

# Seneca High School Registration Guide

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2024-2025

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## Table of Contents

Registration Process.....	2
Criteria for Courses to be Taught.....	2
Definition of Terms.....	3
Student Health Requirements .....	3
Grades .....	4
Report Cards and Progress Reports .....	4
Special Services .....	4
Graduation Requirements .....	5
Suggested Program of Study - College Prep.....	6
Suggested Program of Study - Career and Technical Education.....	7
Suggested Program of Study - General Education .....	8
Registration Form .....	9
High School Planning Sheet .....	11
English Curriculum.....	12
World Language Curriculum .....	17
Math Curriculum.....	19
Science Curriculum.....	23
Social Science Curriculum.....	26
Family and Consumer Science Curriculum .....	30
Health Occupations Curriculum .....	32
Business Curriculum.....	34
Art Curriculum.....	36
Music Curriculum .....	37
Agricultural Education Curriculum .....	39
Auto Mechanics Curriculum.....	42
Technical Education Curriculum .....	43
Physical Education/Health/Driver's Education Curriculum .....	46
Special Education Curriculum.....	48
Seneca High School Career Practicum.....	51
Summer School Classes.....	55
Driver's Education Policy .....	56
Co-Curricular Activities.....	57

## 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.?
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

A **CREDIT** is 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.

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

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

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

A **WEIGHTED COURSE** is worth 5.0 G.P.A. points.

A **NON-WEIGHTED COURSE** is worth 4.0 G.P.A. points.

A **DUAL CREDIT COURSE** is 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 September 15 of that school year will result in the student being excluded from STHS until the health requirements are fulfilled. Ninth grade students must have record of a dental exam turned in to the school by May 15<sup>th</sup>, the exam must have taken place within the last 18 months.

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. A 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 9<sup>th</sup> and 10<sup>th</sup> grade. Failure to comply by September 15 of that school year will result in the student being excluded from STHS until the health requirements are fulfilled.

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

Since the State of Illinois School Health Requirements are always subject to change, more information can be found at [www.dph.illinois.gov](http://www.dph.illinois.gov).

## Grades

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.

<b>Grading Scale</b>	<b>Grade Points: Non-Weighted</b>	<b>Grade Points: Weighted</b>
A+ 100-98	A+ 4.3	A+ 5.3
A 97.9-92	A 4.0	A 5.0
A- 91.9-90	A- 3.7	A- 4.7
B+ 89.9-88	B+ 3.3	B+ 4.3
B 87.9-82	B 3.0	B 4.0
B- 81.9-80	B- 2.7	B- 3.7
C+ 79.9-78	C+ 2.3	C+ 3.2
C 77.9-72	C 2.0	C 3.0
C- 71.9-70	C- 1.7	C- 2.7
D+ 69.9-68	D+ 1.3	D+ 1.3
D 67.9-62	D 1.0	D 1.0
D- 61.9-60	D- .7	D- .7
F 59.9-0	F 0	F 0

**\*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 1<sup>st</sup> quarter grade report 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 students with special needs. Students who qualify for these services are provided with a range of classes that are determined at the student's IEP meeting. Questions and concerns may be directed to our Director of Special Services.

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:

<u>SUBJECTS</u>	<u>UNITS OF CREDITS</u>
English	3.5 (7 semesters)
Public Speaking or Speech	0.5 (1 semester)
Mathematics	3.0 (6 semester)
Science	2.0 (4 semesters)
1 unit in life science	
1 unit in physical science	
Social Science	1.0 (2 semesters)
U.S. History/U.S. HIS 2000/2001(required)	1.0 (2 semesters)
American Government & Civics/ American National Government (PSI 1000)	0.5 (1 semester)
(Student must receive a passing grade on both the Illinois Constitution and U.S. Constitution test)	
Economics	0.5 (1 semester)
Health	0.5 (1 semester)
Student & Career Success(Starting with class of '27, '28 etc.)	0.5 (1 Semester)
Driver's Education	0.5 (1 semester)
Electives	11.0 (10.5 for class of 2027)

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/American National Government (PSI 1000) 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: Through Algebra II or III
- 3 Years – Science
- 4 Years - World Language- Minimum: 2 Years
- 3 Years - Social Science
- ½ Year – Public Speaking or Speech 1001

### SHS 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. World History/Human Geography  
or A.P. Human Geography
7. Student & Career Success/Elective
8. Elective

### SHS JUNIOR

1. English III or Eng Comp I (ENG 1001)
2. Alg II, Precalc/Trig, or Dual Credit Math
3. Chem I, Honors Chem II, or Anat/Phys
4. Spanish III
5. U.S. History or U.S. HIS 2000/2001
6. Public Speaking or SPH 1001
7. P.E.
8. Elective

### SHS 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. P.E.
6. Driver's Ed/Health
7. Elective
8. Elective

### SHS SENIOR

1. English IV or Eng Comp II (ENG 1002)
2. Math Elective Next in Sequence
3. Science Elective
4. Spanish IV
5. Am. Gov. & Civics or PSI 1000/Econ
6. Psychology 1000/Elective
7. P.E.
8. Elective

## COLLEGE-BOUND STUDENT ATHLETES

Please refer to the NCAA website [www.eligibilitycenter.org](http://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 [www.playnaia.org](http://www.playnaia.org) and register. Please see your guidance counselor during junior year if interested.

## HONORS AND WEIGHTED CLASSES

For Honors and Weighted classes, along with teacher recommendation, students must earn at least a “C” during first semester to continue in a year-long class, and at least a “B” in second semester to move on to the next Honors or Weighted class in sequence.

## 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, III, or Vocational Math)
- 2 Years - Science
- 3 Years - Social Science
- ½ Year - Public Speaking

#### SHS FRESHMAN

1. English I
2. Algebra IA or Algebra I
3. Integrated Physical Science
4. P.E.
5. World History/Human Geography
6. Student & Career Success/Elective
7. Technical Elective
8. Elective

#### SHS JUNIOR

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

#### SHS SOPHOMORE

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

#### SHS SENIOR

1. Additional English
2. Voc Math, Algebra II, or Algebra III
3. Am. 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 – Public Speaking

### SHS FRESHMAN

1. English I
2. Algebra IA or Algebra I
3. Integrated Physical Science
4. World History/Human Geography
5. P.E
6. Student & Career Success/Elective
7. Elective
8. Elective

### SHS JUNIOR

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

### SHS SOPHOMORE

1. English II
2. Algebra IB or Geometry
3. Biology or App'd Biology
4. Driver's Ed/Health
5. P.E.
6. Elective
7. Elective
8. Elective

### SHS SENIOR

1. Additional English
2. Am. Government & Civics/Economics
3. Voc Math, Algebra II, or Algebra III
4. P.E.
5. Elective
6. Elective
7. Elective
8. Elective

# Registration Form

SENECA HIGH SCHOOL

2024/25 STUDENT REGISTRATION

NAME: \_\_\_\_\_

CLASS YEAR: \_\_\_\_\_

		ENGLISH	CODE	CR
___	105	English I	AY	1.0
___	127	Honors English I*	AY	1.0
___	107	English II	AY	1.0
___	129	Honors English II*	AY	1.0
___	109	English III	AY	1.0
___	133	Honors English III*	SM	0.5
___	134	English Comp I* (ENG 1001)	SM	0.5
___	111	English IV	AY	1.0
___	136	Honors English IV*	SM	0.5
___	135	English Comp II* (ENG 1002)	SM	0.5
___	115	Pub Speaking	SM	0.5
___	116	Speech (SPH 1001)*	SM	0.5
___	121	Creative Writing	SM	0.5
___	123	Holocaust in Lit	SM	0.5
___	120	Broadcast Journalism	AY	1.0

## WORLD LANGUAGE

___	155	Spanish I	AY	1.0
___	157	Spanish II	AY	1.0
___	159	Spanish III	AY	1.0
___	161	Spanish IV	AY	1.0

## MATHEMATICS

___	169	Algebra IA w/Skills	AY	2.0
___	171	Algebra IB	AY	1.0
___	205	Algebra I	AY	1.0
___	207	Geometry	AY	1.0
___	259	Geometry B	AY	1.0
___	263	Geometry C	AY	1.0
___	209	Algebra II	AY	1.0
___	255	Algebra II B	AY	1.0
___	265	Vocational Math	AY	1.0
___	217	Algebra III	AY	1.0
___	175	Precalc/Trig	AY	1.0
___	191	Elementary Stats* (Math 128)	AY	1.0
___	185	Acc Precalculus* (MATH 142)	AY	1.0
___	187	Calc I (MATH 170)*	AY	1.0

		SCIENCE	CODE	CR
___	299	Integrated Phys. Sci	AY	1.0
___	303	Applied Biology	AY	1.0
___	305	Biology I	AY	1.0
___	309	Env Problems	SM	0.5
___	312	Global Env (BIO 1000)*	SM	0.5
___	317	Anat/Phys	AY	1.0
___	319	Adv. Anat/Phys	SM	0.5
___	321	Chemistry I	AY	1.0
___	329	Honors Chem I*	AY	1.0
___	331	Honors Chem II*	AY	1.0
___	325	Physics	AY	1.0

## SOCIAL STUDIES

___	401	Human Geography	SM	0.5
___	403	World History	AY	1.0
___	413	A.P. Human Geography*	AY	1.0
___	405	U.S. History	AY	1.0
___	422	U.S. History (HIS 2000)*	SM	0.5
___	423	U.S. History (HIS 2001)*	SM	0.5
___	415	Current Issues	AY	1.0
___	417	Amer Gov't & Civics	SM	0.5
___	420	Amer Nat'l Gov(PSI 1000)*	SM	0.5
___	419	Economics	SM	0.5
___	421	Gen Psych (PSY 1000)*	SM	0.5

## FAMILY & CONSUMER SCIENCES

___	501	Intro F&C Sciences	AY	1.0
___	503	Culinary Arts	SM	0.5
___	509	Early Childhood Ed	AY	1.0
___	511	Early Childhood Ed II	AY	1.0
___	513	Early Childhood Ed Admn	AY	1.0
___	515	Headstart	AY	1.0

## HEALTH OCCUPATIONS

___	551	Intro to Health Occ	SM	0.5
___	553	Nurse Assistant	AY	1.0
___	555	Term of the Health Field (ALH 1001)	SM	0.5
___	557	Intro to Nutrition (ALH1000)	SM	0.5

## BUSINESS

___	630	Student & Career Success	SM	0.5
___	611	Accounting I	AY	1.0
___	613	Accounting II	AY	1.0
___	617	Accounting III	AY	1.0
___	619	Accounting IV	AY	1.0

Classes may only be dropped before a semester starts or within the first **four** full days of either semester.

\*Weighted Grade

	<b>ART</b>	<b>CODE</b>	<b>CR</b>
___ 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

	<b>MUSIC</b>		
___ 711	Band	AY	1.0
___ 713	Choir	AY	1.0
___ 709	Percussion	AY	1.0
___ 717	Guitar	SM	0.5
___ 719	Piano	SM	0.5
___ 716	Amer. Music (MUS102)*	SM	0.5

	<b>AGRICULTURE</b>		
___ 801	Intro/Ag	AY	1.0
___ 815	Agriculture Science	AY	1.0
___ 807	Ag Mechanics	AY	1.0
___ 805	Animal Science	AY	1.0
___ 809	Ag Management	AY	1.0
___ 819	Ag Welding I	SM	0.5
___ 820	Ag Welding II	SM	0.5

	<b>AUTO MECHANICS</b>		
___ 833	Intro/Auto	SM	0.5
___ 840	Voc Auto I	AY	1.0
___ 842	Voc Auto II	AY	1.0

	<b>TECHNICAL EDUCATION</b>		
___ 851	Intro/Tech	SM	0.5
___ 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
___ 891	Engineering Graphics III	AY	1.0
___ 857	Arch Drafting	AY	1.0
___ 893	Robotics & Eng. Design	AY	1.0
___ 895	Intro Comp Science-Python	AY	1.0
___ 897	A.P. Comp Sci A-Java*	AY	1.0

Please pick an alternate class(es)

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	<b>PHYSICAL ED/HEALTH</b>	<b>CODE</b>	<b>CR</b>
___ 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

	<b>SPECIAL ED CLASSES</b>		
___ 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

	<b>SUMMER SCHOOL</b>		
___ 116S	Speech (SPH 1001)*	SM	0.5
___ 403S	World History	SM	0.5
___ 907S	Driver's Ed	SM	0.5

	<b>SPECIAL PERMIT</b>		
	<b>By application only - see counselor</b>		
___ 997	Early Graduate	SM	0.0
___ 097	START	AY	1.0
___ 989	Help Desk	AY	1.0
___ 723	HS Media	AY	1.0
___ 993	Student Aide	AY	1.0
	Teacher: _____		
___ 998	Work Release	AY	1.0
___ 999	Work Release	AY	1.0

# 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.

**FRESHMAN**

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**SOPHOMORE**

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**JUNIOR**

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**SENIOR**

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## English Curriculum

<b>Pre: means prerequisite</b>	<b>*Weighted</b>	
<b>Course</b>	<b>Sem</b>	<b>Credit</b>
English I Pre: None	2	1.0
Honors English I* Pre: Recommendations, placement test score	2	1.0
English II Pre: English I	2	1.0
Honors English II* Pre: Honors English I with a "B" or better	2	1.0
English III Pre: English II	2	1.0
Honors English III/ English Comp I (ENG 1001)* Pre: Grade 11 or 12 with an appropriate score on the IVCC placement test or SAT evidence based reading and writing score of 480 or above	2	1.0
Public Speaking Pre: Grade 11	1	0.5
Speech (SPH 1001)* Pre: Grade 11 and consent of instructor	1	0.5
Broadcast Journalism Pre: Grade 11 or 12	2	1.0
Creative Writing Pre: Grade 11 or 12	1	0.5
The Holocaust in Literature Pre: Grade 11 or 12 and English III or concurrent	1	0.5
English IV Pre: English III with a "C" or better and teacher recommendation	2	1.0
Honors English IV/English Comp II ENG 1002)* Pre: ENG 1001 with a "C" or better and teacher recommendation	2	1.0

### 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 complete 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:

1. To increase vocabulary, reading comprehension, and critical thinking skills.
2. To read a wide variety of literature, including: short stories, drama, poetry and nonfiction.
3. To increase writing skills through several formal and informal writing assignments.
4. 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. To 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. To develop writing skills across a variety of styles and purposes, with an emphasis on analysis of texts and synthesis of ideas.
3. To 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 AND TEACHER APPROVAL  
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 Honors English III and Dual Credit 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).

**HONORS ENGLISH III/ ENGLISH COMPOSITION I (ENG 1001)--WEIGHTED\***  
**PREREQUISITE: GRADE 11 OR 12 WITH AN APPROPRIATE SCORE ON THE IVCC PLACEMENT TEST OR SAT EVIDENCE BASED ON READING AND WRITING SCORE OF 480 OR ABOVE**

*\*This course will have a required summer homework assignment prior to the start of the school year. Students can pick up their materials to begin summer homework by finals week during spring semester.*

**COURSE OVERVIEW:**

H. English III/English Composition I is a fast-paced, rigorous course that allows students to study and apply rhetorical principles of writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose. Students' essays and daily discussions will be based upon their readings of a variety of texts on various topics. The topics of these nonfiction and fiction pieces promote intellectual thinking and civic engagement. The reading and writing students complete in the course will deepen their understanding of the rhetorical function of written language.

*\* During the 2nd semester of this course, students may earn dual credit (3 credit hours) through IVCC based on criteria set by the college with an additional cost to the college.*

**ENGLISH COMPOSITION I (ENG 1001) WEIGHTED\***

**PREREQUISITE: GRADE 11 OR 12 WITH TEACHER RECOMMENDATION AND AN APPROPRIATE SCORE ON THE IVCC PLACEMENT TEST OR SAT EVIDENCE BASED READING AND WRITING SCORE OF 480 OR ABOVE**

**\*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 FINALS WEEK IN THE SPRING SEMESTER.**

**COURSE OVERVIEW:**

English Composition I is a fast-paced, rigorous course that allows students to study and apply

rhetorical principles of writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose. Students' essays and daily discussions will be based upon their readings of a variety of texts on various topics. The topics of these nonfiction and fiction pieces promote intellectual thinking and civic engagement. The reading and writing students complete in the course will deepen their understanding of the rhetorical function of written language.

*\* During the 2<sup>nd</sup> semester of this course, students may earn dual credit (3 credit hours) through IVCC based on criteria set by the college with an additional cost to the college.*

**COURSE GOALS:**

- 1 To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- 2 To communicate successfully, both orally and in writing, to a variety of audiences.
- 3 To expand vocabulary, including both rhetorical terms and college level vocabulary.
- 4 To be able to synthesize, analyze, and argue using textual evidence in writing in a way that is organized effectively and logically.
- 5 To strengthen essays through the revision process.
- 6 To develop effective, logical, and well-supported arguments.
- 7 To read a variety of texts with understanding and appreciation.
- 8 To understand invention as a part of the writing process and to understand and use a variety of rhetorical methods for developing ideas.
- 9 To write essays free of common stylistic weaknesses, free of major grammatical/mechanical errors, and free of citation misuses or plagiarism.

**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)--WEIGHTED\***

**PREREQUISITE: GRADE 11 WITH  
TEACHER RECOMMENDATION/CONSENT  
COURSE OVERVIEW:**

A course in the fundamentals of speech presentation in audience situations with emphasis upon the development of effective writing, research, organization, delivery, and listening.

*\*Students may earn dual credit (3 credit hours) through IVCC based on criteria set by the college with an additional cost to the college.*

### **COURSE GOALS:**

- 1 To react to what he or she has read.
- 2 To generate valid ideas from what he or she has read.
- 3 To organize, develop, and express ideas, addressing them clearly, accurately, and thoroughly to a specific audience.
- 4 To demonstrate an understanding of the different types and styles of public speeches.
- 5 To demonstrate the ability to choose a topic appropriate for the audience and the speech assignment.
- 6 To demonstrate the ability to thoroughly research specific public speech topics.
- 7 To demonstrate the ability to clearly, logically, and accurately organize the information gathered for a speech.
- 8 To demonstrate the ability to clearly, efficiently, and effectively deliver individual public speeches.
- 9 To demonstrate the ability to work collaboratively and cooperatively with peers in the research, organization, and delivery of public speeches.

### **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.

### **CREATIVE WRITING**

**PREREQUISITE: GRADE 11 OR 12**

### **COURSE OVERVIEW:**

Students will read and write a variety of creative pieces such as, but not limited to, poetry, children's literature, and young adult literature. Students will read a variety of excerpts to model writing. Through modeling, students will learn to write for self-expression and for an audience within the



parameters of the genre and target audience. Students will generate their pieces via their computer and will be asked to share several of their creative writing samples 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 and forms, including poetry, prose, drama, and non-fiction.

### **THE HOLOCAUST IN LITERATURE PREREQUISITE: GRADE 11 OR 12 AND ENGLISH III OR CONCURRENT 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

### **ENGLISH IV**

### **PREREQUISITE: ENGLISH III WITH A "C" OR BETTER & TEACHER**

### **RECOMMENDATION**

### **COURSE OVERVIEW:**

English IV is a year-long course that focuses on preparation for post-secondary literacy, which consists of improving reading, writing, speaking, and note-taking skills; however, the central focus of the course will be on improving writing, specifically analytical and argumentative writing. Ultimately, English IV is designed to revisit and close the gaps in students' literacy skills prior to their entrance into college or the workforce.

### **COURSE GOALS:**

1. To read and work with nonfiction and fiction to develop reading, writing, and analytical skills necessary for college and career success.
2. To determine areas of weakness in reading, writing, and speaking skills to further develop them.
3. To develop knowledge and mastery of the conventions of writing analytical and argumentative writing as well as college and career writing.
4. To develop the skill of writing to achieve one's purpose for a variety of audiences.

### **HONORS ENGLISH IV/ENGLISH COMPOSITION II (ENG 1002)-WEIGHTED PREREQUISITE: ENG 1001 WITH A "C" OR BETTER WITH TEACHER**

### **RECOMMENDATION**

**\*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 FINALS WEEK IN THE SPRING SEMESTER.**

### **COURSE OVERVIEW:**

English Composition 1002 continues the study and application of rhetorical principles of expository writing in developing effective sentences, paragraphs, and essays -- with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of literature and other texts.

Library research writing will be developed from those readings. The course includes the use of various computer applications, including word-processing and the Internet, as well as online research.

*\* During the 2<sup>nd</sup> semester of this course, students may earn dual credit (3 credit hours) through IVCC based on criteria set by the college with an additional cost to the college.*

### **COURSE GOALS:**

1. Read a variety of texts with understanding and appreciation;
2. Understand invention as a part of the writing process;
3. Organize and develop ideas effectively and logically in essays;
4. Develop effective, logical, and well-supported arguments;
5. Understand and use a variety of rhetorical methods for developing ideas;
6. Maintain a consistent and appropriate viewpoint, tone, and voice;
7. Strengthen essays through the revision process;
8. Write essays free from common stylistic weaknesses;
9. Write essays free from excessive errors;
10. Use word-processing software and the Internet to assist in the writing process;
11. Understand the principles of research;
12. Understand the use, citation, and documentation of sources; and
13. Understand strategies for developing and writing research papers.

## **World Language Curriculum**

<b>Pre: Means prerequisite</b>		
<b>Course</b>	<b>Sem</b>	<b>Credit</b>
Spanish I	2	1.0
Pre: 8 <sup>th</sup> Grade Achievement/Guidance Rec.		
Spanish II	2	1.0
Pre: Spanish I		
Spanish III	2	1.0
Pre: Spanish II		
Spanish IV	2	1.0
Pre: Spanish III		

### **SPANISH I**

#### **PREREQUISITE: 8<sup>TH</sup> 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 focuses on continued development of Spanish comprehension and communication skills. Students will be expected to come into this class with a positive attitude and be prepared to give their best effort to speak, write, and follow instructions completely in Spanish. First semester will be a faster paced review of Spanish II grammar, and new grammar will be introduced during second semester. Additionally, there will be a focus on the Five C's of Foreign Language: communication, cultures, connections, comparisons, and communities.

**COURSE GOALS:**

1. Converse on familiar topics, everyday social situations, and communicate about self, others, and daily life in complete sentences.
2. Understand main ideas and some supporting details on familiar topics.
3. Present information and express opinions and thoughts about familiar topics in complete sentences, both in written and oral form.

**SPANISH IV****PREREQUISITE: SPANISH III****COURSE OVERVIEW:**

Spanish IV is a more intensive development of Spanish comprehension and communication skills. Students will be expected to be receptive to challenges, to demonstrate a self-driven attitude towards improving their Spanish skills, and to speak, write, and follow instructions completely in Spanish. Spanish III grammar will be reviewed at a faster pace with new grammar introduced throughout. Additionally, there will be a focus on the Five C's of Foreign Language: communication, cultures, connections, comparisons, and communities. Grammar and culture will be taught using authentic resources, including videos, articles, novels, and podcasts.

**COURSE GOALS:**

1. Converse and express points of view spontaneously in various time frames, using complete sentences and asking questions.
2. Understand main ideas and supporting details across various time frames, from spoken and written texts.
3. Present detailed, organized information and express viewpoints on researched topics, using various time frames and paragraphs, both in oral and written form.



# Math Curriculum

<b>Pre: Means prerequisite</b>	<b>*Weighted</b>	
<b>Course</b>	<b>Sem</b>	<b>Credit</b>
Algebra IA with Skills Pre: Teacher recommendation and placement test score	4	2.0
Algebra IB Pre: Algebra IA	2	1.0
Algebra I Pre: Teacher recommendation and placement test score	2	1.0
Geometry Pre: Algebra I or teacher recommendation and 8 <sup>th</sup> grade placement test score	2	1.0
Algebra II Pre: Algebra I and Geometry	2	1.0
Vocational Math Pre: Grade 12	2	1.0
Algebra III Pre: Algebra II and Geometry	2	1.0
Precalc/Trig Pre: Algebra II and Geometry	2	1.0
Elementary Stats (Math 128)*2 Pre: A 40 or higher on placement test, an SAT/PSAT math score of 530 or higher or ACT score of 22 or higher		1.0
Accelerated Precalculus* (Math 142) Pre: A score of 54 or higher on placement test, an ACT math score of 23, or SAT math score of 590	2	1.0
Calculus I* (Math 170) Pre: Math 142 with a grade of "C" or better or a 76 or higher on placement test	2	1.0

## ALGEBRA IA WITH SKILLS

### PREREQUISITE: 8<sup>th</sup> GRADE

### ACHIEVEMENT TEST/GUIDANCE

### RECOMMENDATION

### TWO CREDITS EARNED FOR THIS CLASS: 1 MATH CREDIT AND 1 ELECTIVE

### 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.
6. Solve linear equations.
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, 8<sup>TH</sup> 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.

### **VOCATIONAL MATH**

**PREREQUISITE: GRADE 12**

### **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.

### **ALGEBRA III**

**PREREQUISITE: ALGEBRA II AND GEOMETRY**

### **COURSE OVERVIEW:**

This course will review the topics studied in Algebra I and Algebra II and introduce higher polynomial, rational, exponential and logarithmic functions. 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, and taking the Pre/Post

ALEKS Math Placement test, students will qualify to enter college algebra at JJC and IVCC.

The course will provide students the opportunity to solve complex, multi-step algebraic problems in the context of authentic situations. The topic of functions and graphs will be stressed in each topic area. Topics studied include; lines, factoring, systems of equations, rational expressions, radicals, quadratics, and exponential functions. Appropriate technology will be used throughout with the emphasis on recognition of the level of precision required in different contexts.

### **PRECALC/TRIG**

#### **PREREQUISITE: ALGEBRA II AND GEOMETRY**

#### **COURSE OVERVIEW:**

Precalc/Trig is a study of functions and their graphs, including linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric.

#### **COURSE GOALS:**

1. To prepare students for college level mathematics.
2. To solve the following types of equations and/or inequalities: quadratic, polynomial, rational, exponential, logarithmic, and trigonometric.
3. To graph the following functions and their transformations: quadratic, piece-wise, polynomial, rational, exponential, logarithmic, and trigonometric.
4. To understand the symbolic, numeric, and graphical representations of functions and equations and to relate those representations to each other.

### **ELEMENTARY STATISTICS (MATH 128)**

#### **WEIGHTED\***

#### **4 HRS DUAL CREDIT WITH JJC**

**PREREQUISITE: A 40 OR HIGHER ON THE PLACEMENT TEST, AN SAT/PSAT MATH SCORE OF 530 OR HIGHER (SUBJECT TO CHANGE) OR AN ACT SCORE OF A 22 OR HIGHER**

#### **COURSE OVERVIEW:**

This is a first course in statistics focusing on mathematical reasoning and the solving of real life

problems. Included are: frequency distributions, measures of position and variation, basic probability theory, probability distributions and the normal curve, statistical inference, correlation and regression,  $f$ -test, and analysis of variance. Both a graphing calculator and a statistical package will be used.

#### **COURSE GOALS:**

1. To learn principles of data collection.
2. To organize, display, and summarize data.
3. To determine measures of central tendency, dispersion, and position and outliers
4. To create and interpret scatter diagrams and contingency tables and calculate and use least-squares regression line.
5. To apply basic probability rules including the addition rule, complements, independence, the multiplication rule, conditional probability, counting techniques, and Bayes's Rule.
6. To use discrete random variables and the binomial probability distribution.
7. To identify properties of the normal distribution, use normal distribution in application problems, and assess normality.
8. To use sampling distributions and estimates of values of parameters for sample means and proportions and population means and proportions and to estimate population standard deviation.
9. To perform hypothesis testing, determine confidence intervals, and use statistical inference to make informed decisions.

*\*Students may earn dual credit (4 credit hours) through JJC based on criteria set by the college with an additional cost to the college.*

### **ACCELERATED PRECALCULUS (MATH 142) WEIGHTED\***

#### **5 HRS DUAL CREDIT WITH JJC**

**PREREQUISITE: A 54 OR HIGHER ON THE PLACEMENT TEST, AN ACT MATH SCORE OF 23 OR HIGHER, AN SAT MATH SCORE OF 590 OR HIGHER**

**\*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:**

This course is a fast-paced, in depth, study of functions and their graphs, including linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric as well as the graphs of polar equations. We will verify trigonometric identities. We will solve a variety of equations and inequalities, including trigonometric and polar equations, study complex numbers in polar form, vectors, conic sections, sequences and series, and parametric equations.

**COURSE GOALS:**

1. To prepare students for calculus.
2. To become proficient in work with functions, equations, and inequalities for linear, quadratic, polynomial and rational functions.
3. To graph, solve and apply exponential and logarithmic functions and equations and apply properties of these functions.
4. To identify, evaluate, interpret, graph, and apply the six trigonometric functions and use properties of these functions.
5. To verify trigonometric identities and solve trigonometric equations.
6. To use polar coordinates and graph polar equations, write complex numbers in trigonometric form, perform operations on vectors, and use parametric equations.
7. To become proficient in the use of conic sections and arithmetic and geometric sequences and series.

*\*Students may earn dual credit (5 credit hours) through JJC based on criteria set by the college with an additional cost to the college.*

**CALCULUS I (MATH 170) WEIGHTED\*****5 HRS DUAL CREDIT WITH JJC****PREREQUISITE: MATH 142 WITH A GRADE OF "C" OR BETTER OR A 76 OR HIGHER ON PLACEMENT TEST****COURSE OVERVIEW:**

This course is the first in a three semester sequence of analytic geometry and calculus. The topics include limits and an introduction to both differential and integral calculus. Several applications are studied such as area and optimization of functions. The calculus of transcendental functions is part of this course.

**COURSE GOALS:**

Upon completion of this course the student should have demonstrated proficiency in the following:

1. Knowledge of rates of change and continuity.
2. Knowledge of functions and limits, including L'Hôpital's rule.
3. Knowledge of differentiation.
4. Knowledge of applications of differentiation.
5. Knowledge of Riemann Sums, integration, and the Fundamental Theorem of Calculus.
6. Knowledge of applications of definite and indefinite integrals.
7. Knowledge of differentiation and integration of trigonometric, logarithmic, and exponential functions and their applications.

*\*Students may earn dual credit (5 credit hours) through JJC based on criteria set by the college with an additional cost to the college.*

## Science Curriculum

<b>Pre: Means prerequisite</b>	<b>*Weighted</b>	
<b>Physical Science Courses</b>	<b>Sem</b>	<b>Credit</b>
Integrated Physical Science	2	1.0
Pre: None		
Chemistry I	2	1.0
Pre: Algebra I with grade of "C" or better		
Honors Chemistry I*	2	1.0
Pre: Biology with a "B" or better		
Honors Chemistry II*	2	1.0
Pre: Algebra II, Chemistry I with teacher consent, or Honors Chemistry I		
Physics	2	1.0
Pre: Pre-Calc/Trig, JJC Math, or concurrent		
<b>Life Science Courses</b>	<b>Sem</b>	<b>Credit</b>
Applied Biology	2	1.0
Pre: Integrated Phys Sci		
Biology I	2	1.0
Pre: Integrated Phys Sci or placement		
Environmental Problems	2	1.0
Pre: Biology I		
2 <sup>nd</sup> Sem is Dual Credit Global Environmental (BIO 1000) and is weighted*		
Anatomy & Physiology	2	1.0
Pre: Biology I, with a "C" or better, and grade 11 or 12		
Adv. Anatomy & Physiology	1	0.5
Pre: Must pass Anatomy & Physiology		
<b>Science Ag Courses</b>	<b>Sem</b>	<b>Credit</b>
Intro to Agriculture	2	1.0
Pre: None		
Agriculture Science	2	1.0
Pre: Intro to Ag		

### 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 critical thinking 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 and nuclear reactions.
3. To become proficient in the writing and application of formulas and chemical equations to calculations using the mole concept.
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 critical thinking 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, JJC 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, and fluids with an introduction to waves and their applications.

### **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\*****2<sup>ND</sup> SEM: GLOBAL ENVIRONMENT****(BIO 1000) IS WEIGHTED**

**PREREQUISITE: BIOLOGY I FOR ENVIRONMENTAL PROBLEMS AND A “C” OR BETTER IN ENVIRONMENTAL PROBLEMS FOR GLOBAL ENVIRONMENT IS RECOMMENDED BUT NOT REQUIRED**

**COURSE OVERVIEW:**

A study of the human relationship with, and responsibility for, the health and well-being of our earth. Ecology, the branch of science investigating the relationships of an organism (man) with its environment (earth) is the emphasis of this course. Major considerations are given to the use and misuse of the earth's energy and material resources, the consequences of and alternatives to human actions, and the individual physical costs plus collective social costs.

This is a year-long course in which the first semester focuses on local environmental issues, field work techniques, data analysis techniques, ecological interactions, and a preview of topics for the second semester. The second semester is the dual credit bearing portion of the class, which is weighted and will be approached as a college science credit. This course may also be taken as a non-dual credit bearing class. If taken, Global Environment (BIO 1000) is worth 3 hours of IVCC college credit.

**COURSE GOALS:**

1. Explore local ecosystems and species to gain an appreciation and understanding of the habitat around us.
2. Determine how ecological interactions are

affected by human impact.

3. Examine the impact of climate change on ecosystems, economies, and human behavior.
4. Understand the role of renewable and nonrenewable energy in the world economy and environment.
5. Reflect on personal habits that affect the environment, and seek to make changes in those habits.
6. Learn effective research methods and field study techniques such as population sampling, water quality testing, collection methods, or air particulate testing.

*\*Students may earn dual credit (3 credit hours) through IVCC based on criteria set by the college with an additional cost to the college.*

**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. 7 major systems will be studied. Lab exercises emphasize anatomical aspects of a human 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 7 systems of the human body.
2. Develop basic knowledge of human physiology of digestive, cardiovascular, nervous, skeletal, respiratory, 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.

## ADVANCED ANATOMY & PHYSIOLOGY

### PREREQUISITE: MUST PASS ANATOMY & PHYSIOLOGY

#### COURSE OVERVIEW:

This course will emphasize the anatomy (structures) and physiology (functions) of the human body. The remaining 4 major systems, as well as the senses, and human fetal development 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 4 systems of the human body and how they can relate to the other systems.
2. Develop basic knowledge of human physiology of senses, endocrine, cardiovascular, lymphatic, urinary systems.
3. Become familiar with the stages of fetal development as well as childbirth.
4. Understand how each system is related to the others, and to those in previous classes, 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 39.

## AGRICULTURE SCIENCE

### PREREQUISITE: INTRO TO AG

For course overview and goals, see Agriculture Curriculum on page 39.

## Social Science Curriculum

<b>Pre: Means prerequisite Course</b>	<b>*Weighted Sem</b>	<b>Credit</b>
Human Geography Pre: None	1	0.5
World History Pre: None	2	1.0
A.P. Human Geography* Pre: Placement Test Score, Approval of Social Science Dept. with Recommendation	2	1.0
U.S. History Pre: Grade 11 or 12	2	1.0
U.S. History* (HIS 2000/2001) Pre: Grade 11, must be in the top 50% of your class and have a minimum 3.5 GPA or prior approval of the social science department	2	1.0
Current Issues Pre: Grade 11 or 12, Grade 10 w/Dept. Approval	2	1.0
Am Government & Civics Pre: Grade 11 or 12	1	0.5
Am National Government* (PSI 1000) Pre: Grade 11 or 12, must be in the top 50% of your class and have a minimum 3.5 GPA or prior approval of the social science department	1	0.5
Economics Pre: Grade 11 or 12	1	0.5
General Psychology* (PSY 1000) Pre: Grade 11 or 12	1	0.5

### HUMAN GEOGRAPHY PREREQUISITE: NONE

#### COURSE OVERVIEW:

Human Geography is a semester-long introduction to the geographic dimensions of human, political, cultural, economic, and environmental activity in the United States and within a broader world context. Throughout the course, students will examine the concepts of geographic essentials, population, migration, and culture.

#### COURSE GOALS:

1. Students will demonstrate knowledge of the geographic representations of human-environment interaction and population.
2. Students will demonstrate knowledge of population dynamics and migration.
3. Students will demonstrate knowledge of global

- interconnections and basic elements of culture.
4. Explain the spatial connectivity's of human societies and environments at local, regional and global scales.

## **WORLD HISTORY**

### **PREREQUISITE: NONE**

### **COURSE OVERVIEW**

World History is a year-long course helping students develop an understanding of history and its impact on the world today. Starting at the beginning of man, students will cultivate an understanding of World History through analyzing historical sources and learning to make connections. They will also learn to craft historical arguments as they explore concepts such as governance, economic systems, culture, social interactions, technology, and innovation.

### **COURSE GOALS:**

1. Relate past events to the present through historical analysis of events.
2. Evaluate and analyze similarities and differences in historical societies.
3. Understand the impact of historical events on the modern world today.

## **A.P. HUMAN GEOGRAPHY - WEIGHTED**

### **PREREQUISITE: RECOMMENDATIONS, PLACEMENT TEST SCORE, OR APPROVAL OF SOCIAL SCIENCE DEPARTMENT**

### **COURSE OVERVIEW:**

This year-long course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. It is an excellent course for preparing students to become geo-literate youth and adults.

### **COURSE GOALS:**

1. Students will demonstrate knowledge of geographic thinking.
2. Students will demonstrate knowledge of population and migration processes.

3. Students will demonstrate knowledge of cultural patterns and processes.
4. Students will demonstrate knowledge of political patterns and processes.
5. Students will demonstrate knowledge of agricultural and rural land-use patterns and processes.
6. Students will demonstrate knowledge of cities and urban land use patterns and processes.
7. Students will demonstrate knowledge of Industrial and Economic Development patterns and processes.

## **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 share our lives today.

## **U.S. HISTORY (HIS 2000/2001)**

### **WEIGHTED\***

### **PREREQUISITE: GRADE 11**

### **MUST BE IN THE TOP 50% OF YOUR CLASS AND HAVE A MINIMUM 3.5 GPA OR PRIOR APPROVAL OF THE SOCIAL SCIENCE DEPARTMENT**

### **COURSE OVERVIEW: (PER IVCC) HIS 2000 (1st Semester)**

This course is designed to give students an understanding of the history of the United States to 1865. It does this through a consideration of: European background, Native American cultures, the Age of Exploration and Colonization, the American Revolution, the Articles of

Confederation and the Constitution, Jeffersonian Democracy, Jacksonian Democracy, the trans-Atlantic slave trade, the coming of the Civil War, and Reconstruction.

### **HIS 2001 (2nd Semester)**

This course is designed to give students an understanding of the history of the United States from 1865 to the present. It does this through a consideration of: Reconstruction, Western Expansion, the Gilded Age, the Progressive Era, American Expansionism, World War I, the Roaring 20s, the Great Migration, the Harlem Renaissance, the Great Depression, World War II, the Cold War, the Civil Rights Movement, the Vietnam War Era, Peace Movements and Protest, Women's and LGBTQIA+ Movements, the Nixon, Carter and Reagan Years, and Post-Cold War America.

### **COURSE GOALS:**

1. Identify significant events, people, ideas and historical trends that have shaped United States History, socially, culturally and politically.
2. Examine historical ideals and concepts both through writing and orally.
3. Explore the cultural diversity of American society both historically and in the present.
4. Describe various perspectives of United States history.
5. Analyze various primary, secondary, and scholarly historical sources.
6. Understand and appreciate the pluralism of American society both historically and in the present.

*\* Students may earn dual credit (3 credit hours per semester) through IVCC based on criteria set by the college and with an additional cost for the student.*

### **CURRENT ISSUES**

**PREREQUISITE: GRADE 11 OR 12,  
GRADE 10 WITH DEPT. APPROVAL**  
**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. A variety of learning materials will be

used to study these topics. 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.

## **AMERICAN NATIONAL GOVERNMENT (PSI 1000)-WEIGHTED\***

**PREREQUISITE: GRADE 11 OR 12**

**MUST BE IN THE TOP 50% OF YOUR  
CLASS AND HAVE A MINIMUM 3.5 GPA OR  
PRIOR APPROVAL OF THE SOCIAL  
SCIENCE DEPARTMENT**

**COURSE OVERVIEW:** American National Government is an introduction to the structure, principles, processes, and problems of American government. The course will examine the impact of foreign policy, dissent, civil rights, economics, and other controversial issues on contemporary American politics. Additionally, the course will analyze the shaping of American public policy by both individuals and groups. In order to meet requirements for the state of Illinois, the course will examine the Illinois Constitution and incorporate other civics requirements. Students must pass both an Illinois and United States Constitution test. This course will offer the opportunity for three semester hours of dual credit through Joliet Junior College.

### **COURSE GOALS:**

1. Discuss the United States Constitution and its importance in America's political culture while recognizing the political institutions of the government and their interrelationships.
2. Evaluate the system of federalism in American government.
3. Identify trends in political behavior in modern America and evaluate opportunities for citizen participation.
4. Develop an awareness of current political issues and become better-informed critical consumers of political information.
5. Evaluate American political practices through discussion of American public policy and policy makers

*\*Students may earn dual credit (3 credit hours) through JJC based on criteria set by the college with an additional cost to the college.*

## **ECONOMICS**

**PREREQUISITE: GRADE 11 OR 12**

### **COURSE OVERVIEW:**

This course allows students to familiarize themselves with basic economic concepts. Students will gain financial knowledge to ensure they can make the best lifelong financial decisions. Whether it is completing transactions for daily use or analyzing investments for their future, students must understand how to use resources to develop economic growth. By passing this course, students will have met the state mandate for consumer economics. Topics will include banking activities, investments, budgeting, credit, taxes, insurance, and consumer rights and protection.

### **COURSE GOALS:**

1. Understand basic economic concepts.
2. Develops 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 lifelong career decision making and preparation.
5. Develop an understanding of personal finance, such as checkbooks, budgeting, income taxes, and credit.

## **GENERAL PSYCHOLOGY (PSY 1000)\*WEIGHTED**

**PREREQUISITE: GRADE 11 OR 12**

### **COURSE OVERVIEW:**

An introductory course dealing with analysis and description of human behavior. Emphasis is placed on psychological principles as they relate to daily life. General Psychology is worth 3 credit hours from IVCC

Upon completion of the course, the student will be able:

To apply analytical and problem-solving skills to personal, social, and professional issues and situations.

To communicate orally and in writing, socially and interpersonally.

To develop and maintain a healthy lifestyle physically, mentally, and spiritually.  
To appreciate the ongoing values of learning, self-improvement, and career planning.

### **COURSE GOALS:**

1. Recognize, define, apply, and understand the language (terms) of the science of psychology. Conceptualize behavior, normal and abnormal, utilizing psychological concepts and appropriate terminology.
2. They will be able to recognize that psychology is an empirical science based upon an objective study of human/animal behavior.
3. The student will recognize and understand the basic theorists and theoretical principles of psychology. Think in terms of scientific methods to provide evidence or answers to problems/issues relating to psychology.
4. The student will be able to develop an understanding of larger psychological concepts and their application in the world around them. Understand one's self and others more fully and accurately, both in terms of similarities and differences.
5. The student will demonstrate that they understand many of the principles upon which psychology is founded and can utilize critical thinking skills to analyze new findings in psychological research.
6. The student will demonstrate an understanding of human diversity including race, ethnicity, culture, gender, abilities, sexual orientation, and age as it applies to the study of human behavior.

*\*Students may earn dual credit (3 credit hours) through IVCC based on criteria set by the college with an additional cost to the college.*

## **Family and Consumer Science Curriculum**

### **Pre: Means Prerequisite**

<b>Course</b>	<b>Sem</b>	<b>Credit</b>
Intro Family & Consumer Sciences	2	1.0
Pre: Grade 9 or 10		
Culinary Arts	1	0.5
Pre: Grade 12		
Early Childhood Ed	2	1.0
Pre: Intro to FACS with a "B" or better and teacher consent		
Early Childhood Ed II	2	1.0
Pre: Early Childhood Ed w/teacher consent		
Early Childhood Ed Admn	2	1.0
Pre: Early Childhood II w/teacher consent		
Headstart	2	1.0
Pre: Grade 11 or 12, ECE I & enrolled in ECE		

### **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, mental health and wellness and character building. Students will also receive a certificate for CPR 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.

**CULINARY ARTS****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 in the kitchen. Safety and sanitation will also be stressed and ServSafe certification will be received upon completion of the course.

**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**

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, storytelling, and adapting lessons for children with special needs. Real-care baby experience will be required once during the school year. Students will also be given the opportunity to receive dual credit through IVCC and be introduced to American Sign language.

**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.

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

**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. 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 complete the following: ECE level 1 credential, SID and Shaken Baby Training,



American Heart Association CPR certification, and year 2 of Basic American Sign Language.

### **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 pre-school classroom setting.
2. Gain knowledge on Head Start programs.
3. Provide relevant feedback on working with children based on observation and daily interaction.

## **Health Occupations Curriculum**

### **Pre: Means prerequisite**

<b>Course</b>	<b>Sem</b>	<b>Credit</b>
Intro to Health Occ	1	0.5
Pre: None		
Basic Nurse Ass't. Training	2	1.0
Pre: Grade 11 or 12		
Terminology of Health Field (ALH 1001)*	1	0.5
Pre: Grade 11 or 12		
Introduction to Nutrition (ALH 1000)*	1	0.5
Pre: Grade 11 or 12		

### **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 \$85.

### **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.

*\* Dual credit with IVCC (ALH 1214 CNA-8 credit hours). This is an IVCC Nursing Program requirement.*

### **TERMINOLOGY OF THE HEALTH FIELD (ALH 1001) \***

**PREREQUISITE: GRADE 11 OR 12**

### **COURSE OVERVIEW:**

This course focuses on basic language related to the health field. Emphasis is given to work analysis and construction, definitions, pronunciation, and spelling. Fundamentals of the anatomy, physiology, and pathology of body systems are explored, and terminology related to these systems is presented.

### **COURSE GOALS:**

1. Recognize elements and meanings of terms used in the health field.
2. Understand basic properties of anatomy, physiology and pathology.
3. Identify human body systems and the correct medical terms to describe them.

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

### **INTRODUCTION TO NUTRITION (ALH 1000) \***

**PREREQUISITE: GRADE 11 OR 12**

**\*\* The course is taught entirely online with an IVCC instructor\*\* There is a cost of \$30**  
**COURSE OVERVIEW:**

The objective of this course is to acquaint the student with recent scientific findings in the nutrition field as well as the methods used to evaluate information found in the media. The student will examine basic concepts of nutrition as they apply to various stages of the life cycle and to common disease processes. With the knowledge acquired, students will be able to evaluate their personal food choices and discuss current political, economic, social and environmental issues including global hunger, consumer concerns about food safety, and sustainability of the food supply.

### **COURSE GOALS:**

1. To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
2. Identify the basic principles of nutrition.
3. Evaluate scientific research studies and nutritional information found in scientific journals, popular magazines, books, and on the internet.
4. Discuss basic concepts of nutrition as they apply to various stages of the life cycle and common disease processes.

*\*Students may earn dual credit (3 credit hours) through IVCC based on criteria set by the college. This is an IVCC Nursing Program requirement.*

## Business Curriculum

### Pre: Means prerequisite

Course	Sem	Credit
Student & Career Success	1	0.5
Pre: None		
Accounting I	2	1.0
Pre: Algebra I or higher		
Accounting II	2	1.0
Pre: Accounting I with teacher recommendation		
Accounting III	2	1.0
Pre: Accounting II with teacher recommendation		
Accounting IV	2	1.0
Pre: Accounting III with teacher recommendation and teacher interview		
Work Release	2	0.0
Pre: Grade 12 with approval		

### STUDENT AND CAREER SUCCESS

#### 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. 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. Navigate through and organize documents in the file explorer.
2. Use Google Drive to create, edit, and share files.
3. Create documents using Microsoft Office programs.
4. Compose a formal email.
5. Explore careers and create a student success plan.
6. Discuss 6 core topics of Digital Citizenship.

### ACCOUNTING I

#### PREREQUISITE: ALGEBRA I OR HIGHER 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. Learn about the three types of business operations, the three forms of business organization, and the three accounting assumptions.
2. Analyze business transactions.
3. Prepare financial records for a business.
4. Analyze financial reports to make sound business decisions.
5. Understand ways to control cash.
6. Learn about payroll records and accounting entries made to record payroll information.
7. Discuss typical payroll taxes and how to record the payment of taxes.

### 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.
5. Explore Quickbooks for accounting.

### **ACCOUNTING IV**

#### **PREREQUISITE: ACCOUNTING III WITH TEACHER RECOMMENDATION AND TEACHER INTERVIEW**

#### **COURSE OVERVIEW:**

This course is recommended for any student who plans to major in business. The student will extend the skills learned in all previous Accounting courses, then continue to gain experience in special accounting systems. Some topics include: manufacturing accounting and job order and process cost accounting systems. Students will create a portfolio that includes a resume, personal statement, cover letter, and scholarship applications. Each student will also be provided opportunities for job shadowing within the area of business they would like to pursue.

#### **COURSE GOALS:**

1. Research business career pathways.
2. Understand the job application process and terms.
3. Complete job shadowing experience.
4. Apply for scholarships and create a student portfolio.
5. Journalize entries for a job order cost system and a process cost system.
6. Apply factory overhead to work in process and account for overapplied and underapplied overhead.
7. Calculate the value of ending inventories for a manufacturing business.
8. Complete financial statements and journal entries for a manufacturing company.

### **WORK RELEASE**

#### **PREREQUISITE: GRADE 12 W/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

<b>Pre: Means prerequisite</b>		
<b>Course</b>	<b>Sem</b>	<b>Credit</b>
Art I	2	1.0
Art II	2	1.0
Pre: A "C" or higher in Art I if taken		
Art III	2	1.0
Pre: A "C" or better in any previous Art class		
Art IV	1	0.5
Graphic Design	1	0.5
Pre: A "C" or better in any previous Art class		
Pre: Grade 12		
Photography	1	0.5
Pre: Grade 11 or 12		

## 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: A "C" OR HIGHER IN ART I IF TAKEN**

#### **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 their art 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: A "C" OR BETTER IN ANY PREVIOUS ART CLASSES IF TAKEN**

#### **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**

<b>Pre: Means prerequisite Course</b>	<b>*Weighted Sem</b>	<b>Credit</b>
Band Pre: At least 2 years of junior high band is strongly encouraged	2	1.0
Choir Pre: None	2	1.0
Percussion Pre: At least 2 years of junior high band, or 1 year of high school choir, or one semester of piano	2	1.0
Guitar Pre: None	1	0.5
Piano Pre: None	1	0.5
Exploration of Amer. Music* Pre: Grades 11 or 12	1	0.5

**BAND**

**PREREQUISITE: AT LEAST TWO YEARS OF JUNIOR HIGH BAND IS STRONGLY ENCOURAGED**

**COURSE OVERVIEW:**

Band is an instrumental performing ensemble designed for students who play wind instruments that is divided into three distinct areas: Marching Band, Pep Band, and Concert Band. Through these varying performance styles, students will learn music from all musical eras and a variety of cultures. Prior playing experience is strongly encouraged because of the constant and high-level performance demands. Due to the emphasis on performance, attendance at all concerts and most games will be required.

**COURSE GOALS:**

1. Improve individual and ensemble instrumental skills.
2. Achieve a high level of musicianship and technical proficiency on a wind instrument.
3. Perform in a variety of styles and venues.

**CHOIR****PREREQUISITE: NONE****COURSE OVERVIEW:**

Choir is a vocal ensemble class with a focus on vocal technique, music reading, and public performance. Students will sing music from a variety of musical eras and styles in many different languages. All students are welcome to take the class, regardless of perceived vocal ability and will gain increased awareness of their own voice along with a better understanding of and appreciation for vocal music. Due to the emphasis on performance, attendance at after school concerts will be required.

**COURSE GOALS:**

1. Develop healthy vocal technique.
2. Improve ensemble and listening skills.
3. Produce high level concert performances.

**PERCUSSION**

**PREREQUISITE: AT LEAST TWO YEARS OF JUNIOR HIGH BAND, ONE YEAR OF HIGH SCHOOL CHOIR, OR ONE SEMESTER OF PIANO**

**COURSE OVERVIEW:**

Percussion class is a separate section of band that allows percussionists to receive extra time and attention from the instructor along with increased performance opportunities. Students will learn technique for each of the many percussion instruments and will perform with the band in all of its events. Band students who play a wind instrument may also register for this course. Due to the emphasis on performance, attendance at all concerts and most games will be required.

**COURSE GOALS:**

1. Improve performance skills on the various percussion instruments.
2. Perform as a percussion ensemble.
3. Serve as the percussion section for the band.

**GUITAR****PREREQUISITE: NONE****COURSE OVERVIEW:**

Students in Guitar class will learn the basics of music reading and theory along with guitar performance techniques and history. Throughout the course, students will develop the ability to play single note melodies and riffs, strum chords, and finger pick chords while playing music from all periods of music history and all regions of the world. Students receiving an A for the semester may retake the class with an individualized progressive curriculum as space allows.

**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.

**PIANO****PREREQUISITE: NONE****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. Students receiving an A for the semester may retake the class with an individualized progressive curriculum as space allows.

**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.

*\*Students may earn dual credit (3 credit hours) through JJC based on criteria set by the college with an additional cost to the college.*



## Agricultural Education Curriculum

### Pre: Means prerequisite

Course	Sem	Credit
Intro to Agriculture	2	1.0
Pre: None		
Agricultural Science	2	1.0
Pre: Intro to Ag		
Agricultural Mechanics	2	1.0
Pre: Intro to Ag and Ag Science		
Animal Science	2	1.0
Pre: Intro to Ag and Ag Science		
Agribusiness Management	2	1.0
Pre: Senior and completion of two other Ag courses		
Ag Welding I	1	0.5
Pre: Grade 12; Intro to Ag or Intro to Tech; or teacher consent		
Ag Welding II	1	0.5
Pre: Welding I or Ag Mechanics		

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.



4. Develop basic mechanical skills, shop safety, and tool use.
5. Introduce students to the livestock industry.
6. Develop leadership skills through participation in FFA activities.

## **AGRICULTURAL SCIENCE**

### **PREREQUISITE: INTRO TO AG**

#### **COURSE OVERVIEW:**

The course is a combination of 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, vet science, 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 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 OR TEACHER CONSENT**

#### **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.

#### **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.

## **ANIMAL SCIENCE**

### **PREREQUISITE: INTRO TO AG AND AGRICULTURE SCIENCE**

#### **COURSE OVERVIEW:**

This class is an extension to the animal industry portions of Intro to Ag and Ag Science. Students will expand their knowledge of the animal industry by focusing on the anatomy & physiology and health care of livestock animals and small animals.

This course prepares students to succeed in animal-related CDEs such as Vet Science, Meat Judging, Poultry Judging, Livestock Judging, Horse Judging, Etc. Students will have the opportunity to complete many fun and exciting hands-on labs and activities within this course. The class will also have opportunities to go on field trips based on the units that we are studying.

#### **COURSE GOALS:**

1. Develop an understanding of animal health/veterinary care and livestock/small animal anatomy & physiology.
2. Improve knowledge of reproduction, genetics, and nutrition.
3. Develop animal handling skills.
4. Develop skills to compete in animal focused Career Development Events.
5. Practice hands-on skills through labs and demonstrations.
6. Explore career opportunities within the animal industry.
7. Have the opportunity to tour animal facilities.

## **AGRIBUSINESS 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. 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.

## **AG WELDING I**

### **PREREQUISITE: GRADE 12; INTRO TO AG OR INTRO TO TECH; OR TEACHER CONSENT**

#### **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 hereon known as AWS)
  - e. Demonstrate an ability to conduct a Visual Examination Inspection of these welds according to AWS criteria.
  - f. Establish an electric arc and deposit a 6” long stringer bead in the horizontal position with 2 restarts. (1/4-3/8 steel plate)
  - g. Demonstrate an ability to weld a 6” fillet multi-pass weld joint. (10 passes) This joint is identified as ten pass T-fillet weld. (1/4 -3/8 steel plate)
  - h. Demonstrate an ability to weld a 6” long single bevel weld joint. (1/4 – 3/8 steel plate)
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

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 I 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:****1. 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.
- c. 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)
- d. 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)
- e. Demonstrate an ability to weld a 6" long single bevel weld joint in the vertical-up position. (1/4 – 3/8 steel plate)
- f. Demonstrate an ability to weld a 6" long bevel, single V-butt weld joint with backer strip, in the vertical-up position on 3/8" steel plate, to conform to Standard Welding Procedure Specifications by the AWS.
- g. Demonstrate an ability to conduct a Visual Examination Inspection of these welds according to AWS criteria.

*\*Students may earn dual credit (4 credit hours) through IVCC based on criteria set by the college.*

## Auto Mechanics Curriculum

**Pre: Means prerequisite**

<b>Course</b>	<b>Sem</b>	<b>Credit</b>
Intro to Auto Mechanics	1	0.5
Pre: Grade 10		
Voc. Auto Mechanics I	2	1.0
Pre: Intro to Auto Mechanics		
Voc. Auto Mechanics II	2	1.0
Pre: Voc Auto Mechanics I		

**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

<b>Pre: Means prerequisite</b>	<b>*Weighted</b>	
<b>Course</b>	<b>Sem</b>	<b>Credit</b>
Intro to Technology	1	0.5
Pre: None		
Woods I	1	0.5
Pre: Intro to Tech		
Woods II	2	1.0
Pre: Woods I and teacher recommendation		
Woods III	2	1.0
Pre: Woods II, & teacher recommendation		
Engineering Graphics I	2	1.0
Pre: Intro to Technology		
Engineering Graphics II	2	1.0
Pre: Engineering Graphics I or grade 11 or 12		
Architectural Drafting	2	1.0
Pre: Eng Graphics II, teacher rec and grade 12		
Robotics Eng Design	2	1.0
Pre: Grade 11 or 12, Algebra II or concurrent, or teacher recommendation		
Intro to Comp Sci-Python	2	1.0
Pre: Grade 10, 11, or 12 and passed Algebra I		
A.P. Comp Science A-Java*	2	1.0
Pre: Intro to Comp Science and Algebra II		

**INTRODUCTION TO TECHNOLOGY****PREREQUISITE: NONE****COURSE OVERVIEW:**

Introduction to Technology is a one-semester course designed to build on students' technological literacy and introduce them to the various areas of technology that are offered throughout the technology classes at Seneca. These areas include Woods, Engineering Graphics, Robotics, Computer Science, and Automotive. This course combines classroom learning and hands-on learning experiences.

**COURSE GOALS:**

1. Become more technologically literate.
2. Develop/improve problem-solving skills
3. Learn about and develop skills in technology course offerings.
4. Learn about various careers in each of the technology systems.

**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 AND TEACHER RECOMMENDATION****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 WITH A GRADE OF A B OR BETTER****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.

**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.

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

**ROBOTICS AND ENGINEERING DESIGN**

**PREREQUISITE: GRADE 11 OR 12, ALGEBRA II OR CONCURRENT, OR TEACHER RECOMMENDATION**

**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.

**INTRODUCTION TO COMPUTER SCIENCE -PYTHON**

**PREREQUISITE: GRADE 10, 11, OR 12 AND PASSED ALGEBRA I**

**COURSE OVERVIEW:** This class covers the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. A majority of time in this class will be spent working independently and is structured for both students with no programming knowledge, and for students with experience in computer science.

**COURSE GOALS:**

1. Solve problems in a systematic, problem-solving type approach.
2. Understand Python syntax and debug a program.
3. Write functions to complete defined tasks.
4. Create a program from scratch using Python.

**A.P. COMPUTER SCIENCE A – JAVA-WEIGHTED****PREREQUISITES: INTRO TO COMPUTER SCIENCE – PYTHON AND ALGEBRA II****COURSE OVERVIEW:**

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem-solving and algorithm development and use hands-on experiences and examples so that students can apply programming tools and solve complex problems.

AP CSA is a full-year AP course geared towards 11th-12th graders who are serious about programming. Java requires a good mathematical background and strong problem-solving skills. The course will prepare students for the Advanced Placement Computer Science exam, level A.

## P.E. / Health / Driver's Education Curriculum

**Pre: Means prerequisite**

<b>Course</b>	<b>Sem</b>	<b>Credit</b>
Physical Education	2	1.0
Pre: None		
Athletic PE	2	1.0
Pre: SHS or Co-op Athlete & Dept. Consent		
Health Education	1	0.5
Pre: Grade 10		
Driver's Ed/Safety	1	0.5
Pre: Grade 10 or Admin Approval		

**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.

**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 the 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 56.



## Special Education Curriculum

Course	Sem	Credit
English 9	2	1.0
English 10	2	1.0
English 11	2	1.0
English 12	2	1.0
General Math I	2	1.0
General Math II	2	1.0
General Math III	2	1.0
Consumer Math	2	1.0
Resource*	1	0.5
Personal Management*	1	0.5
Life Skills – High School Program*	2	1.0
Life Skills – Transition Program*	2	1.0
Adaptive Physical Education*	2	1.0

\*Course can be taken more than once for course credit based on determination of IEP team.

The Special Education Department Mission is to provide support, instruction, and guidance that empowers students to achieve their goals so that they can be as independent as possible in their adult lives. Course selection within the Special Education department for students with Individualized Education Programs (IEPs) is determined by the IEP team.

### ENGLISH 9-10

#### COURSE OVERVIEW:

English 9 & 10 are self-contained courses taught by a special education teacher to assist freshman and sophomore students with disabilities in developing reading, writing, and discussion skills at their instructional levels. The courses utilize direct instruction to teach specific writing skills each quarter based on the needs of the students. Small group readings and independent readings are used to teach vocabulary, monitoring/clarifying, fact recall, and various other comprehension skills. Supports such as graphic organizers, text-to-speech, and one-to-one meetings are utilized in these courses. Students are progress monitored using three literacy assessments throughout the year to track their growth in written expression, reading comprehension, and oral reading fluency. Students are required to have an IEP to be placed in these courses.

#### COURSE GOALS:

1. English 9 is a freshman level course that emphasizes reading for key details/ideas. The writing focus is on crafting robust sentences and paragraphs by using a variety of techniques.
2. English 10 is a sophomore level course that emphasizes reading for key details/ideas and identifying vocabulary in context. The writing focus is on structured, long-form paragraphs.

### ENGLISH 11-12

#### COURSE OVERVIEW:

English 11 & 12 are self-contained courses taught by a special education teacher to assist junior and senior students with disabilities in developing reading, writing, and discussion skills at their instructional levels. The courses utilize direct instruction to teach specific writing skills each quarter based on the needs of the students. Small group readings and independent readings are used to teach vocabulary, monitoring/clarifying, fact recall, and various other comprehension skills. One semester of these courses is dedicated to developing public speaking and planning for post-secondary transition goals, which earns students their required public speaking credit. Supports such as graphic organizers, text-to-speech, and one-to-one meetings are utilized in these courses. Students are progress monitored using three literacy assessments throughout the year to track their growth in written expression, reading comprehension, and oral reading fluency. Students are required to have an IEP to be placed in these courses.

#### COURSE GOALS:

1. English 11 is a junior level course that emphasizes integration of knowledge while reading. The writing focus is on structured paragraphs and multi-paragraph compositions, as well as editing and revising. Depending on the year, one semester may be devoted to public speaking.
2. English 12 is a senior level course that emphasizes the understanding of craft and structure in a text. The writing focus is on structured paragraphs and multi-paragraph compositions, as well as editing and revising. Depending on the year, one semester may be devoted to public speaking.

**GENERAL MATH I-III****COURSE OVERVIEW:**

General Math I-III are self-contained math courses in the special education department that allows students to gain exposure to many topics their peers are learning in Algebra 1 and Geometry. The focal points of each curriculum is driven by IEP goals. In General Math I the students work on their basic operational math skills while also working through the first three chapters of the Algebra book. In Math II students finish working through the other four chapters offered in the Algebra book while gaining exposure to multi-step word problems and various life application problems. When taking Math III, students shift gears and begin learning about topics from the Geometry textbook. Math III closely mocks the curriculum map of Geometry C; however, the information is presented at a pace appropriate for each student. Each class implements various evidence-based instructional methods to ensure each student's learning experience fits their individual needs and learning style.

**COURSE GOALS:**

1. General Math I is a freshman level course that aims to strengthen student's basic math skills and work through chapters 1, 2, and 3 of the Algebra textbook. Students will learn how to complete problems that have integers, fractions, and decimals.
2. General Math II is a sophomore level course that aims to introduce students to math problems that require multiple steps and the use of formulas. Students will be given word problems that mock real life scenarios and require critical thinking. Chapters 4, 5, 6, and 7 of the Algebra book are mastered in this course.
3. General Math III is a junior level course that requires students to transition from Algebra to Geometry. This class follows the curriculum map of Geometry C and requires students to complete 8 chapters covering various Geometry topics. Students will also complete a chapter that requires them to go into the community and develop a plan for building a community playground.

**CONSUMER MATH****COURSE OVERVIEW:**

Consumer Math is a self-contained senior-level math course in the special education department that fulfills the Economics graduation requirement. Students will learn 12 different topics that will support their future success into adulthood. Some of these topics are: applying for a job, paychecks, taxes, insurance, buying a house, buying a car, and understanding credit.

**COURSE GOALS:**

1. Students are expected to participate in class discussions, apply the knowledge learned in class to their life outside of school, and complete mock scenarios to ensure understanding for each topic taught in class.

**RESOURCE\***

**COURSE OVERVIEW:** Resource is a special education course designed for students with IEPs to do the following:

- Receive assistance on homework
- Receive test accommodations per the IEP
- Have lessons re-taught as needed
- Get organized with assistance from a teacher
- Work on study skills
- Complete brief assessments to measure IEP goal progress

**COURSE GOALS:**

1. Students are expected to check grades and email at the beginning of class.
2. Students are expected to fill out agenda book as needed.
3. Students are expected to come to class prepared with all materials.
4. Students are expected to remain on-task the entire period.
5. Students are expected to keep to themselves in order to maintain focus and productivity.

\*Course can be taken more than once for course credit based on determination of IEP team.

**PERSONAL MANAGEMENT\***

**COURSE OVERVIEW:** Personal management is a functional special education course to assist students with disabilities in identifying their strengths, making choices about post-secondary

education, and creating a path to follow after leaving Seneca High School.

**COURSE GOALS:**

1. Identify strengths, interests, and goals.
2. Choose a career that fits with strengths, interests, and goals.
3. Explore education options such as on-the-job training, trade school, and college.
4. Create a written plan for meeting goals.
5. Gain and practice communication skills for both personal and professional settings.
6. Prepare professional documents and participate in a mock job interview.
7. Learn how to advocate for one's self in all three areas of transition: employment, post-secondary education, and independent living.

\*Course can be taken more than once for course credit based on determination of IEP team.

**LIFE SKILLS – HIGH SCHOOL PROGRAM\***

**PROGRAM OVERVIEW:** The Life Skills High School Program supports students with more significant needs in the areas of academics, functional skills, social skills, and communication.

**PROGRAM GOALS:** To develop success and promote independent functioning in the areas of communication, independent living, employment, and/or post-secondary education.

**PROGRAM COURSE OFFERINGS:**

- Resource
- English 9, 10, 11, 12
- Math 9, 10, 11, 12
- Physical Science
- Life Science
- Social Studies
- Fine Arts
- Daily Living
- Nutrition & Foods
- Employment Skills
- Community Experiential Education
- STEP

\*Courses can be taken more than once for course credit based on determination of IEP team.

**LIFE SKILLS – TRANSITION PROGRAM\***

**PROGRAM OVERVIEW:** The Life Skills/Transition program supports students with more significant needs in the areas of academics,

functional skills, social skills, and communication.

. This post-secondary program focuses on real-life academics to prepare students for life after high school, as well as independent living, employment skills, and communication.

**PROGRAM GOALS:** To develop success and promote independent functioning in the areas of communication, independent living, employment, and/or post-secondary education.

**PROGRAM COURSE OFFERINGS:**

- Fine Arts
- Daily Living
- Nutrition & Foods
- Employment Skills
- Community Experiential Education
- STEP

\*Courses can be taken more than once for course credit based on determination of IEP team.

**ADAPTIVE PHYSICAL EDUCATION\***

**COURSE OVERVIEW:** The students will be exposed to a variety of individual 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. Activities will be aligned with and adapted to meet the student's individual needs and abilities per his/her IEP.

**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 skill level.
5. Develop and individual fitness program.

\*Course can be taken more than once for course credit based on determination of IEP team.

## **SENECA TOWNSHIP HIGH SCHOOL CAREER PRACTICUM I&II**

### **Description**

Career Practicum is an optional educational alternative, available to Junior and Seniors, that is meant to respond to the student's specific educational needs, interests, aptitudes, and abilities within the confines of school board policy.

Career Practicum is an independent study method of self-development and personal growth. It provides students an authentic educational experience that extends beyond the scope of traditional course offerings and addresses the skills needed in a fast changing economy. The Career Practicum is designed to offer real world opportunities for students to acquire career or educational experiences and knowledge. Student will engage in research/career experiences that will assist the student in shaping his/her future career pathways. The Career Practicum is based on the student's individual career and education goals and is developed into five unique pathways of the student's choice.

**College Pathway:** Enrollment in a college course. Students will construct an independent portfolio, as well as conduct a formal presentation.

**Certification Pathway:** Participation in a certification program. Students will construct an independent portfolio, as well as conduct a formal presentation.

**Real World Pathway:** Conduct job shadows or internship with a career mentor. Students will conduct career research and construct an independent portfolio, as well as conduct a formal presentation.

**Virtual Pathway:** Engage in digital learning. Students will conduct career research and construct an independent portfolio, as well as conduct a formal presentation.

**Service Learning Pathway:** Participate in a service learning project with a public or private, social service/charitable organization. Students will construct an independent portfolio, as well as conduct a formal presentation.

## Purposes

- To enrich the curriculum for the more highly motivated, independent, and self-reliant student.
- To encourage students to pursue a self-directed, self-initiated intellectual or service –oriented inquiry.
- To give students the opportunity to develop good independent study habits and to learn to discipline their own time, a need expressed frequently by our graduates in college.
- To afford an opportunity to engage an established subject to a level beyond the existing curriculum including college level coursework.
- To provide real world experiences or work-based learning opportunities.
- To study an area not presently included in our course offerings. (Courses offered in the curriculum cannot be taken on an independent study basis.)
- To integrate academic theory with practical experiences
- To develop content specific and transferable skills
- To establish mentoring relationship with professionals in a career field of interest
- To earn an industry recognized certification

## Eligibility and Selection of Students

- Only juniors and seniors, as defined by credits earned, are eligible
- Students who have shown unusual interest and above average performance in their subject of study in the regular school program will be eligible.
- Students must meet the eligibility requirements of partner institutions or organizations as applicable.
- Demonstrate appropriate level of indicators for success including, but not limited to GPA, attendance, conduct, attitude, organization, responsibility, effort, etc.
- Independent study courses count toward co-curricular academic eligibility requirements.
- The proposal must be approved by the principal.
- Teachers have the option of accepting or not accepting an independent study request.
- A meeting of the student, parent, teacher-advisor, guidance counselor, and principal is required before an independent study application is approved. All of the above must demonstrate approval of the independent study proposal before a student may be enrolled in an independent study course.

## Career Practicum Guidelines

Students may pursue a Career Practicum pathway under the following conditions:

- Courses required for graduation may not be selected for Career Practicum.
- The course is not offered by the high school.
- A student will not pursue more than one Career Practicum project per semester, or three per year including the summer semester.
- The student has exhausted the course offerings in a particular department.
- The student has other exceptional circumstances as determined by the Principal.

## **Application Process**

Career Practicum application forms can be obtained from the student's guidance counselor. Applications should be completed and returned to the student's counselor. Applications will be reviewed and approved based on academic rigor and relevance. Any application may be rejected for program reasons.

## **Financial Obligations**

The student and their family will incur all costs associated with a Career Practicum independent study course with the exception of any stipend a supervising teacher might receive, which will be the district's responsibility.

## **Student Responsibilities**

1. Students will discuss their qualification for Career Practicum with their counselor.
2. Prepare a proposal/syllabus for independent study including:
  - Rationale for requesting the independent study.
  - Detailed information on the topics to be studied, a statement of purpose with clearly defined goals, and learning objectives to be focused on for the independent study.
  - Detailed explanation of how the practicum will meet the course objectives.
  - A detailed syllabus including the material to be read, experiment to be conducted, creative task to be undertaken, or appropriate description of study to be pursued.
  - A schedule showing time to be devoted and dates for completion (must be completed no later than the end of the semester—one semester minimum).
  - A list of library resources needed or the equipment and facilities required.
  - Criteria for evaluation.
3. Pursue this study with a maximum of self-motivation and independence and a minimum of assistance or supervision from a faculty member.
4. Plan, schedule, and report all activities carried out in connection with the directed independent study program.
5. Obtain the assistance of a teacher-advisor to supervise the practicum. The student and teacher-advisor must sign the "Student Contract Form."
6. Thoroughly complete the Career Practicum Application, including all required attachments.
7. Communicate the topic of the Independent Study to the college or university of attendance.

## Teacher-Advisor Responsibilities

In agreeing to supervise/advise an Independent Study course you are committing to:

1. Ensuring that the educational merit of the project will meet the standard of what is expected of a comparable .5 credit course.
2. Ensuring the feasibility of a satisfactory and timely completion of the course, in light of the student's overall course load for the semester and other obligations.
3. Establishing, with the student, the agreed-upon requirements (a series of small projects/papers, one big project/paper, form of research, etc.)
4. Assist the student in completing every part of the application form, developing a syllabus, and ensuring that all required information is provided.
5. If satisfactory progress is not made at the 9-weeks, contacting the parent/guardian informing the appropriate guidance counselor, and the independent study coordinator.
6. Submitting a final grade at the end of the semester.

## Grading

Grading of directed independent study projects completed successfully shall be "Pass," with the exception of courses taken through an institution of higher education for college credit. When college credit is being pursued, students must share the grade earned with Seneca High School.

## Procedures to Receive a Career Practicum Proposal

- Receive forms for the Career Practicum independent study project in the Counselor's office.
- Receive student, parent, supervising teacher, counselor, and Principal approval of the proposed project.
- Complete application and approval ten business days prior to the start of the semester in which it is taken.

## Withdrawing from Career Practicum

Students withdrawing from a Career Practicum project within the first four (4) days of the semester will be placed into another credit-bearing course based upon seat availability. The Guidance Department will NOT pursue extraordinary means to accommodate student schedule changes.

Students will **NOT** be allowed to withdraw from their Career Practicum after the first four (4) days of the semester.

**Final approval will be determined by Principal.**

# Summer School

**Dates:** May 31<sup>st</sup> – June 21<sup>st</sup>

## Classes offered

**Driver's Education (Four Weeks: June 3-June 28) CLASS FEE: \$100 Permit: \$20**

For course overview and goals, see Driver's Education Curriculum on page 46.

1. Students must be 15 years old by the first day of summer school. No exceptions. Classroom portion meets 2 hours 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 March or April.

Driver's Education is open to out of district students depending on availability.

OUT OF DISTRICT CLASS FEE: \$150

**There will be NO refunds for summer school**

**Speech (SPH 1001) CLASS FEE: \$50**

**Prerequisite: Grade 11 or 12                      \*\*Plus IVCC Cost**

For course overview and goals, see English Curriculum on page 15.

**World History CLASS FEE: \$50**

**Prerequisite: None**

For course overview and goals, see Social Science Curriculum on page 26.

## Fees

All summer courses are \$50 per semester and Drivers Ed fee is \$100. Driver's Education has an additional permit fee of \$20 and should be paid in cash when applying for the permit in the spring.

Dual credit courses will have an additional fee to the community college.

## Rules

- **Absence policy for Speech and World History are 1 ½ days. Driver's Education is 1 day (no absences during BTW time).**
- **There will be NO refunds for summer school**
- **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 and the web site to review them. The web site is [www.cyberdriveillinois.com](http://www.cyberdriveillinois.com) and 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 1<sup>st</sup>, 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 first semester of their freshman year depending on availability of space and with administrative approval. Freshman will be offered available spots during the first and second semester based on their age with the oldest freshman given top priority.

## **Seneca High School Co-Curricular Activities 2024/2025**

**ACES (State Academy Competition at Eastern)**  
**Art Club**  
**Auto Club**  
**Baseball**  
**Basketball**  
**Bass Fishing**  
**Cheerleading**  
**Chess Club**  
**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**  
**Irish Gaming Club**  
**Irish Live**  
**Jazz Band**  
**Math Contest**  
**Musicals**  
**National Honor Society**  
**Plays**  
**Robotics**  
**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)**