

ATTACHMENT NO. X-D

ATTACHMENT NO. X-D: New Course Proposal and Course Guide

Recommended action: Hear the Information.

The new course proposals include one new course at the high school that is included in the curriculum guide. The new course is Anatomy and Physiology, which will serve as an opportunity for students that reflect their personal and career interests. The high school curriculum guide has been updated to reflect this new course.

## COURSE PROPOSAL - NORTH BOONE CUSD 200

Proposed Course Name: Anatomy and Physiology

Old Course Name (if applicable):

Submitted By: Andrew Baden

Implementation Date: Fall 2021

Length of Course: Full Year

Open to which grade levels: Sophomore-Senior

Prerequisites: Biology

Pass/Fail Option: No

Credit: 1.0 Credit Hour

If the course meets a graduation requirement, which one does meet?  
Science Credit

Where does this course fit into department sequence?

This course would be an opportunity for a 4th year science credit for students who are interested in studying life science or health sciences in subsequent education. It would need a prerequisite of Biology, but could be taken as a Soph-Senior in tandem with any of the other offered courses and would not interfere with the following sequence of Chemistry, Physics, or Earth Science.

What is the potential impact of this course on the other department offerings?

This course should not negatively impact the number of students taking the other Soph-Junior year science courses, and could even be taken in tandem with one of them or as a senior year science elective. Overall I believe that this course will bolster our science numbers at the high school level, and it will drive further interest in life science beyond as well.

Course Description:

This course is designed to provide students with an opportunity to investigate the human body by studying both the structure and function of its interacting body systems.

Special Notes (i.e., extended periods, team teaching, etc.):

***Submit the Completed form to the Building Principal who will forward to the Superintendent***

## COURSE PROPOSAL - NORTH BOONE CUSD 200

### RATIONALE, OBJECTIVES, STRATEGIES

#### 1. Course Rationale

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

The most critical need for this course is due to the fact that we currently offer no science courses at the high school level beyond the bare minimum needed to satisfy graduation requirements. We have a student body with a large number of students who go on to post-secondary education in the health science or life science fields who have no opportunities for enrichment in that area here at North Boone High School. The only alternative is to take these courses off-campus, which is not feasible for all students. The students who are unable to go off-campus for further science education beyond the bare minimum for graduation requirements simply do not have the opportunity to do so here with our course offerings as-is. We currently have a minimalist offering of science courses, and I believe that as a school district we strive to be better than just doing the minimum for our student body.

Most notably, according to Zhang et al., when science students are exposed to practical education in the medical field, there are numerous benefits including an increased performance in science assessment as well as an increased interest in pursuing a career in that field beyond high school.

(<https://journals.sagepub.com/doi/full/10.1177/2374289516685323>).

B) What departmental needs/goals would this course meet?

A goal for the department is to increase interest in the sciences to drive up enrollment numbers in science classes particularly in the Sophomore-Senior age group. In order to reach this goal we need additional course offerings which could be taken in tandem with other science courses, as an elective, or as a senior level course. The current structure has students take one science class each year from Freshman-Junior, with no electives or fourth year science offering. The addition of an Anatomy/Physiology class would sufficiently meet this goal by serving as both a Soph-Junior elective and 4th year science offering.

C) What institutional needs/goals would this course meet?

The health sciences are an ever-growing field in the economy, and most jobs in that field require further education beyond the secondary level. This course would serve as both a conduit to that field for students who are interested in it as well as an opportunity for students to experience a course with rigor similar to a college-level course in the field. This would serve our institutional goals in two ways. First it is a more trade-specific course than the general science offerings currently available, so students are able to gain real, actionable knowledge in a field of interest. Secondly, it is an academically rigorous

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## COURSE PROPOSAL - NORTH BOONE CUSD 200

course that is applicable to any student who has an interest in pursuing higher education and serving to prepare them for collegiate courses.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum.

These standards are priorities because they meet the following criteria:

- Have leverage across content areas
- Have endurance
- Are assessed
- Show readiness for the next grade level course

HS-LS1-2

HS-LS1-3

HS-LS1-7

HS-LS2-3

HS-LS3-1

3. List the main topics to be taught.

This class would focus on the body systems and how each interacts to maintain homeostasis and function as a whole. The body systems covered would include:

- Histology
- Skeletal
- Muscular
- Integumentary
- Digestive
- Respiratory
- Circulatory
- Lymphatic
- Nervous

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Assessment would be a two part system, including both a practical and traditional academic assessment for each unit covered. Due to the nature of the topics, much of the material will be visual and hands-on. This is the reason that practical assessments such as labs, dissections, and models will be a necessity for this course.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

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## COURSE PROPOSAL - NORTH BOONE CUSD 200

I believe that due to my anatomy and physiology class offered at the middle school, I could implement this course at little to no cost to the school outside of what I get in my yearly science budget. The blueprint for the class is already in place, I would just need supplies and consumables needed for labs, which I believe will be able to be cost effective enough to fit in my budget and covered by the increasing amount of available resources virtually. I would be willing to work with the school to provide the most cost effective text/online textbook possible as I believe I can offer a course that meets NGSS standards, drives interest in science for the student body, and creates a rigorous academic curriculum that will prepare students for both career and college readiness with what I can offer already.

Another aspect that greatly improves the effectiveness of this course in a budget friendly way is the great number of virtual simulations and labs that can now take the place of more traditional labs at a much lower cost while increasing effectiveness. According to the Journal of Research in Technology Education, not only does the implementation of technology and simulated labs increase student performance compared to traditional methods ( <https://www.tandfonline.com/doi/abs/10.1080/15391523.2001.1078233>).

The possible textbook options that I think are satisfactory are as follows:

**Option 1:** At the higher end is the HMH textbook which is top of the line, NGSS aligned, and includes some supplemental material online. That total price tag for 25 units would be around \$3,600.

**Option 2:** My second choice, which is textbook only but which I think would be more than serviceable is from B.E. Publishing and would cost just under \$1,600 for 25 units.

**Option 3:** Another option which I think is very interesting although may not be suitable for our needs is using the textbook from OpenStax. If you're unfamiliar with the institution it is based out of Rice University, and they produce licensed college textbooks used at universities around the country, and they are provided online only at no cost. I realize it is very non-traditional, but if funding is in any way a hindrance to the implementation of A/P, this is a suitable option.

<https://openstax.org/books/anatomy-and-physiology/pages/preface>

Overall I think that option #2 is the most reasonable for our needs, but I am open to discussion in whatever way will help to bring this class to the students at our school.

Include any additional information pertinent to your course.

***Submit the Completed form to the Building Principal who will forward to the Superintendent***

## COURSE PROPOSAL - NORTH BOONE CUSD 200

Signatures: Form must be signed before it can be presented to the Curriculum, Instruction, and Assessment Committee.

Building Principal: Jane R. Hubert Date: 10/29/20  
Curriculum Director: Kari J. P. Date: 10/29/20  
Superintendent: M. G. Gumbel Date: 10/29/2020

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# FRESHMEN

Welcome to North Boone High School!

The teachers, support personnel, and administration welcome all of the new freshmen students to North Boone High School. In the first weeks of school, you will be adjusting to new classes, teachers, and students. Your future in school and your post-graduation choices begin now. The following information is critical to where you are going and what you plan to do.

**Have a question?** Ask for help! There are many people available to help you succeed in high school. Some options to call for help are your teachers, the assistant principal, the principal, the school nurse, or the school counselor.

**Grades:** Your high school grades will be recorded on a transcript at the end of each semester. There is information on grade point averages later in this guide.

**Activities:** High School is a time to try new activities and get involved in the school community. NBHS offers a variety of clubs, sports teams, and academic organizations. Check them out!

## **Things to do your freshman year:**

- Talk with friends, teachers, and your parents about college or training programs.
- Participate in extracurricular activities (clubs, sports, volunteering).
- Review your high school class plan. Take the most difficult classes you can handle. Stay focused on your school work.
- Do your best on PSAT 9 in April. This assessment along with your grades will determine your course placement for next year.
- Talk with your school counselor about career options and the education required for those careers.
- Explore internships and apprenticeships - utilize Xello
- Enroll in a summer enrichment program.
- Create a College Board account and a Khan Academy account.

# SOPHOMORES

**Re-Evaluate:** You have completed your first year at NBHS. Now is a time to review what went well and what areas might need improvement. From the first day of school strive to do your best -- it will pay off!

**No regrets:** So often, older students can be heard saying, "I wish I would have studied more and worked harder." Avoid this happening to you. You only go through high school once. Do your best now, so you have fewer regrets later.

## **Things to do your Sophomore year:**

- Participate in extracurricular activities.
- Review your high school class plan. Take the most difficult classes you can handle. Stay focused on your school work. Students are flagged for Running Start (2-year program), CEANCI Programs, and other Pathways in the fall of Sophomore year.
- Do your best on the PSAT 10 assessment in April. This assessment along with your grades will determine your course placement for next year.
- Consider earning college credit while in high school through Advanced Placement or Dual Credit at RVC.
- Talk with your school counselor about career options and the education required for those careers and the possibility about job shadowing.
- Talk with friends, teachers, and your parents about college and career training.
- Explore internships and apprenticeships – utilize Xello.
- Enroll in a summer enrichment program.



# JUNIORS

**Decisions:** This can be an exciting year as you take advantage of research opportunities to explore college and career information. Making decisions about your future can be an overwhelming task. Breaking the process into smaller steps can be helpful.

**College Testing Programs:** Sign up to take the PSAT/NMSQT in October to qualify for the National Merit Scholarship Program.

We recommend that you take the courses this school year to best prepare you for the tests. The best preparation for you will be to take the most challenging courses and work hard to learn all you can, especially in the core classes - Math, English, Science, and Social Studies.

## **Things to do your Junior year:**

- Participate in extracurricular activities.
- Consider earning college credit while in high school through Advanced Placement or Dual Credit at RVC. Students are flagged the fall of Junior year for Running Start (1-year program) and CEANCI Programs, and other Pathways. Narrow down possible career options, investigate the type of education that is needed and talk to your school counselor about job shadowing possibilities.
- Request materials from schools that interest you and visit their websites.
- Talk with College Reps when they visit North Boone High School.
- Arrange campus visits to those schools that interest you. Meet with an admissions officer, a financial aid representative, faculty members and college students.
- Take the SAT, which will be given at the high school in April (this is a graduation requirement). Take the ASVAB if you are interested in joining the military.
- Enroll in a summer enrichment program.
- Get a job to earn and save money for college, or explore your skills through an internship or apprenticeship – Xello.

# SENIORS

**Countdown Begins!** You are about to begin your last year of high school to reach another milestone in your life—graduation; however, graduation should not be your only goal. Graduation will be the end of your high school career, but only a stepping stone to your future. Statistics show that you may change your career several times in your life. Will you be prepared to make those changes? Education and training are not only the key but also the requirement for most careers in the future.

## **Things to do your Senior year:**

- Plan a Senior Meeting with your school counselor to review your high school transcript. Take the most difficult classes you can handle. Stay focused on your school work.
- Create a resume of your academic, athletic and work activities as well as other achievements. Prepare a portfolio if you're interested in the arts.
- Consider earning college credit while in high school through Advanced Placement or Dual Credit.
- Arrange campus visits to those schools that interest you (if you haven't already done so).
- Retake the SAT in June, October, or December, if so desired.
- Begin your college application process. Make a list of important admissions and financial aid deadlines for each school (fall).
- Search and apply for private scholarships.
- Ask for recommendations (if required) from teachers, counselors, and others who can comment on your abilities and talents.
- Apply to four to six colleges that interest you. Do not wait until just before the deadline.
- Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1<sup>st</sup>.
- Have your high school transcript sent via Parchment to those colleges to which you've applied.
- Choose a college and send in any required forms or deposits (housing, meal plan, etc.). Notify in writing those schools you do not plan to attend.

# COMMUNITY SERVICE REQUIREMENT

## Frequently Asked Questions

Q: How many hours do I need to graduate high school?

A: To graduate from North Boone High School, each student must have a minimum of 40 hours on record with the community service advisor.

Q: How many hours should I do each year?

A: It is suggested that students try to do 10 hours per year. However, students can complete all hours in one school year.

Q: What counts as community service?

A: Community service is volunteer work performed for a non-profit organization, individual, or group in need. It must be done for neither money nor credit. It also must be performed outside of school hours. Any administrator or the community service advisor will determine eligibility on a case by case basis.

Q: When can I get started on Community service?

A: The start of the summer after 8th grade graduation.

Q: How can I get started on community service?

A: Check out the pre-approval list on the website for places to work. Call or email the contact person listed with the place of work. Ask the community service advisor for places to volunteer. Ask your church, community, or other places if they need volunteers.

Q: How can I check my hours?

A: Currently they can ask the community service advisor how many hours they have. They will also receive a letter in the mail with their semester grades that state how many hours they have so far. Soon you will be able to look on the website.

Q: Can I do more than 40 hours?

A: Yes! Many colleges and scholarships ask for community service hours and work. The more you do, the better. The school will keep a record of all hours that students complete.

Q: Where do I pick up verification sheets and pre-approval sheets?

A: There are attachments on the website of these documents. Please print them off and fill them out. You may also get them from the main office of the high school or directly from the community service advisor.

Q: Why do I need a pre-approval sheet?

A: They are used to make sure that the volunteer work you are doing is considered community service. It must be approved by an administrator or the community service advisor to be eligible for community service hours.

Q: Can I do something before it gets pre-approved?

A: You can do it before pre-approval BUT, it may not get pre-approved if it is not community service. It is better to fill out the form prior to performing the volunteer work.

Q: What is a verification sheet?

A: This form is used to verify the hours that the students did work. They must be filled out completely before they are considered complete. It is important to bring this to your volunteer location so that the supervisor can sign it. The community service advisor will call to verify the hours as well.

Q: How do I know I have completed my requirements for graduation?

A: A letter will be mailed home that states they have completed the hours necessary for graduation. Please hang on to this letter in case of questions later.

Q: What happens if I transfer into North Boone from another district?

A: Your hours will be pro-rated for the time you are here. We expect students to do 10 hours a year. Every incoming freshmen needs 40 hours. However, if you transfer in before the start of the 3rd quarter, you will be responsible for the hours related to that year. If you transfer in after the start of the 3rd quarter, you will not be responsible for those hours. (EX: A freshmen student from Belvidere transfers in after the start of the 3rd quarter he will be responsible for only 30 hours.)

Q: What happens if I do not do 40 hours of community service?

A: You will not receive your diploma or graduate until the service hours are complete.

Additional Information and Forms are available on the North Boone High School Website

# NCAA ELIGIBILITY REQUIREMENTS

All student athletes who plan to play **DIVISION I or DIVISION II** sports must register with the NCAA Clearinghouse, preferably by the end of Junior year. ACT scores and a transcript through Junior year need to be sent to the Clearinghouse. Upon graduation a final transcript will be sent (student must request the transcript).

\*Minimum requirements for eligibility are subject to change because the standards for core curriculum, minimum GPA and SAT/ACT scores continue to rise.

See your School Counselor for additional Clearinghouse information and eligibility requirements, or check [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). The School Counselor has handbooks of NCAA criteria available for review.

NCAA Approved Core Courses at North Boone High School:

**English:** Paced English I, II, III, IV (for Special Education Students only), British Literature, Contemporary Literature, Creative Writing, (Honors) English 9, (Honors) English 10, (Honors) English 11, English 12, AP Literature & Composition, Forensics (Speech), and Introduction to Dramatic Literature.

**Mathematics:** Paced Math I, II III, IV (for Special Education Students only), Algebra I, (Honors) Geometry, (Honors) Algebra II, (Honors) Pre-Calculus w/ Trigonometry, AP Statistics, and AP Calculus.

**Social Science:** Civics, Current Events, Economics, Sociology, (Honors) World Cultures, US History, AP US History, AP Human Geography, AP Psychology, and AP World History.

**Natural and Physical Science:** Biology, AP Biology, AP Chemistry, Honors Chemistry I, General Chemistry, Earth Science, Environmental Science, Physical Science I & II, (Honors) Physics

**Additional Core Courses:** French I/II/III/IV - Spanish I/II/III/IV

**Note: Credit Recovery Courses are not NCAA approved curriculum.**

## Division I & II

### 16 Core Courses:

4 years English

3 years Math (Algebra I or higher)

2 years of Natural/Physical Science (1 yr lab)

1 year additional English, Math or Natural/Physical Science

2 years Social Science

4 years of additional courses from above or world language or non doctrinal religion/philosophy)

# NORTH BOONE HIGH SCHOOL GUIDELINES

## CLASSIFICATION OF HIGH SCHOOL STUDENTS

High school students shall be classified as follows:

**Freshman-- 0 to 5.5 credits:** a student who has earned less than six (6.0) units of high school credit.

**Sophomore-- 6 to 11.5 credits:** a student who has earned six (6.0) or more units and less than twelve (12.0) units of high school credit and completed one (1) year of school.

**Junior-- 12 to 17.5 credits:** a student who has earned twelve (12.0) or more units and less than eighteen (18.0) units of high school credit and completed two (2) years of school.

**Senior-- 18 + credits:** a student who has earned eighteen (18.0) units or more of high school credit, completed three (3) years of school, and has taken the SAT exam (if attending an Illinois High School in grade 11).

## LETTER GRADES AND GRADE POINT VALUES

Grades are issued quarterly. Incomplete grades not removed within the specified time will become a failing grade.

### Grade Point Values

Letter Grade	Regular	Weighted	Grade Scale
A+	4.0	5.0	100-98
A	4.0	5.0	97-93
A-	3.7	4.7	93-90
B+	3.3	4.3	89-87
B	3.0	4.0	86-83
B-	2.7	3.7	82-80
C+	2.3	3.3	79-77
C	2.0	3.0	76-73
C-	1.7	2.7	72-70
F	0	0	69-0
<b>I = Incomplete</b>			
<b>WP = Withdraw</b>			
<b>WF = Withdraw Failing</b>			

Students who receive a grade of "P" (Passed) in Driver's Education will be given credit for completing the course but the grade will not be included in student's grade point average.

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## QUARTER GRADES - SEMESTER GRADES

Forty (40) percent of the semester grade is determined by the first quarter grade, forty (40) percent by the second quarter and twenty (20) percent by the semester exam.

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## **REPEAT/RETAKE POLICY**

If a student earns a failing grade in a class and repeats the class, both grades will be figured into the grade point average. The passing grade does not replace the failing grade. Both grades will appear on the transcript, but credit is given only once.

If a student fails a core mandated course at North Boone High School, the student will be able to retake the class one more time. If the student fails a second time, they must retake the course via Educere (online). The cost for Educere is on average \$150 per semester per class. A student may only take an elective course one time. If a student fails an elective course once or a mandated course twice, they must pay to take the course through a district approved credit recovery program. All financial obligations of such programs will be the responsibility of the student's family/guardians.

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## **HONOR ROLL**

The honor roll is posted each quarter semester. The honor roll standard is based on a grade point average calculated from the quarter semester classes only, it is not cumulative. Students must be considered full- time students.

High honors constitute an average of 3.50 and above. Honor roll is an average of 3.0 to 3.49

Students who earn a perfect 4.0 average are also listed.

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## **NORTH BOONE VIKING SALUTE**

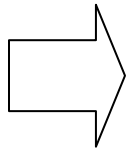
The North Boone Viking Salute honors those students who have been on the Honor Roll for the first three quarters semester of the school year, and no grade below a "C" for the third quarter. All students receive a certificate of achievement. Students are honored with a chenille North Boone Academic letter the first year and a year pin for each additional year this honor is achieved. Students are honored each spring at the Academic Awards Assembly.

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## **OFF-SITE DRIVER EDUCATION**

Students successfully completing a driver's education class in another recognized institution taught by a certified teacher would be awarded appropriate credit toward graduation. In order to receive credit, students must show proof of class completion to the Counseling Office. A "Pass" grade will be recorded and will not be part of the student's cumulative grade point average.

**Per Illinois State Law, Public Act 94-916, states that "a driver's license or instruction permit shall be canceled if a student under 18 years of age drops out of school."**



To enroll in Driver's Education, a student must be classified as a Freshmen or Sophomore and must be fifteen (15) years old. **As required by the state, students must have passed 8 classes in the previous two semesters to take the course.**

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## RESOURCES TO EARN ADDITIONAL CREDITS

### Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College or high school courses offering dual credit at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program
7. Credit earned in a Vocational Academy

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the District.

### Substitutions for Required Courses

**Vocational or technical education; registered apprenticeship program.** A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses or a registered apprenticeship program if:

1. The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.



**Advanced placement computer science.** The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with Section 27-22 of the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

**Substitutions for physical education.** A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Ongoing participation in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic or extracurricular athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

**Volunteer service credit.** A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

### **Re-Entering Students**

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the American Council on Education

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

## COURSE SELECTION AND WITHDRAWAL

During course selection for the next academic year, please take the time to discuss options with your student(s). The registration process drives our master schedule and when/what courses are offered. Schedule changes are not encouraged. Only necessary schedule changes will be made. **Changes must be made within the first (3) days of the semester and a fee will be charged to the student.** Any student who withdraws from a course later than four weeks after the beginning of the semester will receive a grade of WP (withdraw passing) or WF (withdraw failing) or NC (no credit). Any student who withdraws after two weeks of the semester will be placed in a study hall.

**REMEMBER: CHOOSE YOUR COURSES WISELY; YOUR REGISTRATION DRIVES OUR COURSE AVAILABILITY. STUDENTS WISHING TO WITHDRAW FROM A CLASS MUST HAVE PARENTAL PERMISSION AND PAY A \$45 FEE.**

### COURSES RECOMMENDED FOR COLLEGE & CAREER READINESS

#### Freshman Year

English 9\*  
Math\* (Algebra I or above) Biology\*  
World Cultures or AP  
Human Geography\*,  
Language Computer  
Education\* PE  
Elective Choice

#### Sophomore Year

English 10\*  
Math\*  
Science\* US  
History\*  
World Language  
Driver Education  
Health\*/PE\* Elective  
Choice

#### Junior Year

English 11\*  
Math\*  
Science\*  
Civics\*  
World Language P.E.\*  
Elective Choice

#### Senior Year

English 12\*  
Math  
Science  
Social Studies Electives  
World Language  
Consumer Education\*  
P.E.\*  
Dual Credit Coursework at RVC

*\* Required coursework for graduation*

Whenever possible take the Honors or Advanced Placement (AP) level of the

## GRADUATION REQUIREMENTS – CLASS of 2022-2025

<b>A total of twenty-four (24) credits are required for graduation</b>	
4.0 Credits	English - 1 Credit in each: English 9, English 10, English 11, with a 4 <sup>th</sup> credit optional within the English Department's offerings.
3.0 Credits	Mathematics – 1 credit must be in Geometry.
3.0 Credits	Science - 1 credit must be in Biology
2.5 Credits	Social Studies - 1 credit must be in (AP) U.S. History, ½ credit in Civics, and 1 credit in World Cultures. As of the graduating class of 2022, students may take either World Cultures or AP Human Geography to fulfill the required geography credit. Students must pass the Illinois and U.S. Constitution tests to graduate.
1.0 Credits	Humanities or Vocational Education - Includes: Band, Choir, Art, World Language, Family and Consumer Science, Business, Agriculture
0.5 Credit	Consumer Education (Senior Year)
0.5 Credit	Health (Sophomore Year)
0.5 Credit	Driver Education/Drivers Education Physical Education (Fall Sophomore Year)
4.0 Credit	Physical Education (Health will substitute for 1 semester of P.E.) Exceptions to this are in Board policy 6:310, "Physical Education". Students graduating early may have this requirement waived.
0.5 Credit	Computer Education (Microsoft: Word & PowerPoint, Microsoft: Excel, Intro to Adobe, Adobe, or Web Design I)
5.0 Credit	Electives
40 Hours	Documented community service
	<b>24.0 Credits</b>

### HONORS DIPLOMA PROGRAM

Total twenty-six (26) credits: (at least two (2) AP courses or Honors courses with a grade of "C" or higher) and a cumulative 3.5 GPA or higher are required to graduate with an Honors Diploma. In addition to the above listed 24 credits, the following credits are needed:

- 3.0 Credits - Math (Algebra I, Geometry, and Algebra II are required)
- 3.0 Credits - Science (Biology and Chemistry required)
- 3.0 Credits - Social Studies (Extra semester needed beyond required 2.5 credits)
- 2.0 Credits - World Language

# COURSE DESCRIPTIONS

*The following courses may or may not be offered subject to enrollment and Board approval. In courses where qualifying test scores, previous course performance, and teacher recommendation are used for placement, a student must meet two of three requirements to be considered for the course. It will be a choice of the student and their parents/guardians to enroll in the course. If a student meets all three criteria, it is strongly recommended the student accepts the academic rigor of the suggested course placement.*

## AGRICULTURE

*\* There is a lab fee for all Agriculture Courses.*

We offer two agriculture career pathways.

**The first pathway is Agricultural Science (02.0100).** Courses included in this program are Introduction to the Agriculture Industry, Basic Agricultural Science, Agriculture Environmental Science, and Agricultural Biotechnology.

**The second pathway is Agricultural Business and Management (01.0100).** Courses included in this program are Introduction to Agriculture Industry, Basic Agricultural Science, Agricultural Sales and Marketing, and Agricultural Business Management.

### **Intro to Agriculture: (4001/4002, 1.0 credit, Grades 9, 10)**

*Prerequisite: None*

Course Description: This introductory course provides an opportunity for students to learn the organization of the agricultural industry, its major components, the economic influence of agriculture at state, national, and international levels, and the scope and types of job opportunities in the agricultural field. Included in this area of study are essential concepts in animal science, plant science, soil science, horticulture, agricultural resources, agribusiness management and agriculture mechanics. Also introduced are microcomputer applications in the area of agriculture.

### **Basic Ag Science: (4011/4012, 1.0 Credit, Grades 10, 11,12)**

*Prerequisite: Introduction to Agriculture or approval of instructor*

Course Description: This second-year course builds on the fundamental knowledge gained from the introductory course. Major units of introduction include advanced plant and soil science, advanced animal science and food science and technology. Applied math/science skills are stressed throughout the course. Microcomputer applications are utilized as they relate to each instructional unit.

**This course will be offered 2022-2023 and in alternating years**

**Agricultural Business Sales & Marketing I (4511, 0.5 Credit, Grades 10, 11, 12)**

*Prerequisite: Introduction to Agriculture or approval of instructor*

Course Description: This preparation course is designed to develop student knowledge and skills in the areas of agribusiness operations. Instructional units include the organization and functions of agricultural businesses, agricultural business math, and agricultural business procedures including microcomputer applications and human relations skills, as well as sales-related duties.

Students are required to join the FFA (10503, Agricultural Business Operations I).

**This course will be offered 2021-22 and in alternating years**

**Agricultural Business Management I (4101, 0.5 Credit, Grades 10, 11, 12)**

*Prerequisite: Introduction to Agriculture or approval of instructor*

Course Description: This course is designed to develop student skills in the area of advanced agricultural business procedures, the establishment of the agriculture business, managing the agribusiness, financing agribusiness, marketing and advertising, sales technique, and strategies.

Product knowledge is stressed. Students are required to join FFA (10505 and 10506 Agricultural Business Management I & II).

**This course will be offered 2021-22 and in alternating years**

**Agriculture Environmental Studies (4201/4102, 1.0 Credit, Grades 10, 11, 12)**

*Prerequisite: Introduction to Agricultural or one year of High School science* **This course will count for High School Science credit (only 2012-2014), though it will not satisfy the requirements for NCAA and college admission to some institutions.**

Course Description: This course examines the relationship between agriculture and the environment. Students will investigate the impact of plant and animal production practices on the environment and the adoption of practices that lead to improved environmental, air, and water quality. Areas of environmental emphasis include the following: identification and management of ecosystems, management of waste, chemicals and the environment, soil conservation, land uses, regulation, and ordinances, water quality, and air quality. Students will examine the emerging agricultural occupations relating to environmental science. Students are required to join FFA (16008, Environmental Science).

**This course will be offered 2022-23 and in alternating years**

**Agricultural Biotechnology I (4531, 0.5 Credit, Grades 10, 11, 12)**

**Agricultural Biotechnology II (4532, 0.5 Credit, Grades 10, 11, 12)**

*Prerequisite: Introduction to Agriculture or approval of instructor*

**This course will count for High School Science credit (only 2012-2014), though it will not satisfy the requirements for NCAA and college admission to some institutions.**

Course Description: This course examines the agricultural applications of biotechnology, the use of living organisms to solve problems or make useful products. Applications include technologies used in bioprocessing, cell/tissue culture, genetic engineering and protein engineering. Specific units of instruction include: impacts of biotechnology, genetics and genetic engineering, biotechnology in plant science and microbial biotechnology. Students are provided with information needed for considering a career in the emerging occupation of agricultural biotechnology technician.

Experimentation and student research projects are an integral component of the course. These activities may be conducted as Supervised Agricultural Experience Programs and/or FFA activities.

Because FFA and SAE are integral components of this course, students are required to maintain an SAEP and to participate in activities of the FFA organization. (16009/16010, Agricultural Biotechnology I & II).

**This course will be offered 2021-22 and in alternating years**

## ART

All Art courses at North Boone High School are one semester in length. Each class can be appreciated at any level whether beginner or advanced. In order to proceed within the art program students must obtain a **C+ or better** in all previous art courses. Sculpture, Drawing, Painting, Adobe® Photoshop, and Advanced Art may be repeated for credit at incremental course names with instructor approval (i.e. Drawing I, II, III).

### **General Art (1060, 0.5 Credit, Grades: 9-12)**

*Prerequisite: None*

This course is designed to give students who may be interested in art and not sure if they want to take art further or not. This is a general exploratory art course that covers a sample of all other art courses offered at NBHS.

### **2-Dimensional Concepts (1001, 0.5 credit, Grades: 9-12)**

*Prerequisite: None*

Students will be introduced to anything that is flat. Projects will be focused on the Elements and Principals of Design. This course is an introduction to art concepts for students who intend to take future course in drawing and painting.

### **3-Dimensional Concepts (1011, 0.5 credit, Grades: 9-12)**

*Prerequisite: None*

This course is designed to create objects that take up space. Using the basic Elements of Design students will learn to create three dimensional objects with various materials (Paper, Wire, Clay, and Plaster).

### **Sculpture I, II, III, IV (1021, 0.5 credit, Grades: 10-12)**

*Prerequisite: 3-D Concepts*

Students will get more hands on learning of processes with materials used in 3D concepts. The student will also be given to a chance to explore the medium of choice at a more advanced level.

### **Drawing I, II, III, IV (1026, 0.5 credit, Grades: 10-12, Prerequisite)**

*Prerequisite: 2-D Concepts*

This course teaches the student how to communicate visually through the use of a pencil, pen and ink and charcoal techniques.

**Painting I, II, III, IV (1025, 0.5 credit, Grades: 10-12)**

*Prerequisite: 2-D Concepts and Drawing*

This course is an extension of drawing and is intended for the advanced student. Students will explore various water based painting techniques and media.

**Advanced Art I, II, III, IV (1030, 0.5 credit, Grades: 11-12)**

*Prerequisite: Drawing and Painting*

This course is open to the student who has demonstrated above average interest and ability in previous art classes and would like to explore art on a more personal and independent level.

## **BUSINESS**

**Introduction to Business (1851, 0.5 Credit, Grades 9, 10)**

*Prerequisite: None*

Course description: This class is an elective open to freshman and sophomore students. The course will provide an overview of all aspects of business marketing and management, including the concepts, functions and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership as well as the basic functional areas of business finance, management, administration, and production. Students will be introduced to a wide range of careers in fields as accounting, financial services, information technology, marketing, and management. (30001, Basic Business)

**Adobe Photoshop (1055, 0.5 Credit, Grades 10,11,12)**

*Prerequisite: None*

Course description: This course is open to students who have an interest in graphic art and design. Students will learn skills in using Adobe Photoshop to create multiple types of documents. Students will also learn about image copyright laws as well as how to work with multiple types of electronic image files. Students will finish the semester by creating an electronic portfolio where they can take their finished work with them after the completion of the course.

**Small Business Management (1730, 0.5 Credit, Grades 10, 11, 12)**

*Prerequisite: None*

Course description: Small Business Management is a one semester course designed to give students the skills needed to manage the assets and human and financial resources of a small start-up operation. Specifically, students will study management theory and principles, evaluating sources of financing, financial management strategies, risk management principles, and the development of strategies for growth. Furthermore, students will have the opportunity to apply these skills through the use of the Virtual Management software and the startup and management of a school store.

**This course will be offered 2021-22 and in alternating years**

**Microsoft Office I: Word and PowerPoint (1800, 0.5 Credit, Grades 9, 10, 11, 12)**

*Prerequisite: None*

Course description: Microsoft Office Word and PowerPoint is designed to advance word processing skills. Software instruction begins with Word 2007 Level 1 concepts of information processing

required by business and college. Software instruction also includes PowerPoint 2007 Level 1 involving the creation of slideshows, speaker notes, and handouts. Students successfully completing this course may elect to sit for Microsoft Certified Application Specialist Core Certification.

**Microsoft Office II: Excel (1801, 0.5 Credit, Grades 9, 10, 11, 12)**

*Prerequisite: Preferred Microsoft Office I*

Course description: Microsoft Office Excel is designed to advance spreadsheet skills. Software instruction begins with Excel 2007 Level 1 involving the utilization of functions, ranges, and formulas in spreadsheets. Tables, text, and data will be integrated into reports and charts. Students successfully completing this course may elect to sit for Microsoft Certified Application Specialist Core Certification.

**Web Page Design (1840, 0.5 Credit, Grades 10, 11, 12)**

*Prerequisite: Completion of Microsoft Office*

Course description: This computer class emphasizes the development of websites using the HTML and basic Java Script languages. This course is designed to give students the skills to develop a variety of websites. Students will have the opportunity to create a personal website, a website for a school, a business website, and a variety of other projects. (30011, Web Page & Interactive Media Development I)

**This course will be offered 2022-23 and in alternating years**

**Journalism I (2821/2822, 1.0 Credit, Grade 10, 11)**

*Prerequisites: None*

Course description: This one year course will focus on advanced desktop publishing, yearbook design, and journalism topics. The specific topics we will cover are: yearbook design principles, journalism introduction and history, copy editing, editorial writing, Adobe InDesignCS3, photography, editing, yearbook vocabulary, headlines, captions, feature story writing, interviewing, and reporting. Students will have the opportunity to help Journalism 2 create the North Boone High School Yearbook.

**Journalism II (2831/2832, 1.0 Credit, Grade 11, 12)**

*Prerequisites: Minimum grade of B in Journalism I, minimum grade of B in English, and teacher recommendation*

Course description: During the second year, students will produce and edit the yearbook. In addition to the responsibilities of a first year student, the second year students will be responsible for planning and editing the yearbook. The specific topics we will cover are; editing, copyright law, 1<sup>st</sup> amendment, reporting, media, libel, journalism ethics, online journalism, entertainment journalism.

**Business Law (1870, 0.5 Credit, Grades 10, 11, 12) Writing Intensive**

*Prerequisite: None*

Course description: Business Law is one-semester course focusing on the study of the American legal system and contract law. Specific topics to be studied include: ethics, criminal and civil trial procedure, criminal and tort law, fraud, and the elements of legally binding contracts. A combination of reading and writing assignments, oral presentations, mock trials, and case studies are used to help students become active participants in their school and community as well as the American system.

**This course will be offered 2022-23 and in alternating years.**



### **Marketing (1900, 0.5 Credit, Grades 10, 11, 12)**

*Prerequisite: None*

Course description: Marketing is a one semester course focusing on the study of the process of planning and executing the conception, price, promotion, and distribution of ideas, goods, and services. Specific topics to be covered include: the marketing concept, international marketing, personal selling, promotion, distribution, pricing, marketing research, and product management. A combination of reading and writing assignments, oral presentations, sales demonstrations, and case studies will be used to help students understand and apply marketing, management, and entrepreneurial principles. Finally, all students will have the opportunity to start and run their own business through the use of Virtual Business Retailing software.

**This course will be offered 2021-22 and in alternating years.**

### **Consumer Education (4900, 0.5 Credit, Grade 12)**

*Prerequisite: None*

Course description: This course is designed to provide students with the practical knowledge to help them become competent consumers in today's highly competitive marketplace. Specific areas addressed include: comparison-shopping, consumer protection, banking, budgeting, housing, insurance, investing, public services, saving, tax preparation, transportation and use of credit. Students use numerous Internet sites, projects, business readings, lectures, discussion groups and guest speakers to obtain their knowledge. This course is required by the state of Illinois (School Code, Section 27-12) for graduation.

## **DRIVER EDUCATION**

### **Driver Education/PE (1400A/1400B 0.5 Credit, Grade 10)**

*Prerequisites: Sophomore as required by the state, students must have passed 8 classes in previous two semesters to take the course.*

Course description: Driver Education is divided up into two parts, classroom and behind the wheel. The first two weeks of the classroom is spent teaching the Illinois Rules of the Road manual so the student may obtain an instruction permit. The written and vision tests are administered during class time. The remaining seven weeks are used to cover the class textbook. Instruction during this time will include: responsibilities of driving, basic courtesies associated with driving, basic maneuvers, dealing with intersections, city and rural driving, interstate driving, driving in adverse conditions, and how to handle emergencies. The classroom instruction will be graded on a pass/fail basis.

The second part of Driver Education is the behind the wheel instruction. It is during this part where the student receives driving lessons. Drive Right has been contracted to provide 6 hours of Behind-the-Wheel experience for each student who chooses to participate. Topics to be covered include: basic maneuvers, parking, turnabouts, city driving, interstate driving, and driving in business districts. Grades will be kept for the purpose of determining passing or failing, but a grade is not given for transcript purposes.

**\*\*There is an additional fee for behind the wheel instruction.**

# ENGLISH

## **English 9 (2011/2012, 1.0 Credit, Grade 9) \*NCAA Approved\***

*Prerequisite: None*

Course description: English 9 includes a review of writing skills, study skills, and reading comprehension. Literature, including short stories, poetry, plays, and novels, will be studied. Emphasis will be placed on vocabulary building and writing skills across the curriculum as well as skills in literary analysis. Students will identify the elements of literature (plot, theme, character, setting, and point-of-view) and be able to analyze literature using those elements. The four types of essay writing (descriptive, expository, narrative, and persuasive) will be introduced, and the writing of essays using word processing software will be a long-term goal for the year. Literature will include “Romeo and Juliet,” excerpts from “The Odyssey” and various novels.

## **Honors English 9 (2111/2112, 1.0 Credit, Grade 9) \*NCAA Approved\***

*Prerequisites: Test scores, qualifying grade, and committee recommendation*

Course description: This course focuses on individual responsibility for participation and learning in the areas of reading, writing and speaking. Study skills will be reinforced, with students maintaining time management and organizational strategies throughout the year. Writing skills will be emphasized, and students will be required to write essays (descriptive, narrative, expository, and persuasive) on a regular basis. Peer-editing and group work will emphasize the cooperative work environment.

Usage and development of critical thinking skills will be essential in the analysis of literature. Required reading will include short stories, “Romeo and Juliet,” excerpts from “The Odyssey” and various novels. Special projects relating to literature, both individual and group, will incorporate critical reading and analytical thinking.

Honors students are expected to work independently as well as cooperatively in a setting dedicated to improving their skills. Students not completing assignments, lacking adequate skills, unable to succeed, or who participate inappropriately will be switched to a more appropriate English class.

## **English 10 (2021/2022, 1.0 Credit, Grade 10) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisite: Passing grade in English 9*

Course description: Students will work to improve critical reading and writing skills through the study of world literature. Short story units will focus on vocabulary building and reading comprehension as well as literary analysis. Required reading: *Things Fall Apart*, *Antigone*, *The Tempest*, *Friday Night Lights*, and *Julius Caesar*.

## **Honors English 10 (2121/2122, 1.0 Credit, Grade 10) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisites: Test scores, qualifying grade, and committee recommendation*

Course description: The focus of Honors English 10 is the study of world literature. Students read from a variety of literary genres. This course challenges students to become critical thinkers through diverse writing assignments, reading selections, and collaborative projects. Required reading: *The Metamorphosis*, *Lord of the Flies*, *Things Fall Apart*, *Antigone*, and *Julius Caesar*. Required speeches: Persuasive and informative

Honors students are expected to work independently as well as cooperatively in a setting dedicated to improving their skills. Students not completing assignments, lacking adequate skills, unable to succeed, or who participate inappropriately will be switched to a more appropriate English class.

**English 11 (2031/2032, 1.0 Credit, Grade 11) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisite: Passing grade in English 10*

Course description: This course will retrace America's history as seen through the literature of the United States from Colonial times through the twenty-first century. The course will include grammar study as well as composition. Students will write compositions based on literature they have read. More advance writing and research skills, including the completion of a lengthy research paper utilizing MLA format, will be covered.

**Honors English 11 (2131/2132, 1.0 Credit, Grade 11) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisites: Test scores, qualifying grade, and committee recommendation*

Course description: Students will read and discuss a variety of works in American literature from past classics to contemporary works and examine the major periods, movements, and trends in American literary history and the influence of each on twentieth century literature. Students will have the opportunity to improve writing skills with the following writing types: MLA style persuasive research paper research paper, narrative writing, and literature analysis. They will also hone in on reading skills by close reading and analyzing literature. Extended texts selections include: The Scarlet Letter, The Great Gatsby, Flags of Our Fathers, and The Catcher in the Rye.

**English 12 (2041/2042, 1.0 Credit, Grade 12) WRITING INTENSIVE\*NCAA Approved\***

*Prerequisite: Passing grade in English 11*

Course description: Students in this course will develop their individual writing skills through an intensive review of grammar and writing projects. Students will write several types of papers as well as professional business letters and resumes using word processing software. A principal goal of the course is to prepare the student for writing and reading skills needed in college and in everyday life. Various literary works will also be read in conjunction with the writing projects.

**British Literature (2201, 0.5 Credit, Grades 11, 12) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisites: Passing grade in English 10*

Course description: Students will read classics of British Literature, including Beowulf, Chaucer, and Shakespeare. Epic poems, plays, novels, and poetry will be included, along with an overview of British history. Significant amounts of reading will be expected.

**Contemporary Literature (2212, 0.5 Credit, Grades 11, 12) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisites: Passing grade in English 10.*

Course description: Various contemporary novels will be read and discussed throughout the course. Intensive reading and class discussions are critical to making this class an enjoyable learning experience.

**Public Speaking (2342, 0.5 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisites: Passing grade in English 10 or teacher recommendation*

Course description: Students will learn extemporaneous speaking for all occasions. Extensive research using the Internet, work on composition skills, and outside speaking experiences will assist the student in presentation skills. PowerPoint presentation software and other visual aids will be

utilized in several speeches. Opportunities will be provided for students who wish to participate in speech/debate competitions.

**Creative Writing (2520, 0.5 Credit, Grades 11, 12) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisite: Passing grade in English 10 or English 11*

Course description: This course is designed to encourage students to expand their writing talents to more non-traditional forms of expression such as poetry, drama, and myths. Students will write on a daily basis. Projects for individual or groups will be required. Students will work on improving communication skills both written and verbal.

**Advanced Placement (AP) English Literature & Composition (2741/2742, 1.0 Credit, Grades 11, 12) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisites: Test scores, qualifying grade of A in Honors English 10, qualifying grade of A or B in Honors English 11 or qualifying grade of A in English, and committee recommendation.*

*\*There is fee set by College Board associated with the optional exam. If the student passes the AP Examination, they are eligible for college credit.*

This is a college-bound course that is reading and writing intensive. College-level material will be used in preparation for the annual AP Literature and Composition Exam in May. A major focus of the class will be on developing critical analysis skills and the ability to convey ideas through the spoken and written word. Formal and informal writing will be done both in and out of class. Students will be expected to complete independent reading projects each quarter, as well as study AP exam vocabulary. Required reading will include *The Awakening, Frankenstein, Othello, The Importance of Being Earnest, The Metamorphosis, Heart of Darkness, Waiting for Godot, Who's Afraid of Virginia Woolf*, as well as various short stories and modern and traditional poetry.

**This is a rigorous class, demanding exceptional self-discipline, diligence, and the ability and willingness to take intellectual risks.**

**Dramatic Literature I (2900, 0.5 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: passing grade in English 10 or 11*

Course description: This course covers Ancient Greek drama to the drama of the 19th century. Students will read works from playwrights such as Euripides, William Shakespeare, Oscar Wilde, and Henrik Ibsen. The emphasis in this course is on reading and appreciating drama. Students will read plays from a variety of genres both in the classroom and independently. Students will study the history and structure of drama. Assignments will include, but are not limited to, reading, vocabulary study, literary analysis, research projects, essays, and presentations. Students will be expected to participate in oral reading of the literature.

**Dramatic Literature II (2901, 0.5 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: passing grade in English 10 or 11*

Course Description: This course covers contemporary drama from the 20th century to the contemporary period. Students will read works from playwrights such as Tennessee Williams, Arthur Miller, Samuel Beckett, and August Wilson. The emphasis in this course is on reading and appreciating drama. Students will read plays from a variety of genres both in the classroom and independently. Students will study the history and structure of drama. Assignments will include, but are not limited to, reading, vocabulary study, literary analysis, research projects, essays, and presentations. Students will be expected to participate in oral reading of the literature.

# FAMILY AND CONSUMER SCIENCE

## **Introduction to FACS (Family and Consumer Science) 4901, 0.5 Credit, Grades 9, 10**

*Prerequisite: None*

Course description: This class is an elective open to freshman and sophomore students. The course is designed to familiarize students with numerous topics in the field of FCS. The course will also give students the tools needed to manage life into adulthood. Topics include creating a better you, communication skills, job searching skills, being a good employee, consumerism, managing resources, childcare, clothing care & construction, and foods & nutrition. (64001, Learning for Independence, Family & Employment)

## **Culinary Arts I (4600, 0.5 Credit, Grades 11, 12)**

*Prerequisite: None*

Course description: This course includes classroom and laboratory experiences in food preparation and emphasizes skills needed for successful employment in the food service industry. Units of study include food sanitation and safety, kitchen equipment, measurements and substitutions, cooking techniques, baking principles, nutrition, bread and grains, fruits and vegetables, meat, proteins and eggs, and dairy. (64003, Culinary Arts I)

## **Culinary Arts II (4602, 0.5 Credit, Grades 11, 12)**

*Prerequisites: Grade of C or above in Culinary I*

Course description: This course is a continuation of Culinary I. It is designed for students who have an interest in advancing the food preparation techniques and nutrition knowledge that they had begun in Culinary I. This course will stress food service, meal management, table setting, etiquette and other food career skills. Units of study will include: soups, stocks, salads, spices & herbs, food forensics with a focus on biotechnology and food industry regulations, desserts and pastries, and international foods with restaurant development. (64005, Culinary Arts II)

## **Parenting (4832, 0.5 Credit, Grades 11, 12)**

*Prerequisite: None*

Course description: This course exposes students to the realities and responsibilities of parenthood. Students will learn and practice the skills needed to nurture and guide children. Students are introduced to careers involving infants and small children. Units include: Decisions to/not to have children, Teen Parenting, Pregnancy and fetal development, Preparing for baby, Newborn & infancy, Toddlerhood, Pre-school & school aged children. "Empathy Belly" and "RealCare Baby" simulators are an integral part of this class. (60509, Parenting)

# MATHEMATICS

*A minimum of three (3) credits must be earned in Mathematics, one must be in Geometry.*

## **Algebra Concepts (6111/6112, 1.0 Credit, Grades 9)**

*Prerequisites: Test scores, qualifying grade, and committee recommendation*

Course description: Similar in content to Algebra I, Algebra Concepts, will progress at a slower pace to enhance content retention. This course covers properties and operations of real numbers, solving and graphing linear equations, slope and the equation of a line, and translating and solving word problems. Upon successful completion, students will be enrolled in Integrated Geometry.

## **Algebra I (6311/6312, 1.0 Credit, Grade 9) \*NCAA Approved\***

*Prerequisites: Test scores, qualifying grade, and committee recommendation*

Course description: This course covers the properties and operations of real numbers. Students learn techniques on solving and graphing linear equations and inequalities. They learn about slope, the slope intercept and point-slope forms of an equation. Students perform basic operations and factoring techniques on polynomials. Students learn to solve word problems by translating them into algebraic equations.

## **Geometry Concepts (6113/6114, 1.0 Credit, Grades 10)**

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course description: Using algebraic strategies, students will observe, verify and explain geometric relationships of perpendicularity, parallelism, congruence and similarity. Students will demonstrate the use of formulas in finding the area and volumes of circles, polygons and polyhedrons. Students will learn to apply appropriate theorems, postulates and properties on basic geometric figures and translate them into algebraic equations. The interpretation and graphing of linear equations will be revisited.

## **Geometry (6411/6412, 1.0 Credit, Grades 9, 10, 11) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course description: This is a course in Euclidean Geometry dealing with points, lines planes and polygons. Students learn about congruency and similarity on the basic figures of geometry. Parallel and perpendicular lines are studied with their relationship to slope. Formulas for finding the areas of 2 and 3 dimensional figures are investigated. Properties and theories involving triangles are studied. Inductive and deductive reasoning skills are developed and used in formal proofs.

## **Honors Geometry (4533/34, 1.0 Credit, Grades 9, 10) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course description: This course is an accelerated course in Geometry for the student with greater aptitude and interest in math. The topics of Geometry are studied in much greater depth and intensity using a variety of mathematical methods. Further development of critical thinking is stressed. This course prepares the student for Honors Algebra II and other advanced math courses.

## **Algebra II Concepts (6319/6320, 1.0 Credit, Grades 10, 11, 12)**

*Prerequisites: Test scores, qualifying grade, and committee recommendation*

Course description: Similar in content to Algebra II, Algebra II Concepts will progress at a slower pace to enhance content mastery and retention. This second year of Algebra extends studies of real number in solving equations and inequalities. Concepts covered include relations, functions, systems

of equations, polynomials, rational expressions, powers, roots, complex numbers, and quadratic equations.

**Algebra II (6321/6322, 1.0 Credit, Grades 10, 11, 12) \*NCAA Approved\***

*Prerequisites: Test scores, qualifying grade, and committee recommendation*

Course description: A second course in Algebra extends studies of real numbers in solving equation and inequalities. Concepts covered include relations, functions, systems or equations, polynomials, rational expressions, powers, roots, complex numbers, quadratic equations and exponential and logarithmic functions.

**Honors Algebra II (6323/6324, 1.0 Credit, Grades 9, 10, 11) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course description: This course is an accelerated course in Algebra II for the student with greater aptitude and interest in math. Topics of Algebra II are studied in much greater depth and intensity using a variety of mathematical methods. These topics include; systems of equations, matrices, linear and quadratic functions, polynomials, conics, logarithms, sequences and series, and probability. Further development of critical thinking is stressed. This course prepares the student for Pre-Calculus. Students are required to bring a TI-83 or TI-84 graphing calculator to class on a daily basis.

**(Honors) Pre-Calculus with Trigonometry (6501/6512 or 6500/6511, 1.0 Credit, Grades 10, 11, 12) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course description: This course will take an in-depth look into the relationships of triangles, trigonometric functions, and the unit circle. The students will strengthen their analytical reasoning by verify trigonometric identities, deriving inverse functions, factor and graph higher degreed polynomials and graphing rational functions. Other topics that may be covered include polar coordinates, vectors, the complex plane and parametric equations. The non-honors level will progress at a slower pace to enhance content mastery while still covering the same core topics.

**College Algebra (6351/6352, 1.0 Credit, Grades 11,12) \*NCAA Approved\***

*Prerequisite: Passing grade in Pre-Calculus with Trigonometry, Test Scores and committee recommendation*

Course description: This course is designed to give students mastery of the advanced algebra topics, concepts, skills, language, and applications necessary for success in Calculus. Emphasis is placed upon algebraic expressions, polynomials, quadratics, equations, problem solving, complex numbers, and graphing. Major topic included functions, exponential and logarithmic functions, matrices, polynomial equations, inequalities, systems of equations, rational functions, mathematical induction, sequences, series, and probability.

**Transitional Math (1.0 Credit, Grade 12)**

*Prerequisite: Test Scores, qualifying grade, committee recommendation and already completed 3 years of required math credits*

Course description: Math course framework designed to prepare and transition students directly into college and career pathways, requiring general education college level math competencies in quantitative literacy and statistics. The competencies within each domain should include, but are not limited to: numeracy (operation sense, estimation, measurement, quantitative reasoning basic statistics, and mathematical summaries), application based algebraic topics, and functions and modeling. Upon completion students should be able to: demonstrate proficiency and understanding in basic numeracy competencies in whole numbers, integers, fractions, and decimals, use of

estimation and explain/justify estimates, apply quantitative reasoning to solve problems involving quantities or rates, use mathematical summaries of data such as mean, median, and mode, use and apply algebraic reasoning as one of multiple problem-solving tools, and use functions and modeling processes. Course to be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills.

**Advanced Placement (AP) Calculus (6701/6702, 1.0 Credit, Grade 11, 12) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

*\*There is fee set by College Board associated with the optional exam. If the student passes the AP Examination, they are eligible for college credit.*

Course description: In this course students will learn the rule of four: Ideas can be investigated graphically, numerically, analytically, and verbally. Rather than making the course a long laundry list of skills and concepts that students should memorize, we will stress the rule of four and discover the reasons “why” we learn the major ideas of Calculus. Students will be expected to form study groups or seek extra help by utilizing office hours and the online discussion boards. Students will study four major ideas throughout the year: Limits, Derivatives, Indefinite Integrals, and Definite Integrals. Communication will also be a major goal of this course. Students will be expected to explain problems using the proper terminology to both myself and their fellow classmates. By consistently communicating in a proper mathematical language, students will become proficient in the language expected at the next academic level. Successful completion of this course will prepare the student to take the AP Calculus AB exam to earn college credit.

**Statistics (6748/6749, 1.0 Credit, Grade 11, 12) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course description: In this course, students will be introduced to the major concepts of probability, interpretation of data, and statistical problem solving. Students will learn the course concepts through hands-on experimentation and investigation. They will analyze existing data as well as data collected through a survey, observational study or experiment. They will then display the data in different ways, analyze it, and draw conclusions based on the results. The four main components of the course are: exploring data and describing patterns, sampling and data collection in which students are required to conduct a study, probability for future occurrences, and inference for populations. Major topics discussed in this class include: event probability, probability distributions (binomial and normal), measure of central tendency and variability, and random variables.

## MUSIC

**Band I, II, III, IV (1111/1112, 1.0 Credit, Grades 9, 10, 11, 12)**

*Prerequisite: Successful membership in Middle School Concert Band or Equivalent*

Course description: The concert/athletic band is open to all students enrolled in grades 9-12 with the assumption that the student has experiences previous instruction on his or her primary instrument. The band program is designed to acquaint the student with a wide variety of instrumental music literature through study and performance. Emphasis is given to music of all historical periods. Instruction is intended to broaden each student’s experiences and develop an understanding and sensitivity to music meant to last through adulthood.



All, students participate in an athletic band, which ranges in shape from a marching band to pep band at various athletic events. Large emphasis is placed on effort and participation throughout this time. Students work to achieve proficiency in marching fundamentals and music performance.

At the completion of the athletic season (approx. end of first quarter) the band transitions into wind ensemble literature, where students work to achieve greater efficiency in basic musicianship while developing the technical skill necessary to play an instrument.

The concert/athletic band perform throughout the school year. This course also provides exposure and learning related to music theory, history, and literature.

### **Chorus (1121/1122, 1.0 Credit, Grades 9, 10, 11, 12)**

*Prerequisite: None*

Course description: The chorus is open to all students and does not require auditions or any previous singing experience. Classes focus on learning the basics of music reading, proper use of the voice for singing, and the preparation of music for public performances during the school year. Choral concepts are presented through a combination of large-group rehearsals, sectional work, and individual voice lessons to students during their study hall or outside of school hours.

Choir performs unisons, two-part, and three-part music during the course of a year. The course also provides exposure and learning related to music appreciation, history, theory, and literature from varying time periods.

### **Music Appreciation (0.5 Credit, Grades 9, 10, 11, 12)**

*Prerequisite: None*

Music Appreciation and Listening is an introductory semester course to begin to study and research music. Students will learn multiple ways to understand and identify music covering genres from Classical to Modern. The class is composed of four units; Historic Music, Music of the Decades (50's - 80's), Large Ensemble Music (Jazz Bands, Orchestras, Marching Band, Choirs), and finally Modern and Pop music. This course is focused on research and writing, students will also be expected to listen to music frequently and be able to discuss listenings. No musical experience is necessary to take this course.

## **PHYSICAL EDUCATION**

Students are required to participate in Physical Education each semester of attendance, except when taking Health. Students are expected to dress for PE on a daily basis. Students may be exempt if any of the following occurs: (1) Of Junior or Senior standing and participating in an interscholastic athletic program each semester; (2) enrollment in academic class required for admission to a higher education institution conflicts with a PE class; or (3) medical reasons exist. Junior and Senior athletes need to complete a form to indicate he/she will not be participating in daily class.

\*Physical Education may not be taken as an elective credit\*

**Physical Education 9/10 (7571/7581, 1.0 Credit, Grades 9, 10)**

**Physical Education 11/12 (7572/7582, 1.0 Credit, Grades 11, 12)**

*Prerequisites: None*

Course description: Selected individual and team activities will be learned which promote physical growth, physical fitness and recreational enjoyment. Course will motivate effective and continuous participation after graduation. Beginning, intermediate, and advanced skills will be presented in each activity.

**PE - Fitness (7565/7566, 0.5 Credit, Grades 9, 10, 11, 12)**

*Prerequisites: None*

This class provides a great opportunity for students to exercise, enjoy it and to continue exercising when they get into the real world. This unit allows the student to try a variety of exercises in a group setting. Fitness/Body Sculpting will focus on aerobic exercise 2-3 days a week including but not limited to: Cardio kickboxing, TaeBo©, Step Aerobics, Hip Hop and Line Dancing. Resistance Training 1-2 days per week: Resistance Bands, Light Weight Workout, Butts and Guts and Stability Ball. And 1 day of Relaxation which will feature Yoga, Pilates and Deep Breathing Meditation.

**Weight Training (7560/7561, 0.5 Credit, Grades 10, 11, 12)**

*Prerequisite: Teacher approval and signed weight training contract*

Course description: This course will focus on instruction and practice in proper techniques of the development of muscular strength, endurance, and flexibility. Emphasis is on the methods used to build, improve, and maintain proper muscular fitness. Students will be required to follow a weight training program given to them by instructor.

**Health (7800, 0.5 Credit, Grade 10)**

*Prerequisite: None*

Course description: This course explores the ever changing, dynamic world of health and wellness, with a focus on teenage health issues, including, but not limited to Relationships, Self-esteem, Depression, Suicide, Fitness and Nutrition, Drugs, Alcohol, and Tobacco and the Environment. According to the guidelines of the American Red Cross course in Adult CPR and Basic First Aid will also be taught. If successful, the student will receive two certification cards (CPR and First Aid).

## SCIENCE

*All students must earn three (3) credits in science (1 credit in Biology). Many important decisions will need to be made in the future that will demand an understanding of many scientific principles. For a strong background in science-related careers such as nursing, engineering and college-bound students, the following sequences should be followed:*

**Biology Concepts (8198/8199, 1.0 Credit)**

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course Description: Similar in content to Biology, Biology Concepts will progress at a slower pace to enhance content mastery and retention. Students will be introduced to the basic concepts of Biology. Some of the topics covered will include the scientific method, cell biology, genetics, ecology, animal classification, and evolution. This course will involve doing lab work, including the dissection of animals.

**Biology (8201/8202, 1.0 Credit) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course Description: Students will be introduced to the basic concepts of Biology. Some of the topics covered will include the scientific method, cell biology, genetics, ecology, animal classification, and evolution. This course will involve doing lab work, including the dissection of animals.

**Earth Science (8010/8011, 1 Credit) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course Description: This course will introduce students to the basic concepts of Earth Science. Students will explore topics including geology, meteorology, oceanography, astronomy and environmental issues. The scientific methods will be an integral part to both the class and field studies.

**Physical Science I (8001, 0.5 Credit) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course Description: This course is an introduction to concepts in physics with an emphasis in developing laboratory skills. Topics include: motion, forces, work, power, simple machines, and forms of energy.

NOTE: Students who have passed 1<sup>st</sup> semester of Physics are not eligible for this class.

**Physical Science II (8002, 0.5 Credit) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course Description: This course is an introduction to chemistry with an emphasis in developing laboratory skills. Topics include: properties of matter, physical and chemical changes, classification of matter, the periodic table, chemical bonding, and chemical reactions.

NOTE: Students who have passed 1<sup>st</sup> semester of Chemistry are not eligible for this class.

**General Chemistry (8250/8251, 1.0 Credit, Grades 10, 11, 12) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course Description: General Chemistry is a course enriched with many lab activities. Topics studied include the relationship between matter and energy, atomic theory, quantum mechanics, the periodic table, chemical bonding, molecular geometry, chemical equations, stoichiometry, and kinetic theory.

**Honors Chemistry (8401/8402, 1.0 Credit, Grades 10, 11, 12) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

*Co-requisite: Current enrollment in Algebra II or Geometry.*

Course Description: Chemistry is the study of matter and its changes. Honors Chemistry explores chemistry through a more mathematically oriented approach. Topics studied include the relationship between matter and energy, atomic theory, quantum mechanics, the periodic table, chemical bonding, molecular geometry, chemical equations, stoichiometry, and kinetic theory. Students should be prepared to do 1 - 2 hours of work outside of class per week to find success in this course.

**Advanced Placement (AP) Chemistry (8801/8802, 1.0 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

*\*There is fee set by College Board associated with the optional exam. If the student passes the AP Examination, they are eligible for college credit.*

Course Description: AP Chemistry is equivalent to a first year, general Chemistry course in college. There is a large emphasis on laboratory activities, which includes recording data, doing calculations

and solving problems. Grades are based on laboratory write-ups, problem sets, quizzes, and unit tests. Students should plan about 2 hours per week outside of the classroom for homework, lab work, and test preparation. *This is crucial for success in this course!* In May students will be taking the Advanced Placement test in Chemistry, which may allow students to earn college credit in Chemistry. Content covered includes the structure, of matter, properties of matter, chemical reactions, rates of chemical reactions, thermodynamics, and equilibrium.

**This course will be offered in 2021-22 and in alternating years.**

**Advanced Placement (AP) Biology (8301/8302, 1.0 Credit, Grades 11, 12) *WRITING INTENSIVE*  
\*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

*\*There is fee set by College Board associated with the optional exam. If the student passes the AP Examination, they are eligible for college credit.*

Course Description: AP Biology is for college bound students. This class is meant to be equivalent to an introductory college course. AP Biology is a challenging class that will provide students the opportunity to develop a conceptual framework for modern biology emphasizing the integration of the general topics of biology through the following major themes: Science as A Process; Evolution; Energy Transfer; Continuity and Change, Relationship of Structure and Function; Regulation; Interdependence In Nature; and Science, Technology, and Society. This class will involve lab work and the dissection of animals. AP Biology requires approximately 5-10 hours of time per week outside of class for independent study and homework.

**This course will be offered in 2022-23 and in alternating years.**

**Physics (8599/8600, 1.0 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

Course Description: Our goal is to gain an in depth understanding of each Unit and the sub-topics within. Included Units: Mechanics, Properties of Matter, Heat, Sound, Light, Electricity and Magnetism. We will be working to build critical and creative thinking skills through several different hands-on interactions and problem solving activities.

**Honors Physics (8601/8602, 1.0 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation*

*Co-Requisite: Concurrent enrollment in Honors Pre-Calculus or AP Calculus*

Course Description: Honors Physics is a mathematically oriented course for college-bound students that deal with the fundamentals of forces and motion, forms of energy, heat, sound, light, electricity, magnetism, and nuclear physics. Physics deals with problems at the atomic level, in the real world, and at the galactic level.

**Anatomy & Physiology (XXXX/XXXX, 1.0 Credit, Grades 10, 11, 12) \*NCAA Approved\***

*Prerequisite: Passing Grade in Biology*

Course Description: This course is designed to provide students with an opportunity to investigate the human body by studying both the structure and function of its interacting body systems. This class would focus on the body systems and how each interacts to maintain homeostasis and function as a whole. The body systems covered would include: Histology, Skeletal, Muscular, Integumentary, Digestive, Respiratory, Circulatory, Lymphatic, Nervous.

### **Introduction to Engineering (1.0 Credit, Grades 9, 10, 11, 12)**

*Prerequisite: Passing Grade in Algebra I*

Course Description: Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards. Ethical issues related to professional practice and product development are also presented.

## **SOCIAL STUDIES**

*Students are required to earn 2.5 credits in Social Studies. One credit must be U.S. History, 0.5 credit in American Government, and 1 credit in World Cultures or AP Human Geography. Also, students must pass the State-mandated Constitution test given in American Government class.*

### **World Cultures (9401/9402, 1.0 Credit, Grades 9) \*NCAA Approved\***

*Prerequisite: None*

Course description: Students in this course will study the religions, social lives, philosophies, politics, economics, history and geography of the world. There will be special emphasis on global interactions. Methods will emphasize and enforce language skills including reading, writing, and speaking. There may be projects associated with each unit encouraging individual exploration of more specific topics.

### **U.S. History (9201/9202, 1.0 Credit, Grades 10, 11) \*NCAA Approved\***

*Prerequisite: None. You may not take both U.S. History and AP U.S. History*

Course description: A multicultural study of our nation's past that encompasses the stories of all groups of people who have contributed to our political, social, and economic development from 1492 to the present. Students will be expected to interpret primary source documents, participate in class discussions, complete assigned projects, take notes from lectures, and view films when appropriate.

### **Advanced Placement (AP) U.S. History (9301/9302, 1.0 Credit, Grade 10, 11, 12) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation. You may not take U.S. History and AP U.S. History.*

*\*There is fee set by College Board associated with the optional exam. If the student passes the AP Examination, they are eligible for college credit.*

Course description: The evolution of the United States becoming an increasingly industrial, urbanized, and pluralistic society in this century will be the focus of this course. Throughout the year, students will discover the struggles our nation has had with various domestic and international problems. While the content is similar to the standard U.S. History course, certain topics will be explored in greater depth both in class and through independent research. Projects will be assigned throughout the course to supplement topics of learning. This course is taught at the college level, and the major differences between a high school class and a college class are the amount of reading and focus. Most high school classes stress "What Happened?" intending to provide enough background to ensure good citizenship. College courses stress "Why and How" things happened as well as the consequences of actions. Students will spend between 5-10 hours per week on individual study/assignments.

**Advanced Placement (AP) World History (9470/9471, 1.0 Credit, Grades 10, 11, 12) Writing Intensive \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation. \*There is a \$90 course fee associated with this course that will cover the **required** AP examination fee.*

Course description: Students in this course will study topics in World History in depth beginning with the foundation of early civilization and focusing on rising empires, world religions, a world economy, revolution and globalization in the 20th century. Coursework will focus on developing skill in recognizing and understanding cause and effect, trends, themes, and interactions over periods of time.

**Advanced Placement (AP) Human Geography (9475/9476, 1.0 Credit, Grades 10, 11, 12) WRITING INTENSIVE \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation.*

*\*There is fee set by College Board associated with the optional exam. If the student passes the AP Examination, they are eligible for college credit.*

Course description: Students in this course will study topics in Human Geography in depth beginning with population and demographics and focusing on cultural patterns, rural and urban land use, economic development, and finally political organization of space. Coursework will focus on developing skills in using and thinking about maps and spatial data, defining and evaluating regions, and analyzing interconnections among places. Average time investment per week outside of class is 2-3 hours for reading and writing assignments.

**Advanced Placement (AP) Psychology (9901/9902, 1.0 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: Test scores, qualifying grade, and committee recommendation.*

*\*There is fee set by College Board associated with the optional exam. If the student passes the AP Examination, they are eligible for college credit.*

Course description: The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The course is college-level and requires intensive outside reading, writing, and homework assignments. At the culmination of the course work, students may elect to take the AP test in May. A passing score on the test will be accepted by many colleges for college credit in introductory psychology.

**Civics (9500, 0.5 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: None*

Course description: Students will receive a comprehensive overview of the democratic process in the United States with the three separate branches of government (legislative, executive, and judicial) as a foundation. Students are expected to read and analyze both primary and secondary documents, participate in classroom discussions, take thorough notes, view films when appropriate, and pass both the U.S. Constitution and Illinois Constitution exams. Students are also expected to explain the role of compromise and deliberation in the legislative process, evaluate public policies in terms of intended and unintended outcomes and related consequences, and describe the concepts and principles that are inherent to American Constitutional Democracy.

**Current Events (9600, 0.5 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: None*

Current Events is a one semester elective course in social science. During the course, current global and national events will be studied as they become relevant. Special emphasis will be placed on linking these current events to other courses and topics studied throughout the curriculum.

Contemporary economic ideas will be discussed, as they are pertinent to the issues dominating the globe. Daily activities include discussion, journals, editorial critiques, cartoon analysis, *Newsweek* weekly magazine reading, as well as a variety of news programming. Students are expected to take thorough notes, research for greater depth and meaning, and participate in daily discussions.

**Economics (9800, 0.5 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: None*

Course description: This course focuses on basic economic concepts, economic institutions, and approaches for analyzing and evaluating economic problems, actions, and policies. Students will explore the roles of consumers and producers in economic life and how money, goods, and services flow. Topics will include the economic problem, supply and demand, command economy, mixed economy, GNP, fiscal policy and the multiplier, national debt, money and monetary policy, inflation, problems of growth, development, and affluence.

**General Psychology (9903, 0.5 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: None*

Course description: This is a study of basic psychological concepts and their applications. Topics include psychological methods, human development, motivation, theories of personality, principles of learning, and personality disturbances and their treatments.

**Sociology (9900, 0.5 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: None*

Course description: Students will analyze the various social institutions (such as family, peer groups, church, and school) that influence human interaction and relationships. At the center of the analysis are three major theories through which professional sociologists assess the world. The topics discussed during the semester include culture, socialization (the process through which we become people), social class (wealth and power), deviant behavior, criminal justice, and education.

## **WORLD LANGUAGES**

**Spanish I (3111/3112, 1.0 Credit, Grades 9, 10, 11, 12) \*NCAA Approved\***

*Prerequisite: English grade of C or higher (required for incoming 9<sup>th</sup> grade students only)*

Course description: This is the first of two foundation courses into the Spanish language and its cultures. Students work towards on-level proficiency in Spanish through consistent use of Spanish in the classroom during instruction and practice. Vocabulary and grammar are taught through frequent repetition reading, and questioning. Assessments include projects, frequent quizzes, formal assessments of vocabulary and grammar knowledge, as well as integrated performance assessments for communication. Students are required to memorize, retain, and be able to use the presented vocabulary and grammar in the proper context. Student should expect to spend 15-30 minutes per day on personal review and homework. By the end of Spanish 1, the successful student can describe their lives in the present, past, and simple future.

**Spanish II (3121/3122, 1.0 Credit, Grades 9, 10, 11, 12) \*NCAA Approved\***

*Prerequisite: Successful completion of Spanish I or placement test.*

Course description: This is the second of two foundation courses into the Spanish language and its cultures. Students continue to develop and practice their communication skills in Spanish, working towards a higher on-level proficiency expectation. Vocabulary and grammar from Spanish I are reviewed, expanded and refined with new topics. Students increase their language proficiency through consistent use of Spanish in the classroom and related activities, as classroom instructions and interactions are increasingly in Spanish. Assessments include projects, frequent quizzes, formal assessments of vocabulary and grammar knowledge, as well as integrated performance assessments for communication. Students are required to memorize, retain, and be able to use the presented vocabulary and grammar in the proper context. Students should expect to spend 15-30 minutes per day on personal review and homework. By the end of Spanish II, the successful student can differentiate between the preterit and imperfect tenses, use the present subjunctive, and describe future events in their lives and in their communities.

**Honors Spanish II (1.0 Credit, Grades 9, 10, 11, 12) \*NCAA Approved**

*Prerequisite: Minimum grade of A in Spanish I and teacher recommendation and/or placement exam.*

**Course description:** Refer to the course description for Spanish II. In addition, this class is designed for students who are comfortable using and can function with some ease in the language at the Spanish I level and who wish to improve and expand their knowledge and skill at a deeper level. Honors students are expected to be self-directed, moving through material quickly, both independently and collaboratively, and interact in Spanish to the best of their ability. Honors students should expect to spend 20-40 minutes per day on personal review and homework. Spanish II Honors students should consider a summer travel/ study abroad program as a bridge to the next year or as a capstone to their final year.

**Spanish III (3131/3132, 1.0 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: Successful completion of Spanish II or placement exam.*

Course description: This is an intermediate course providing more development and practice in the Spanish language and its cultures. This class is progressively taught entirely in Spanish, and students are expected to interact primarily in Spanish. Students continue to develop and practice their communication skills in Spanish, working towards a higher on-level proficiency expectation, with an emphasis on literature. Vocabulary and grammar from Spanish I and II are reviewed, expanded and refined with new topics. Assessments include projects, frequent quizzes, formal assessments of vocabulary and grammar knowledge, as well as integrated performance assessments for communication. Students are required to memorize, retain, and be able to use the presented vocabulary and grammar in the proper context. Students should expect to spend 20-40 minutes per day on personal review and homework. By the end of Spanish III, the successful student can demonstrate the perfect tense, the present and past subjunctive, the conditional, and the passive voice structures when describing larger concepts such as global concerns. Spanish III students should consider a summer travel/ study abroad program as a bridge to the next year or as a capstone to their final year. If this is the final year of Spanish study, Spanish II students should consider taking the CLEP exam.

**Honors Spanish III (3133/3134, 1.0 Credit, Grade 10, 11, 12) \*NCAA Approved\***

*Prerequisite: Minimum grade of A in Spanish II/Honors Spanish II and/or teacher recommendation and/or placement test*



Course description: Refer to the course description for Spanish III. In addition, this class is designed for students who are comfortable using and can function with some ease in the language at the Spanish II level and who wish to improve and expand their knowledge and skill at a deeper level. Honors students are expected to be self-directed, moving through material quickly, both independently and collaboratively, and interact completely in Spanish while in the classroom. Honors students should expect to spend a minimum of 30 minutes per day on personal review and homework. Spanish III Honors students should consider a summer travel/ study abroad program as a bridge to the next year or a capstone to their final year. If this is the final year of Spanish study, Honors students should consider taking the CLEP exam.

#### **Spanish IV (3143/3144, 1.0 Credit, Grade 11, 12) \*NCAA Approved\***

*Prerequisite: Minimum grade of C in Spanish III and teacher recommendation.*

Course description: This is a dynamic course providing deeper development, refinement, and understanding of the Spanish language and its cultures. This class is taught almost entirely in Spanish, and students are expected to interact in Spanish. Students continue to develop and practice their communication skills in Spanish, working towards a higher on-level proficiency expectation. Vocabulary and grammar from previous years are reviewed, expanded and refined with new topics, with an emphasis on literature. Major assessments are integrated performance assessments for communication. Students are required to memorize, retain, and be able to use the presented vocabulary and grammar in the proper context. Students should expect to spend a minimum of 30 minutes per day on personal review and homework. By the end of Spanish 4, the successful student can describe the past, present, and possible future of fictional and non-fictional events affecting the self, the community, and the world. Spanish IV students should consider a summer travel/ study abroad program as a bridge to the next year or as a capstone to their final year. If this is the final year of Spanish study, Spanish IV students should consider taking the CLEP exam at Rock Valley College.

#### **Honors Spanish IV (3141/3142, 1.0 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: Minimum grade of A in Spanish III/Honors Spanish III and/or teacher recommendation.*

Course description: Refer to the course description for Spanish IV. In addition, this class is designed for students who are comfortable using and can function with some ease in the language at the Spanish III level and who wish to improve and expand their knowledge and skill at a deeper level. Honors students are expected to be self-directed, moving through material quickly, both independently and collaboratively, and interact completely in Spanish while in the classroom. Honors students should expect to spend 30-60 minutes per day on personal review and homework. Spanish IV Honors students should consider a summer travel/ study abroad program as a bridge to the next year or a capstone to their final year. If this is the final year of Spanish study, Honors students should consider taking the CLEP exam.

#### **Spanish V/Independent Study (3145/3146, 1.0 Credit, Grades 12)**

*Prerequisite: Minimum grade of A in Spanish IV/Honors Spanish IV and/or teacher recommendation.*

Course description: This is a high-intermediate course tailored to the needs and goals of the student, while also providing deeper development, refinement, and understanding of the Spanish language and its cultures. Interaction is exclusively in Spanish, working towards a higher on-level proficiency expectation. The main assessments are integrated performance assessments for communication. Students should expect to spend a minimum of 30-60 minutes per day on personal review and homework. By the end of Spanish 5, the successful student can fulfill their personal goal for which

the class was tailored. At this level students should consider a summer travel/ study abroad program as a capstone to their final year as well as consider taking the CLEP exam at Rock Valley College.

**French I (3011/3012, 1.0 Credit, Grades 9, 10, 11, 12) \*NCAA Approved\***

*Prerequisite: English grade of C or higher (required for incoming 9<sup>th</sup> grade students only)*

Course description: Emphasis is on the basics of elementary spoken and written French. Beginning students will learn simple vocabulary, phrases and dialogue. Students will also be introduced to French history, culture and geography.

**French II (3021/3022, 1.0 Credit, Grades 10, 11, 12) \*NCAA Approved\***

*Prerequisite: Grade of C or above in French I and teacher recommendation*

Course description: Students continue to build language skills - listening, speaking, reading and writing. There is more emphasis on communication. Students develop an appreciation and understanding of the Francophone cultures.

**French III (3031/3032, 1.0 Credit, Grades 11, 12) \*NCAA Approved\***

*Prerequisite: Grade of C or above in French II and teacher recommendation*

Course description: This level presents advanced grammar, reading and writing. Students do independent research and oral presentations. Emphasis is on oral and written communication. Class will be conducted as much as possible in French. Students will also continue to build knowledge in Francophone history, culture and geography.

**Honors French IV (3041/3042, 1.0 Credit, Grade 12) \*NCAA Approved\***

*Prerequisite: Grade of A or above in French III and teacher recommendation*

Course description: Focus is on literary works, independent research and oral communication skills in addition to continuing studies in grammar and Francophone culture. Class will be conducted primarily in French.

## **SPECIAL EDUCATION**

District 200 provides special education services to students who are identified as eligible according to state and federal regulations and guidelines. In order to receive services at North Boone High School, an educational evaluation must be completed and a Multi-Disciplinary Conference (MDC) held to determine eligibility. Students with disabilities will have an Individual Education Plan (IEP) designed to meet their specific educational needs.

In addition to our specially trained teaching staff, a school psychologist, social worker, physical therapist, occupational therapist, and other program consultants also provide services. A continuation of special education services includes: consultative services, accommodations and modifications within the general education classroom, special education classes, and functional life skills classes. Currently North Boone High School offers the following special education courses for eligible students: Functional Life Skills Classes, Math I, II, III, IV Paced (NCAA Approved for Special Education Only), English I, II, III, IV Paced (NCAA Approved for Special Education Only), and Study Skills.

# CEANCI PROGRAM – SKILLED TECHNOLOGIES

North Boone High School students are welcome to enroll in the CEANCI program of skilled technology courses available at regional high schools. The student must complete an application for the program of his/her choice and submit it to the NBHS counselor by **early March**. The student must provide his/her own transportation to the class site and complete the two semesters of coursework. **Students are NOT allowed to drop a CEANCI course.**

Some of the courses available include:

- Pre-Engineering (site is Hononegah High School)
- Graphic Communications & Computer Programming (site is Hononegah High)
- Automotive Service Technology (site is Hononegah High School)
- Health Occupations & Medical Science (site is determined by CEANCI)
- EMT (site is South Beloit High School)

## DUAL CREDIT COURSEWORK

Courses taken through a college program with the approval of the Principal may be substituted for some high school courses. The students requesting dual credit will have the class grade count in his/her overall cumulative grade point average. The opportunity to take coursework for both college and high school credit benefits the students in many ways...

1. The student can supplement the high school curriculum with courses not available at the high school.
2. The student can begin earning credits toward their college degree.
3. The student becomes more aware of the college setting and then is more prepared to attend college full-time after graduation.

If you are interested in enrolling in a college course for dual credit, please review the Rock Valley College Dual Credit Enrollment Information on this page.

### **Move ahead with Dual Credit classes**

Dual credit courses are real college level courses and have the same content and expectations as all Rock Valley College courses. Dual credit courses should not be used as a way to “make-up” courses that you failed in high school.

As a dual credit participant, you are required to follow all drop and withdrawal policies of RVC as stated in the RVC credit schedule and are responsible for credit schedule and are responsible for all tuition, fees, textbooks, and other costs associated with the dual credit course.

RVC courses, including dual credit courses, that have an \*IAI designation will transfer to most colleges and universities in Illinois. There are a few colleges and universities that will not allow college credit to be used toward degree completion if the same credit was used to complete a high school graduation requirement. Students are strongly encouraged to contact the institution in which they plan to attend to verify transferability. Also, the acceptable passing grade for any college course is a C. If a D or F is earned, the course will not be recognized for transfer.

\*Illinois Articulation Initiative, see [www.itransfer.org](http://www.itransfer.org) for more information.  
Remember... when you enroll in a college course it becomes part of your permanent transcript and will follow you, even if you enroll at another college or university!  
Are you eligible to enroll in an RVC dual credit class? Yes, if you are...

- Enrolled in high school.
- In good standing with your high school.
- Qualifying Accuplacer Scores in English, Reading, and Mathematics

## RUNNING START

Running Start is a program that provide academically motivated students an opportunity to take college courses at Rock Valley College (RVC), full-time, during their junior and/or senior year of high school as part of their high school education. The courses taken will be for Dual Credit, simultaneously meeting the requirements for both high school diploma and an Associate Diploma. The Running Start program will be administered through the High School Connections office at RVC, in conjunction with the high school.

Our School District, NBCUSD #200, pays \$5,500 for your student to participate in this program. It is the understanding that once your student enrolls – he/she must pass all required courses both semesters of the program. If your student drops out of a class after it starts or fails, a pro-rated fee will be assessed onto the student's school account. If a student later retakes the same class and pays for it on their own, the fee will be dropped from the student's account. Any fees added to the student's account are the obligation of the family to pay prior to graduation. Further requirements of the program include at 95% attendance rate the year prior to entering Running Start and a GPA of 3.5 or above.

## AWARDS

There are many opportunities for students to receive awards throughout high school, especially senior year. (Senior Awards and scholarship opportunities are too numerous to include in this Guide.) The following are special awards given each year to North Boone students.

Valedictorian and Salutatorian:

**The two seniors who academically rank first or second** in their class after *eight semesters* will receive recognition as North Boone High School Valedictorian (first) and Salutatorian (second). Included in this selection process are students who have been on a standard/honors curriculum and grading scale throughout their high school career. This does not include students on a reduced/modified curriculum and/or grading scale.

If, after eight semesters, those in the running for valedictorian and salutatorian have all straight As, the determination of valedictorian and salutatorian would be decided as follows...

- The student with the highest number of honors/AP courses between those eligible would be considered valedictorian.

- If students have all A's and take the same number of honors/AP courses, then the student who earned the highest number of credits would be named valedictorian.
- Decision for salutatorian would work the same way.

In the event that students have identical grade point averages, number of honors/AP courses, and total number of credits; a Co-Valedictorian/Co-Salutatorian will be named.

In addition to being recognized during the Graduation ceremony, each student is given a medal and presented a scholarship from the North Boone Education Association (faculty of all District #200 schools).

## **SCHOLASTIC ACTIVITIES**

### **Math Team**

Math Team competes in the ICTM (Illinois Council of Teachers of Mathematics) Regional Competition. Winners can advance to State level competition. Interested students in all grades are eligible to participate.

### **Porter Scholar Program at Beloit College**

The Beloit College Porter Scholar Program is an educational opportunity available to qualifying Seniors. Students in the top 10% of the Junior class are eligible to apply by completing the usual Beloit College application process. Students are notified of acceptance into the program in May. They then can register for a college class that will fit into their North Boone Senior year schedule. Students will receive High School credit and college credit. There is no cost to the students, but they must provide their own transportation. This is an outstanding, inexpensive way to experience the college environment while still attending high school.

### **Scholastic Bowl**

This involves interscholastic competition and is open to anyone who would like to participate. A Scholastic Team Meet consists of answering questions in the areas of Math, Science, Literature, Social Science, Language Arts, Fine Arts, Performing Arts, and others. These questions are responded to in direct, head-to-head competition with teams from other schools. Competition begins at the conference level with the opportunity to advance to state level competition.

### **WYSE Academic Challenge Team**

This is an interscholastic test competition in which the participants are chosen by faculty recommendation. These students then compete against other schools by taking a test in a certain subject area. The subject areas include Chemistry, Math, Physics, English, Biology, Computer Fundamentals, and Engineering Graphics.

## **CLUBS/ORGANIZATIONS**

### **Chess Club**

The Chess Club is open to all students and offers the opportunity to participate at the level of their ability. Seasoned players who have displayed their skill by climbing our "chess ladder" make up our Varsity and Junior Varsity teams. Newcomers to the game get an opportunity to hone their game at weekly matches.

### **Drama Club**

Each year the North Boone Drama Club puts on two full length shows. We put on a play in the fall and a musical, in conjunction with the music department, in the spring. Students have the opportunity to audition for roles in both shows. One does not have to be in choir in order to audition for the musical. Most rehearsal times are after school. There are also opportunities for students to become involved in the many technical aspects of theater. For each show we need people to run a computerized light board, man the spot light and help with the sound system. Each show also needs a crew for costumes, make-up and props. If you have an artistic bent or enjoy building things, using a hammer and nail or a skill saw, we meet one or two Saturdays during show times to build the set.

### **Foreign Language/International Club (FL/IC)**

An activity-based club, open to all students interested in pursuing experiences with international themes such as Day of the Dead (Mexico), Bollywood Movies (India), the Chinese New Year, and Christmases around the world.

**Future Farmers of America (FFA)**

The primary purpose of FFA is to serve young people who are interested in a variety of agriculture careers. In FFA students learn by doing. Students will develop personal and leadership skills they will use the rest of their lives. FFA members experience a variety of activities including career development and community service.

Students must be enrolled in an Agricultural Class to be an FFA member.

**National Honor Society**

Membership in the National Honor Society is one of the highest honors that can be awarded to a High School student. The NHS strives to bring the accomplishments of outstanding students to the attention of parents, teachers, peers and community. No student is automatically inducted simply because of a high academic achievement. Students are nominated based on a cumulative grade point average of 3.75. Each student nominated may seek membership by completing the required paperwork by the deadline. A faculty committee then makes the final selection of members.

**Natural Helpers Program**

Natural Helpers is a student organization that strives to improve the condition of the community around us through volunteer work such as: Salvation Army bell ringing, organizing a holiday food drive, making holiday cards for troops, and Pennies for Patients fundraiser for the Leukemia and Lymphoma society. We also raise money to help others in need by doing activities such Fannie May Easter fundraiser.

**PIT Crew**

The Peer Intervention Team (PIT CREW) is a student-led club open for students in all grade levels. The PIT CREW brings awareness to the school to accept all students with and without disabilities. The PIT CREW meets once a month and organizes a respect week ending with a Disability Awareness Assembly. The PIT CREW members' benefits include socialization with positive peer relationships, building awareness among all students and inclusion with unified sports. The PIT CREW members volunteer at Special Olympics events, Hug An Athlete 5K and hosts the Unified

Basketball Tournament to name a few. The PIT CREW hosts bake sales to raise money for local organizations supporting students with disabilities.

### **Spirit Club/Booner Nation**

Spirit Club/Booner Nation is open to all students. Purpose of the club is to encourage school spirit, participation and attendance to events throughout the school year.

### **Student Council**

Student Council is a student government organization working for academic and social improvement at North Boone High School. Student Council, "Stu-Co", actively works for open communication between the high school, middle school, elementary schools, and the community. Among the many projects Stu-Co is involved in ranges from Homecoming events, staff breakfasts, teacher appreciation week, donations for those in need and school assemblies. Student representatives need to be dependable, have a good attitude, and be willing to work.

## **INTERSCHOLASTIC ACTIVITIES**

### ***SPORTS***

***Fall:*** Cross Country, Football, Golf, Boys' Soccer, Volleyball

***Winter:*** Basketball, Wrestling, Competition Cheer

***Spring:*** Baseball, Girls' Soccer, Softball, Track

All sports are part of the Big Northern Conference and are offered to students in grades 9-12.

### ***CHEERLEADING***

***Fall:*** Varsity and Junior Varsity Football

***Winter:*** Varsity and Junior Varsity Basketball

Cheerleading tryouts are usually held in spring for the following year. Everyone is welcome to try out. New cheerleaders are encouraged to attend cheerleading camp during the summer. Cheerleaders need a good positive attitude and a willingness to work together as a team. Our major goal is to build school spirit at North Boone.