observation and daily interaction.

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**Health Occupations Curriculum**

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<td>Basic Nurse Ass’t. Training 2</td>
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<tr>
<td>Allied Health</td>
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<td>Pre: Grade 12 only, BNAT or concurrent</td>
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</table>

**INTRO TO HEALTH OCCUPATIONS**

**PREREQUISITE:** NONE

**COURSE OVERVIEW:**
Introduction to health occupations is a general survey of the medical specialty fields and medical sciences. It is designed to give the beginning student a general overview of the various types of career opportunities in the health field. The class will provide information on the amount of preparatory education, kinds of training programs, duties, positions available, and a listing of sources for further investigation in individual allied health fields.

**COURSE GOALS:**
1. Introduce students to the health care field.
2. Emphasize the diversity of health care job opportunities.
3. Teach some basic health care skills.
4. Help students prepare for the world of work.
5. Encourage students to enter the allied health field.
6. Help students discover their career potential and preferences.

**BASIC NURSE ASSISTANT TRAINING**

**PREREQUISITE:** GRADE 11 OR 12, IVCC READING TEST TO EARN DUAL CREDIT

**COURSE OVERVIEW:**
BNAT curriculum consists of two semesters of lecture, laboratory practice, and 40 hours of clinical experience in a long-term care facility. The program is regulated by the Illinois Department of Public Health. Students must maintain a minimum grade of 80% throughout
the course and complete all required clinical hours in order to be eligible to sit for the state certification exam. Students may only miss 3 days of class per semester. A two-step TB test is required for admission into the clinical component (second semester). Students must adhere to strict attendance policies for classroom and clinical time. The Illinois CNA State Exam fee is approximately $65. Dual credit with IVCC (ALH 1214 CNA-8 credit hours).

COURSE GOALS:
1. To demonstrate the knowledge and skills needed to safely provide physical, mental, and emotional care for patients/residents.
2. To stimulate the student’s interests in health services and prepare them for employment or further training in health occupations.

ALLIED HEALTH

PREREQUISITE: GRADE 12 ONLY, BNAT TRAINING OR CONCURRENT COURSE OVERVIEW:
The Allied Health curriculum is a fusion of Medical Terminology (ALH 1001 – 3 credit hours), Career Exploration, and the student organization HOSA: Future Health Professionals. Emphasis is given to community projects and leadership development within the student organization. Medical terminology focuses on word analysis, construction, definitions, pronunciation, and spelling. Fundamentals of anatomy, physiology, and pathology of body systems are explored. The curriculum focuses on giving the CNA additional knowledge and experience in the principles of health care. Current healthcare topics and issues are explored. Job shadowing, direct observation, and guest speakers are incorporated into the class to illustrate the variety of health career possibilities.

COURSE GOALS:
1. Recognize elements and meanings of terms used in the health field.
2. Be knowledgeable of current events in health care.
3. Orient students to problems and ethical standards related to health care.
4. Assist in choosing potential career paths in the health field.

Business Curriculum

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</table>

CAREER TECHNOLOGY

PREREQUISITE: NONE

COURSE OVERVIEW:
This is a one semester course that will provide students with a variety of skills to help make their high school experience and beyond a success. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as Microsoft Excel, Google Docs, Sheets, and Slides. Career exploration and the development of employability skills and transition skills will be included in the course. Students will gain an understanding of the ethical considerations that arise in using technology. Students will also be introduced to file and app management, electronic communication etiquette, common school application software programs, and future planning.

COURSE GOALS:
1. Improve electronic communication and file management.
2. Create and manipulate advanced Microsoft Excel projects.
3. Utilize Google Apps and apply to real world applications.
5. Create a high school and college/career plan.
COMPUTER SCIENCE DISCOVERIES

PREREQUISITE: NONE
COURSE OVERVIEW:
This is a one semester course that introduces students to the different areas of computer science, such as programming and web development. Students become familiar with the programming concepts and the design process computer scientists use daily. As part of the course, students will be exposed to the fundamentals of system analysis and design (e.g. flowcharting, diagramming, system design and planning), and the systems development life cycle. Instruction will include basic programming tools that are common to many programming languages including techniques such as counting, averaging, rounding, and generations of random numbers to develop a good programming technique. Students engage with computer science as a medium for creativity, communication, and problem solving. This course inspires students as they create their own websites, apps and games.

COURSE GOALS:
1. Understand how computers input, output, store, and process information to help humans solve problems.
2. Evaluate various web applications and propose apps designs to solve real world problems.
3. Understand how HTML/CSS tags work and use HTML/CSS to write a web page.
4. Explore how Computer Science play a role in entertainment and self-expression.
5. Create an interactive greeting card using programming techniques.
6. Create an original game.

ACCOUNTING I

PREREQUISITE: NONE
COURSE OVERVIEW:
Students will be introduced to one of the fastest-growing professions in the United States, which includes a formal system of financial record management for sole proprietorships. Students will be provided with a thorough background in the basic accounting procedures and the accounting cycle. Learning activities will include an accounting capstone project, case studies, and online working papers.

COURSE GOALS:
1. Develop a deeper understanding of the accounting concepts, principles, and practices learned in Accounting I.
2. Build on prior learning by expanding the accounting cycle for a merchandising corporation.
3. Understand the use of special journals and subsidiary ledgers.
4. Analyze financial reports for a corporation.
5. Learn how to journalize and post for special procedures.

ACCOUNTING II

PREREQUISITE: ACCOUNTING I WITH TEACHER RECOMMENDATION
COURSE OVERVIEW:
In this continuation of Accounting I, students will be introduced to corporate accounting and will gain experience with special accounting procedures, such as special journals, petty cash, and depreciation. Learning activities will include an accounting capstone project, case studies, and online working papers.

COURSE GOALS:
1. Develop a deeper understanding of the accounting concepts, principles, and practices learned in Accounting I.
2. Build on prior learning by expanding the accounting cycle for a merchandising corporation.
3. Understand the use of special journals and subsidiary ledgers.
4. Analyze financial reports for a corporation.
5. Learn how to journalize and post for special procedures.
ACCOUNTING III
PREREQUISITE: ACCOUNTING II WITH TEACHER RECOMMENDATION
COURSE OVERVIEW:
This course is recommended for any student pursuing a degree and career in accounting. The student will extend the skills learned in Accounting I and II, then continue to gain experience in accounting procedures for partnerships. Ethics will also be discussed. Learning activities will involve doing an accounting capstone project, communication skills, and job shadowing. Students will have the opportunity to earn certification in QuickBooks, the #1 most used accounting software in small and medium size businesses.
COURSE GOALS:
1. Build on knowledge of journalizing and posting to create accounting records for special procedures, including inventories, notes payable and notes receivable.
2. Introduce students to partnerships.
3. Learn how to record financial information for a partnership from inception to liquidation.
4. Learn the role of ethics in accounting.

BUSINESS CONCEPTS
PREREQUISITE: GRADE 10, 11 AND 12
COURSE OVERVIEW:
This introductory level class introduces students to the business world and helps them understand what it is like to run a business. Students will learn hands on how to run a business by actually doing it. The class runs the school store, The Shamrock Stop. Students create, market, and sell products while working as part of the management team. Topics covered include: business ownership, management, product development, and human relations. Students become aware of the challenges facing business owners and managers in today’s rapidly changing business environment.

COURSE GOALS:
1. Introduce students to different types and forms of businesses.
2. Learn concepts of marketing and advertising.
3. Contact vendors and make purchases.
4. Create a business plan for the school store and a service business.
5. Manage business finances.
7. Create commercials for the school store.

WORK RELEASE
PREREQUISITE: GRADE 12 WITH APPROVAL
COURSE OVERVIEW:
This gives the student an opportunity to work and gain experience in a vocational field in which they have completed coursework and are considering for a career after graduation. It also gives the student a chance to earn money while still attending school. No credit is awarded.
COURSE GOALS:
1. Gain work experience in a vocational field.
2. Provide students with the services of a skilled professional in chosen vocational field.
3. Provide students an opportunity to work in their chosen field prior to making long term, costly investment in further training.
Art Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art I</td>
<td>2</td>
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</tr>
<tr>
<td>Art II</td>
<td>2</td>
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</tr>
<tr>
<td>Art III</td>
<td>2</td>
<td>1.0</td>
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<tr>
<td>Art IV</td>
<td>1</td>
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</tr>
<tr>
<td>Graphic Design</td>
<td>1</td>
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</tr>
<tr>
<td>Photography</td>
<td>1</td>
<td>0.5</td>
</tr>
</tbody>
</table>

ART I

PREREQUISITE: NONE

COURSE OVERVIEW:
Students will be involved in various projects that will incorporate the 6 basic elements of Art (line, shape/form, color, value, texture, space). They will work with such mediums as pencil, marker, plaster, clay and paint. Different artists and stages of Art History will be introduced and covered for a further knowledge of the origins of art. Sketchbooks will be given to the students, and expected to be updated on a weekly or bi-weekly basis. Different drawing techniques and mediums will be used throughout the course as a foundation for most of the projects.

COURSE GOALS:
1. Practice and understand the 6 basic elements of art.
2. Improve basic drawing skills.
3. Cover a wide variety of media and techniques.
4. Introduce basic Artists and stages of Art History.

ART II

PREREQUISITE: ART I

COURSE OVERVIEW:
Students will build upon the basic knowledge of art acquired from Art I by working on projects that are longer, more detailed/involved, and in depth. Students will also be expected to have a basic reasoning behind theirart as a way of showing self-expression.

COURSE GOALS:
1. Refine and expand techniques learned from Art I.
2. Build patience as projects begin to take longer and become more in depth.
3. Begin to develop reasoning behind art projects.

ART III & IV

PREREQUISITE: ART II/ART III

COURSE OVERVIEW:
Students should become self-directed and motivated to turn their own ideas into art. They will also have more control over what type of media they will use for their projects. Students should also begin to have a professional look which will be neat, accurate, detailed and well thought out. Portfolios for college or Art school could also be developed from art created in this course.

COURSE GOALS:
1. Become self-motivated to create their own art.
2. Control over different media and styles.
3. Produce professional looking artwork.
4. Begin to create an art portfolio if college bound.

GRAPHIC DESIGN

PREREQUISITE: SENIORS ONLY

COURSE OVERVIEW:
Graphic Design is a course designed to foster the ability to use computer technology and art to communicate ideas in our modern society. Students will learn the basics of the computer programs Adobe Illustrator and Adobe Photoshop. They will use these programs to complete small projects such as: logo design, Advertisements,
Package Design, and .gif animation, and more. Students will need to supply their own headphones. They will also need to bring their computer on a daily basis.

**COURSE GOALS:**
1. Practice and understand the computer program Adobe Illustrator.
2. Practice and understand the computer program Adobe Photoshop.
3. Understand the basics of creating a brand and advertising it.

**PHOTOGRAPHY**

**PREREQUISITE: GRADE 11 OR 12**

**COURSE OVERVIEW:**
This one semester course is designed to foster an awareness and understanding of using a digital camera for photography in our modern society. It emphasizes a knowledge of the various camera parts and controls, use of filters, use of flash and other types of natural and artificial lighting, software, and principles of composition. Learning experiences in tools, materials, processes and practices utilized in the photography industry using digital cameras. Instruction includes arranging photography sessions, selecting and using cameras, calculating and using shutter speeds, f-stops, ISO, and preparing and using the darkroom for contact and negative printing. Photography provides students with a better understanding of photographic image composition and the use of enhancement software for editing skills.

**COURSE GOALS:**
1. Introduce students to the scope and pleasures of photography.
2. Expose students to the many types of photography and the career opportunities that exist in these areas.
3. Learn photo composition skills that will enable the student to progress from taking “snapshots” to taking “photographs”.
4. Learn basic black and white darkroom skills.
5. Learn basic portrait and landscape skills.
6. Introduce digital photo software and techniques.

**Music Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre: Means prerequisite</th>
<th>*Weighted</th>
<th>Course</th>
<th>*Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choir</td>
<td>Pre: None</td>
<td>2</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>Pre: None</td>
<td>2</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Guitar I</td>
<td>Pre: Grades 10 - 12</td>
<td>1</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Guitar II</td>
<td>Pre: Guitar I</td>
<td>1</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Piano</td>
<td>Pre: Grades 10 - 12</td>
<td>1</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Exploration of Amer. Music*</td>
<td>Pre: Grades 11 or 12</td>
<td></td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

**CHOIR**

**PREREQUISITE: NONE**

**COURSE OVERVIEW:**
Choir is a vocal ensemble class with a focus on vocal technique, music reading, and performance. Students will sing music from a variety of musical eras and styles in English, Latin, Swahili, German, Italian and other foreign languages. Due to the emphasis on performance, attendance at after school concerts and contests will be required.

**COURSE GOALS:**
1. Develop healthy vocal technique.
2. Improve ensemble and listening skills.
3. Perform in concerts and contests.

**BAND**

**PREREQUISITE: NONE**

**COURSE OVERVIEW:**
Band is an instrumental performing ensemble that is divided into three distinct areas: Marching Band, Basketball Band, and Concert Band. Through these varying performance styles, students will learn music from all musical eras and a variety of cultures. Due to the constant performance demands, practice at home will be expected and prior experience playing a band instrument is strongly recommended. Attendance at all concerts, contests, and games will be required with few exceptions.
COURSE GOALS:
1. Improve individual and ensemble instrumental skills.
2. Achieve a high level of musicianship and technical proficiency on an instrument.
3. Perform in a variety of styles and venues.

GUITAR I
PREREQUISITE: GRADES 10-12
COURSE OVERVIEW:
Students in Guitar I will learn the basics of music reading and theory, as well as guitar performance and history. Throughout the course, students will develop the ability to play single note melodies, strum chords, and finger pick chords while playing music from all periods of music history and all regions of the world. A guitar at home is encouraged, but not required.

COURSE GOALS:
1. Gain a basic understanding of music theory and notation.
2. Play and listen to a variety of musical styles.
3. Develop the required knowledge to continue growing as a guitarist and musician.

GUITAR II
PREREQUISITE: GUITAR I
COURSE OVERVIEW:
Guitar II picks up where Guitar I ends, continuing the progression of single note and chord playing. Students in Guitar II will develop advanced skills and become increasingly proficient in a wide variety of musical styles. Practice outside of class will be important for students who hope to be successful in this class.

COURSE GOALS:
1. Achieve an advanced level of proficiency on the guitar.
2. Play and listen to a variety of musical styles.
3. Develop the required skills to become a performer.

PIANO
PREREQUISITE: GRADES 10-12
COURSE OVERVIEW:
This course is designed to provide beginning level piano instruction. Students will learn the basics of music reading, music theory, piano history, and piano performance with the goal of basic piano proficiency upon completion of the course. A piano or keyboard at home is encouraged, but not required.

COURSE GOALS:
1. Gain a basic understanding of music theory and notation.
2. Play a variety of musical styles and genres alone and in a group.
3. Acquire the necessary knowledge to continue growing as a pianist and musician.

EXPLORATION OF AMERICAN MUSIC (MUS 102) - WEIGHTED
PREREQUISITE: GRADES 11-12
COURSE OVERVIEW:
This is a survey course dealing with important people and trends in the evolution and development of American musical culture from colonial times to the present. Topics covered include the elements of music, music of the colonial and federal periods, 19th and 20th century art music, jazz, musical theatre, and popular music. This course meets the humanities requirement for most college degrees and is worth 3 hours of Joliet Junior College credit.

COURSE GOALS:
1. Gain a background in basic musical concepts.
2. Explore the people and trends that have been influential in the shaping of America’s musical culture.
3. Make correlations between the evolution and development of trends in American music and concurrent social, political, and cultural trends.
Agricultural Education Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Agriculture</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>2</td>
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</tr>
<tr>
<td>Pre: Intro to Ag</td>
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<td></td>
</tr>
<tr>
<td>Agricultural Mechanics</td>
<td>2</td>
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</tr>
<tr>
<td>Pre: Intro to Ag and Ag Science</td>
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<tr>
<td>Agribusiness Management</td>
<td>2</td>
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</tr>
<tr>
<td>Pre: Senior and completion of two other Ag courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Horticulture</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Intro to Ag and Ag Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Construction I</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: Woods I or Intro to Ag</td>
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<tr>
<td>Ag Construction II</td>
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</tr>
<tr>
<td>Pre: Building Trades I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Welding I</td>
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<tr>
<td>Pre: Intro to Ag, Intro to Tech or teacher consent</td>
<td></td>
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</tr>
<tr>
<td>Ag Welding II</td>
<td>1</td>
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</tr>
<tr>
<td>Pre: Welding I or Ag Mechanics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The agriculture education program at Seneca High school is comprised of three distinct, yet integrated components, 1) classroom participation, 2) participation in the FFA organization, and 3) involvement in a Supervised Agriculture Experience Program. Membership in the FFA is required of, and limited to, those enrolled in an agricultural education course.

INTRODUCTION TO AGRICULTURE

PREREQUISITE: NONE

COURSE OVERVIEW:
This course is designed to provide the agriculture student with an orientation and background in the Seneca High School Agriculture Education program, the agriculture industry and the basic knowledge and skills needed for future education in agriculture. One semester of life science credit and one semester of physical science credit towards high school graduation can be earned for this course.

COURSE GOALS:
1. Instill an appreciation for the vastness and diversity of the agriculture industry.
2. Identify careers available in agriculture.
3. Identify agricultural commodities, products and pests.
4. Teach students basic business concepts.
5. Develop basic mechanical skills, shop safety, and tool use.
6. Introduce students to the livestock industry.
7. Develop leadership skills through participation in FFA activities.

AGRICULTURAL SCIENCE

PREREQUISITE: INTRO TO AG

COURSE OVERVIEW:
The course is a combination of the former Animal and Soil Science courses. It is designed to give all agriculture students the basic science behind the production of food. The class will focus on the biology involved in raising animals and crops including reproduction, nutrition, genetics, and pest management. Special features will include meat science, forestry, agricultural math, and soil conservation. One semester of life science credit and one semester of physical science credit towards high school graduation can be earned for this course.

COURSE GOALS:
1. Understand basic genetics.
2. Understand and reproduction in animals and plants.
3. Understand plant and animal nutrition
4. Develop an understanding about the conservation and preservation of our land.
5. Understand the source, use and evaluation of animal products including meat, poultry and dairy products.
6. Understand the care, management, and evaluation of several species of animals.
7. Continue to manage an SAE Program.
8. Further develop leadership skills through the FFA organization.
AGRICULTURAL MECHANICS

PREREQUISITE: INTRO TO AG AND AGRICULTURAL SCIENCE

COURSE OVERVIEW:
This course is designed to give students knowledge and skills needed for employment in an agriculture related area of mechanics as well as a foundation for further study in agriculture mechanics. The course will focus on study of electricity, welding, small engines, surveying, GPS, and small engines.

COURSE GOALS:
1. Gain awareness of career opportunities in agriculture mechanics.
2. Gain mechanical skills and knowledge in the areas of metal work, electrical wiring, small engines, surveying and Global Positioning Systems.
3. Develop leadership skills through FFA activities
4. Continued development of an SAE program.

AGRICULTURE MANAGEMENT

PREREQUISITE: A SENIOR WITH COMPLETION OF TWO OTHER AG COURSES

COURSE OVERVIEW:
This senior agriculture “capstone” course will provide knowledge and skills in areas need to manage agribusiness: land, labor, capital, and entrepreneurship. Emphasis will be on record keeping, financial management, marketing, economic principles, and job search skills. One year of Agribusiness Management will satisfy the Consumer Economics graduation requirement.

COURSE GOALS:
1. Develop an awareness of careers available in agribusiness.
2. Further develop leadership skills through FFA activities.
3. Develop a further understanding of the food and fiber system.
4. Develop an understanding and working knowledge of the marketing of agricultural products.
5. Master basic record keeping skills.
6. Complete a student’s Supervised Agriculture Experience Program.
7. Improve a student’s decision making skills through instruction in agriculture credit, investments, law, taxes, and insurance.
8. Assist students with applications for employment, scholarships, and awards.

INTRO TO HORTICULTURE

PREREQUISITE: INTRO TO AG AND AGRICULTURAL SCIENCE

COURSE OVERVIEW:
The course will provide the beginning horticulture student with background knowledge and skills needed to be involved in the growing horticulture industry. Emphasis will be on plant morphology, plant identification, plant propagation, landscaping and greenhouse management.

COURSE GOALS:
1. Develop an understanding of the horticulture industry and available career opportunities.
2. Identify the anatomical and physiological parts of plants.
3. Identify over 300 horticulture plants, including trees, shrubs, groundcovers, perennials, annuals, fruits, vegetables and herbs.
4. Understand practices involved in raising plants including propagating, planting, pruning, fertilizing, and managing pests
5. Understand basic greenhouse management skills
6. Develop basic landscape design and installation skills
7. Understand and develop basic floral arrangement skills
8. Further develop leadership skills through the FFA organization.

AG CONSTRUCTION/BUILDING TRADES I & II

PREREQUISITE: WOODS I OR INTRO TO AG AND GRADES 11 OR 12

COURSE OVERVIEW:
Ag Construction/Building Trades combines classroom learning and hands-on experience to teach students various aspects of light residential construction. ** Participation in FFA is
encouraged, but is not mandatory.

**COURSE GOALS:**
1. Learn and use terminology related to the field of construction technology.
2. Gain hands-on skills with various construction machines and tools.
3. Read and understand various construction plans.
4. Demonstrate the ability to frame floors, walls and roof structures.
5. Demonstrate the ability to install various finishing materials to a structure.
6. Understand and demonstrate the basic skills need for electrical wiring.
7. Understand the installation of concrete.

**AG WELDING I**

**PREREQUISITE:** GRADE 12  

**COURSE OVERVIEW:**  
This course is designed for the students who are exploring the possibilities of entering a welding career. It allows students to learn a small part of the welding industry. From the experiences of this course, students can better decide on welding as a vocation.  

**COURSE GOALS:**
1. Arc Welding  
   a. Establish an electric arc and deposit a 6” long stringer bead, a stringer bead with 2 restarts, a wide weave cover pass bead with 2 or more restarts. (1/4-3/8 steel plate)  
   b. Demonstrate an ability to weld a 6” fillet multi-pass weld joint. These joints are identified as lap fillet, T-fillet, and an outside corner fillet. (1/4 -3/8 steel plate)  
   c. Demonstrate an ability to weld a 6” long square butt weld joint. (1/8-3/16 steel plate)  
   d. Demonstrate an ability to weld a 6” long bevel single V-butt weld joint, on 3/8” steel plate, to conform to Standard Welding Procedure Specifications by the American Welding Society. (from here on known as AWS)  
   e. Demonstrate an ability to conduct a Visual Examination Inspection of these welds according to AWS criteria.

2. Oxygen acetylene flame cutting  
   a. Demonstrate an ability to use the oxygen acetylene cutting torch to perform 4 exercises safely  
      **Exercises:** 3/8” Steel Plate  
      i. Flame cut 90° straight edge 6” long  
      ii. Flame cut 30° bevel edges 6” long  
      iii. Flame cut 1 inch diameter hole  
      iv. Flame cut 1 inch square hole  
   b. Highlights of Flame Cutting  
      i. Correct gas pressures  
      ii. Preheat Cones  
      iii. Three Flame Types  
      iv. Correct cutting speed  
      v. Using aids for straight cuts

**AG WELDING II**

**PREREQUISITE:** AG WELDING I  

**OR**  

**AG MECHANICS**  

**COURSE OVERVIEW:**  
This course is designed to give students who have already taken the Welding 1 or Ag Mechanics class the opportunity to expand on their knowledge and skill as a welder. The student will have job-like experiences and challenges to help prepare for a career in welding.  

**COURSE GOALS:**  

Arc Welding  
   a. Demonstrate an ability to weld a 6” long bevel, single V-butt weld joint with backer strip, in the horizontal position on 3/8” steel plate, to conform to Standard Welding Procedure Specifications by the AWS.  
   b. Demonstrate an ability to conduct a Visual Examination Inspection of these welds according to AWS criteria.
d. Establish an electric arc and deposit a 6” long stringer bead in the vertical-up position with 2 restarts. (1/4-3/8 steel plate)
e. Demonstrate an ability to weld a 6” fillet multi-pass weld joint (10 passes) in the vertical-up position. This joint is identified as ten pass T-fillet weld. (1/4 -3/8 steel plate)
f. Demonstrate an ability to weld a 6” long single bevel weld joint in the vertical-up position. (1/4 – 3/8 steel plate)
g. Demonstrate an ability to weld a 6” long bevel, single V-but weld joint with backer strip, in the vertical-up position on 3/8” steel plate, to conform to Standard
h. Welding Procedure Specifications by the AWS.
i. Demonstrate an ability to conduct a Visual Examination Inspection of these welds according to AWS criteria.

Auto Mechanics Curriculum

<table>
<thead>
<tr>
<th>Pre: Means prerequisite</th>
<th>Course</th>
<th>Sem</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Auto Mechanics</td>
<td>1</td>
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</tr>
<tr>
<td>Voc. Auto Mechanics I</td>
<td>2</td>
<td>1.0</td>
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</tr>
<tr>
<td>Voc. Auto Mechanics II</td>
<td>2</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

INTRO TO AUTO MECHANICS

PREREQUISITE: GRADE 10

COURSE OVERVIEW:
This course is designed for those students who are exploring the possibilities of entering the field of auto mechanics as a post secondary occupation. It allows students to become actively involved with some of the procedures that are common to an auto mechanic. From the experiences of this course, students can better decide on auto mechanics as a vocation.

COURSE GOALS:
1. Develop awareness of certain fundamental knowledge necessary to be an auto mechanic.
2. Establish and maintain a proper work ethic suitable to become an auto mechanic.
3. Gain insights on the potential students possess in the field of auto mechanics.
4. Gain insight on what auto mechanics has to offer an individual.

VOC. AUTO MECHANICS I/II

PREREQUISITE: INTRO TO AUTO MECHANICS.

COURSE OVERVIEW:
This is a four-semester course designed to train students for jobs related to auto mechanics. It will provide the students with skill and knowledge development leading to a possible career in auto mechanics or a related field. It also will combine classroom activities and shop activities to produce not only an understanding of theory, but also skill development relating to that theory.
COURSE GOALS:
1. Develop knowledge and skills relating to the field of auto mechanics.
2. Develop knowledge of positive work habits and a healthy attitude toward the world of work.
3. Continue to develop insight into the field of auto mechanics in regard to personal and professional goals.

Technical Education Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre: Means prerequisite</th>
<th>Sem</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
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<td>Intro to Technology</td>
<td></td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Pre: None</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Graphics I</td>
<td>Pre: Intro to Technology</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Engineering Graphics II</td>
<td>Pre: Engineering Graphics I or grade 11 or 12</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Architectural Drafting</td>
<td>Pre: Eng Graphics II, teacher rec and grade 12</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Woods I</td>
<td>Pre: Intro to Tech</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Woods II</td>
<td>Pre: Woods I and teacher recommendation</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Woods III</td>
<td>Pre: Woods II, &amp; teacher recommendation</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Robotics &amp; Mechanical Eng</td>
<td>Pre: Intro to Tech and grade 11 or 12</td>
<td>2</td>
<td>1.0</td>
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</tbody>
</table>

INTRODUCTION TO TECHNOLOGY

PREREQUISITE: NONE

COURSE OVERVIEW:
Introduction to Technology is a year-long course designed to make students more technologically literate and introduce students to the 4 major areas of technology; transportation, communication, energy, and manufacturing/production. Students will also learn about careers related to each of the 4 major areas of technology. This course combines classroom learning and hands-on learning experiences.

COURSE GOALS:
1. Become more technologically literate.
2. Learn about the 4 major areas of technological systems.
3. Develop/improve problem-solving skills.
4. Learn about various careers in each of the technology systems.

ENGINEERING GRAPHICS I

PREREQUISITE: INTRODUCTION TO TECHNOLOGY

COURSE OVERVIEW:
Engineering Graphics I is a year-long course that introduces drafting as a tool of graphic communication for solving technical problems. Students will learn to use drafting machines and manual tools, as well as CAD (computer aided design) software to complete technical drawings according to industrial standards.

COURSE GOALS:
1. Understand the importance of drafting as a form of communication.
2. Develop/improve problem-solving skills.
3. Develop visualization skills.
4. Use drafting machine and tools to complete various drawings.
5. Use CAD software to complete various drawings.
6. Learn about various career in the field of drafting.

ENGINEERING GRAPHICS II (CAD)*

PREREQUISITE: ENGINEERING GRAPHICS I OR GRADE 11 OR 12

COURSE OVERVIEW:
Engineering Graphics II is a year-long course that provides students with an opportunity to extend their knowledge of engineering graphics and CAD procedures used in developing technical drawings. Students will continue to develop the visualization skills necessary for the field of engineering and design.
COURSE GOALS:
1. Expand knowledge and skills associated with completing technical drawings.
2. Develop/improve problem-solving skills.
3. Develop visualization skills.
4. Use CAD software to complete more advanced drawings.

*Students may earn dual credit (3 credit hours) through IVCC based on criteria set by the college.

ARCHITECTURAL DRAFTING

PREREQUISITE: ENGINEERING GRAPHICS II, TEACHER RECOMMENDATION AND GRADE 12

COURSE OVERVIEW:
Architectural Drafting is a year-long course designed to introduce students to the field of architecture. Major emphasis will be put on design elements and the creation of various plans that are necessary to communicate all technical information to build a house. Students must be self-motivated, as the majority of class time will be spent working independently.

COURSE GOALS:
1. Learn and use terminology related to the field of architectural drafting.
2. Read and measure using architect and engineer scale.
3. Understand design aspects related to residential architecture.
4. Use CAD software to draw foundation plan, floor plans, plot plan, elevations, etc.

WOODS I

PREREQUISITE: INTRO TO TECHNOLOGY

COURSE OVERVIEW:
Woods I is a one-semester introductory course that teaches basic woodworking skills and introduces students to the field of manufacturing/ production technology. Major emphasis will include safety, use of various woodworking machines, materials, processes, and techniques. Students will complete various projects throughout the class.

COURSE GOALS:
1. Gain hands-on skills with various woodworking machines and tools.
2. Develop a positive attitude towards work and craftsmanship.
3. Refine problem-solving skills.
4. Complete various beginner woodworking projects.

WOODS II

PREREQUISITE: WOODS I

COURSE OVERVIEW:
Woods II is a year-long intermediate level course for those students that want to continue to develop their woodworking skills and knowledge of manufacturing/ production technology. Major emphasis will include safety and advanced woodworking techniques. Students will complete various projects throughout the year.

COURSE GOALS:
1. Continue to gain valuable hands-on skills with various woodworking machines and tools.
2. Continue to develop a positive attitude towards work and craftsmanship.
3. Continue to refine problem-solving skills.
4. Complete various intermediate woodworking projects.

WOODS III

PREREQUISITE: WOODS II AND TEACHER RECOMMENDATION

COURSE OVERVIEW:
Woods III is a year-long advanced level course designed for those students that excelled in Woods II and have shown an interest in furthering their woodworking skills and knowledge of manufacturing/ production technology. Major emphasis will include safety and advanced woodworking techniques. Besides working on advanced woodworking projects, students will be asked to help Woods I and Woods II students periodically when the teacher needs assistance.
COURSE GOALS:
1. Continue to gain valuable hands-on skills with various woodworking machines and tools.
2. Continue to develop a positive attitude towards work and craftsmanship.
3. Continue to refine problem-solving skills.
4. Assist Woods I and Woods II students when needed.
5. Complete various advanced woodworking projects.

ROBOTICS AND MECHANICAL ENGINEERING

PREREQUISITE: INTRO TO TECHNOLOGY AND GRADE 11 OR 12

COURSE OVERVIEW:
Robotics & Mechanical Engineering is a year-long course that will develop and expand students’ skills and knowledge so that they can design and develop robotic devices. The course introduces engineering principle, such as design process, physics, and motion technologies. Other topics to be covered include mechanics, electrical and motor controls, pneumatics, computer basics, and programmable logic controllers. Students will design and construct a robot in small groups to compete in various competitions. Design challenge projects will also be assigned to apply new skills and processes. Throughout the course, students will be required to keep an engineering notebook to understand how engineers document their thoughts and progress on a project.

COURSE GOALS:
1. Use problem-solving skills to design, plan, and build a robot to compete in various competitions.
2. Explain the different components of a robot and how they perform various functions.
3. Understand and apply engineering principles while working on various projects.
4. Keep an engineering notebook to document project progress.

Physical Education / Health / Driver’s Education Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre: Means prerequisite</th>
<th>Sem</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Pre: None</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Athletic PE</td>
<td>Pre: SHS or Co-op Athlete &amp; Dept. Consent</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Athletic PE/Dual Credit</td>
<td>Pre: Grade 12, SHS or Co-op Athlete &amp; Dept. consent</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Health Education</td>
<td>Pre: Grade 10</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Driver’s Ed/Safety</td>
<td>Pre: Grade 10 or Admin Approval</td>
<td>1</td>
<td>0.5</td>
</tr>
</tbody>
</table>

PHYSICAL EDUCATION

PREREQUISITE: NONE

COURSE OVERVIEW:
The students will be exposed to a variety of individuals and team sports activities. The students will maintain an individual fitness program. Through physical education students will acquire and practice psychomotor, cognitive and affective skills.

COURSE GOALS:
1. Develop keen sense of teamwork, sportsmanship, and fair play through group cooperation and competition.
2. Learn the rules for skills and strategy in a variety of activities.
3. Develop neuromuscular and eye-hand coordination.
4. Establish favorable attitude for individual and team activities regardless of level of skill.
5. Develop an individual fitness program.
ATHLETIC PHYSICAL EDUCATION

PREREQUISITE: SHS OR CO-OP ATHLETE & DEPARTMENT CONSENT

COURSE OVERVIEW:
This course is designed to develop in each student an understanding of the importance of strength training and the knowledge of how to attain a health-enhancing level of fitness. The components involved are core lifts, auxiliary lifts, plyometric training, flexibility and agility.

COURSE GOALS:
1. Understand and apply various strength training activities.
2. Develop and maintain a personal strength program.
3. To develop an understanding of lifetime benefits gained through strength training activities.
4. To assess your current strength level and how to improve on it.

ATHLETIC P.E./DUAL CREDIT
(HPE 1020/1021)

PREREQUISITE: GRADE 12, SHS OR CO-OP ATHLETE & DEPARTMENT CONSENT

COURSE OVERVIEW:
First semester of this course is designed for the student desiring to reach a beginning level of fitness. Emphasis is placed on three areas of fitness: strength, flexibility, and cardiovascular endurance. Each student must attend an orientation session at the beginning of the class. Each student's level of fitness will be evaluated through a pre-and-post-physical fitness assessment.
Second semester of this course is designed for the student desiring to reach an intermediate level of fitness. Emphasis is again placed on three areas of physical fitness: strength, flexibility, and cardiovascular endurance. Each student's level of fitness will be evaluated through a pre-and post-physical fitness test.
This course will offer dual credit for seniors through IVCC. HPE 1020 (Fall Semester) and HPE 1021 (Spring Semester) are each worth one credit hour of IVCC credit. *An additional cost to the student based upon Seneca High School and IVCC’s Dual Credit arrangement will be at the student’s expense.

HEALTH EDUCATION

PREREQUISITE: GRADE 10 REQUIREMENT

COURSE OVERVIEW:
The purpose of this health class is to develop subject area content in a way that applies to each individual’s daily life. Personal health will affect one’s quality of life. This course will contain the following topics: Wellness, Physical Fitness, Nutrition, Eating Disorders, Self-Esteem, Stress, Suicide, Drugs, Alcohol, Tobacco, Sexuality, Safety, Environmental Health, Adolescence, and Diseases.

COURSE GOALS:
1. Learn what is necessary to develop and maintain one’s own physical, emotional, mental, and social wellbeing.
2. Realize that it is a lifetime responsibility to help create a healthful environment for everyone.
3. Learn practical ways to apply health information in everyday living.

DRIVER’S EDUCATION/SAFETY

PREREQUISITE: GRADE 10 OR ADMIN. APPROVAL

COURSE OVERVIEW:
The State of Illinois requires that new drivers, under the age of 18, must successfully complete a Driver Education course before receiving a valid driver’s license. This course must consist of a minimum of 30 hours of classroom instruction and a minimum of 6 hour of behind-the-wheel instruction. Due to the unique nature of Driver Education, this class is to help determine whether or not a student is mentally, emotionally and socially ready to operate a vehicle in the State of Illinois in a safe and responsible manner. Driver Education is a one-semester course.
COURSE GOALS:

1. Providing basic instruction in driving techniques, knowledge of how to handle a car in special circumstances, environments and emergencies.
2. Providing knowledge of local and state motor vehicle traffic laws and ordinances.
3. Educating a far more knowledgeable driver who will know enough about highway safety to demand and support higher standards.
4. An awareness of the relationship between a driver’s physical, mental, and emotional ability to operate an automobile safely.
5. The ability to apply defensive driving strategies, while being alert for the carelessness and mistakes of other drivers, as well as pedestrians.
6. An understanding of the need and reasoning for adequate road and highway markings, traffic signs and signals.
7. The ability to handle and adjust his/her driving to various driving conditions (Example: Snow, fog, rain crowded streets etc.)

Additional Driver’s Education information and policies are listed on page 45.
Summer School

Dates: 
Semester 1 (June 1 – June 21)  
Semester 2 (June 22 – July 13)

Classes offered

Driver’s Education
(First and Second Semester*)  CLASS FEE: $100  Permit: $20
For course overview and goals, see Driver’s Education Curriculum on page 43.
1. Students must be 15 years old by the first day of summer school. No exceptions. Classroom portion meets 90 minutes per day.
2. Students must be passing a total of 8 classes in the last two semesters.
3. Classroom times and BTW times of summer school will be determined.
4. Written tests and eye tests for permits will be given in April or May.
Driver’s Education is open to out of district students depending on availability.
OUT OF DISTRICT CLASS FEE: $150
* Depending upon student registration for summer school courses, more than one class may be offered for the above.

Economics
(Second Semester Only)
Prerequisite: Grade 11 or 12  CLASS FEE: $50
For course overview and goals, see Social Science Curriculum on page 26.

American Government
(First Semester Only)  CLASS FEE: $50
Prerequisite: Grade 11 or 12
For course overview and goals, see Social Science Curriculum on page 26.

Algebra I
(First and Second Semester)  CLASS FEE: $100
Prerequisite: None
For course overview and goals, see Math Curriculum on page 18.

Fees
All summer courses are $50 per semester. Driver’s Education has an additional permit fee of $20 and should be paid in cash when applying for permit in the spring.

Rules
• Students can only miss 1 ½ days for a semester class or 3 days total for a two semester class
• Allowances are NOT made for camps or vacations
• Students are responsible for their own transportation
• Students are allowed in class or commons only; stay out of areas where custodians are working
• All school rules and regulations pertain to student behavior during summer school including school dress code

Classes are closed to out of district students except Driver’s Education.
**Driver’s Education License Policy**

The Illinois State Board of Education (ISBE), in cooperation with the Illinois Secretary of State has developed a new electronic process that will eliminate the need for printing over 127,000 blue slips every year for Driver’s Education students. Driver’s education instructors will be allowed to submit student names and data via the new Driver Education Student Course Work Completion System (part of the ISBE web application security system.)

Upon completion of the Driver’s Education Course with a passing grade, the students name and class data will be submitted so that it can be accessed by the new Illinois Secretary of State (ISOS) system at the Department of Motor Vehicles (DMV).

As of January 1, 2008 there are numerous new laws that will be in effect pertaining to these new drivers. Listed below are some of the more pertinent ones at the Illinois Secretary of State website www.cyberdriveillinois.com to review them. Here are some of the major parts:

There are 3 phases of the Graduated Driver Licensing System –

a. PERMIT PHASE – Drivers Age 15
b. INITIAL LICENSING PHASE – Drivers Age 16-17
c. FULL LICENSING PHASE – Drivers Age 18-20

*Effective July 1st, 2014: House Bill 772 requires those between the ages of 18 and 21 who did not take Driver’s Education course in school to complete an adult Driver’s Education course before receiving a driver’s license.

- Under the Permit Phase, the permit is valid for 2 years, but must be held for a minimum of nine months.
- Students also must practice driving with the parents for 50 hours; this must include 10 hours of night driving.
- Driving time with the instructor cannot be counted toward the 50 hours.
- Cell phone use while driving is against the law for drivers under the age of 18.
- Conviction of a serious moving violation results in a six-month waiting period before applying for a driver’s license.
- Anyone caught driving without a permit will be ineligible to obtain a driver’s license until the age of 18.

Under the Initial Licensing Phase, the student must complete a state-approved driver education course. For the first six months of licensing, or until the driver is age 18, whichever occurs first, the number of passengers is limited to one person under the age of 20, unless the additional passenger (s) is a sibling/step-sibling or child/step/child of the driver. After this period, the number of passengers is limited to one in the front seat and the number of safety belts in the back seat. Parental or guardian consent is required to obtain a license. A parent must verify that a minimum of 50 hours of practice driving, including 10 hours of night driving, has been completed.

Once a student’s name has been submitted to the ISOS system, the instructor will receive a confirmation and the student will be allowed to go to the nearest DMV to take the driving test. Each student will need to provide their original birth certificate, student ID and Social Security Number Card plus their 50 hour driving log and the exam receipt and test from the school BTW exam.

**Driver’s Education Freshman Policy**

Freshmen are allowed to take Driver’s Education during the second semester of their freshman year depending on availability of space and with administrative approval. Freshmen will be offered available spots during the second semester based on their age with the oldest freshman given top priority.
Co-Curricular Activities

2018/2019

Art Club
Auto Club
Baseball
Basketball
Bass Fishing
Cheerleading
CIA (Conservation In Action)
Cross Country
Dance Team
Drama Club
FCCLA (Family Community Career Leaders of America)
Fellowship of Christian Athletes
FFA
Football
GSA (Gay Straight Alliance)
Golf
HOSA: Future Health Professionals
Intramurals
Math Contest
Musicals
National Honor Society
Plays
Scholastic Bowl
Soccer
Softball
Spanish Club
Special Olympics
Speech
Student Ambassadors
Student Council
Swimming
Track and Field
TRUST (Teens Resisting Unhealthy Social Temptations)
TSA (Technology Student Association)
Volleyball
Wrestling
WYSE (Worldwide Youth in Science and Engineering)