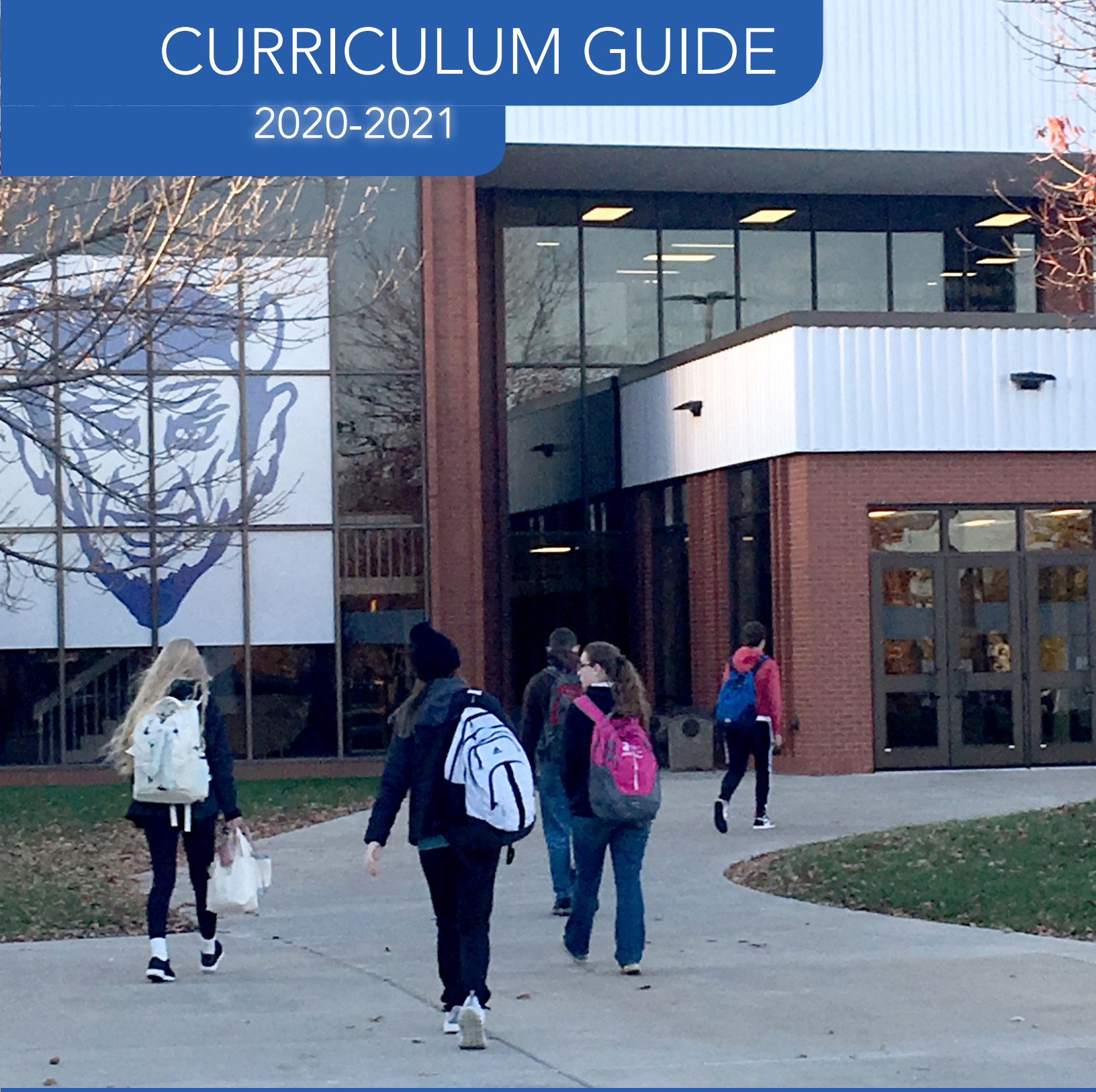
CURRICULUM GUIDE

2020-2021



QUINCY SENIOR *High School*

Quincy Public School District #172
Mission Statement

Educate students and teachers
to achieve personal excellence.

Quincy Senior High School
Mission Statement

Creating opportunities,
Inspiring achievements,
Celebrating success.

Quincy Senior High School &
Quincy Area Vocational Technical Center

ADMINISTRATORS

Jody Steinke, Principal
Sarah Gass, Assistant Principal
Bill Sanders, Assistant Principal
Kris Klingele, Assistant Principal
Evie Morrison , QAVTC Director

PRINCIPAL'S MESSAGE

The four years of high school have the potential to be a path of stepping stones that leads students to their future collegiate or vocational field of study. This path can be a pre-determined and straight one or it can be a winding one filled with exploration. Either way, the vast variety of courses that Quincy High School offers are designed to prepare our students to find the pathway toward their chosen futures. We offer an array of courses ranging from introductory career investigation to specific in-depth studies. I encourage all students to select courses that will help them with their decision-making for their post-high school choices. It is difficult for many young adults to decide what major or field of study to pursue as they prepare for their careers, but thoughtful selection of coursework in high school allows them to discover their true interests and skills.

The QHS Curriculum Guide allows parents and students to see the vast number of course offerings in one resource. In this document students and parents can find information pertaining to Career Pathways. This is a great way to start conversations about what types of majors and careers sound interesting to a student. These interests should drive the selection of their elective courses. High school is the time for students to explore possible college and career majors in order to help them determine their best connection for future study or jobs. Students' counselors can assist them with their selection of courses that match the college majors and careers they may want to explore in high school.

I encourage all students to take advantage of the wide range of learning opportunities, diverse course- work, and extracurricular clubs and teams the school has to offer. These enriching opportunities can help students as they explore pathways preparing them for the future.

Jody Steinke
Principal

Seeing all possibilities, seeing all that can be done, and how it can be done,
Marks the power of imagination. Your imagination stands as your own personal laboratory.
Here you can rehearse the possibilities, map out plans, and visualize overcoming obstacles.
Imagination turns possibilities into reality.

- Author unknown

INTRODUCTION

This Curriculum Guide is designed to help students plan their programs of study from the variety of courses offered in Quincy Senior High School.

Students should plan their high school programs with the help of their parents, counselors, and teachers. In this guide, each course is described by level of instruction, length of course, specific prerequisite, and credit value. In addition to the course descriptions, this guide provides information about graduation requirements, grading, student services, summer school, and other areas of interest. This Curriculum Guide is intended to assist students and parents in making educational decisions about high school programs. Course offerings are subject to enrollment. A student's counselor is always the best source for the most up-to-date information regarding course selection.

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STUDENT SERVICES

Quincy Senior High School provides student services consisting of counselors, psychologists, social workers, speech and language therapists, a school nurse, and special education teachers. Each student is assigned a counselor upon entering high school.

A comprehensive testing program is in place to assist students in understanding their aptitudes, interests, and special abilities and assisting with development of a career pathway. Major test dates are provided in the school's calendar/handbook. Counselors are available to interpret test results to students and parents as requested.

Psychologists and social workers provide services to students and/or their families and serve as liaison-between school and community agencies. A speech and language therapist and school nurse are available to provide appropriate services to students. Special education programs, designed to meet all state and federal mandates, are available for students with special needs. These teachers provide supplemental instruction to students in the regular classroom and special instruction to students whose educational needs require a modified program.

COURSE SELECTION & REGISTRATION

Beginning in January, counselors and teachers assist students in the selection of courses for the following year. Parents are encouraged to contact their student's counselor to assist in this process. A list of courses selected by the student is made available for review and approval in early spring. Changes in courses selected may be made up to the date indicated on this list. Courses will only run if minimum enrollment guidelines are met.

Subject level placement of incoming freshmen is based on the results of test scores and the recommendations of junior high school teachers. Placement of students already enrolled in high school is based upon previous performance and the recommendations of their teachers.

Students are encouraged to select courses to meet their career goals.

SCHEDULE CHANGES

UPCOMING YEAR:

Schedule changes (within the following guidelines) should be made when students receive their schedules in the spring or soon after registration in early August. No changes will be allowed after the 5th day of the first semester and 3rd day of the second semester.

Schedules will not be changed for the following reasons: lunch period change, teacher change, requesting a particular class during a particular period, or study hall requested during a certain period of the day.

Acceptable reasons for making a schedule change during the allotted time frame include: incomplete schedule, more than one study hall in one semester, unresolved class conflicts, failure of a class or prerequisite, moving from one weight of a course to a higher or lower weight of a course such as Biology to Honors Biology.

DURING THE SCHOOL YEAR:

Students wanting to change a core course or move from one weight of a course to a higher or lower weight of a course (ex. Honors Biology to Biology) must submit a Level Change Form and/or have the recommendation of the HELPS/Intervention team.

After the 5th day (first semester) or 3rd day (second semester), if a student chooses to drop an elective course, a grade of "F" shall be recorded for the semester. The only exception to this would be if the drop were teacher or administrator initiated.

GRADUATION REQUIREMENTS

CR	COURSE
4	Credits of English (Proficiency Required)
3	Credits of Mathematics (Proficiency Required)
3	Credits of Science
2.5	Credits of Social Studies (IL and US Constitution Test required) & US Government Course
3.5	Credits of Physical Education, Health, Driver's Education, or Marching Band
0.5	Credit of Computers
0.25	Credit of Consumer Education
1	Credit of either Art, Foreign Language, Music, or Vocational Ed
5.25	Credits of electives
23	**TOTAL CREDITS REQUIRED**

EARLY GRADUATION

Students who meet requirements may graduate at midterm of their senior year or at the end of their junior year. Every student requesting graduation in fewer than four years should see his/her counselor.

While early graduation is permitted, each decision must be approved on an individual basis and graduation requirements must be met.

ANY COURSE REQUIRED FOR GRADUATION MUST BE TAKEN FOR A LETTER GRADE (A, B, C, D, F) AND CREDIT. STUDENTS WHO CHOOSE TO TAKE DRIVER ED IN THE SUMMER ARE REQUIRED TO TAKE PE DURING THE SCHOOL YEAR.

ADDITIONAL GRADUATION REQUIREMENTS

Graduates of Quincy Senior High School are required to meet proficiency in Reading, Writing, and Math to be eligible for a high school diploma.

If a student does not demonstrate proficiency, the awarding of his/her diploma will be subject to review by the principal of QHS and/or the district superintendent.

PROFICIENCY REQUIREMENTS:

Proficiency can be obtained by doing one or more of the following

READING

1. Meeting the benchmark college readiness scores of a 22 on the ACT in Reading
2. Meeting the benchmark college readiness score of 500 on the Evidence Based reading and writing portion of the SAT.
3. Receiving a 3 or higher on the AP Language Exam.
4. Passing a district-developed reading assessment with retired ACT questions and aligned to the College Readiness Benchmarks

WRITING

1. A score of 8 or better on the 12-point scale of the ACT writing test
2. Meeting the benchmark college readiness score of 500 on the Evidence Based reading and writing portion of the SAT.
3. A comprehensive score of 21 on the Delaware Writing Rubric or a score of 5 or above on the AP rubric on prompts administered in English classrooms.

MATH

1. Meeting the benchmark college readiness score of a 22 on ACT in Math
2. Meeting the benchmark college readiness score of a 500 on the Mathematics portion of the SAT.
3. Receiving a 3 or higher on the AP Calculus exam when scores are made available
4. Passing a district-developed math assessment with retired ACT questions and aligned to the College Readiness Benchmarks.

GRADUATION PLANS

Planning a four-year high school course of study requires very careful consideration of one's present skills, interests, and abilities in light of future educational and occupational plans. While a four-year plan is better than a year-to-year schedule, the plan may need to be revised in the future because of changing skills or interests or a change in occupational goals.

Graduation from high school requires a minimum of 23 credits as well as specifically required courses.

Schedule a meeting with your counselor if you have questions regarding your four year graduation plan. Parents are encouraged to visit school and discuss the program plan or any other concerns that might arise. Parents' questions and concerns should be directed to the counselor who is assigned to their son or daughter. Students should make an appointment each semester to meet with their counselor to verify their credits to ensure that their graduation requirements are being met.

QHS 4 YEAR GRADUATION PLANS:

DISTINGUISHED ACHIEVEMENT		RECOMMENDED PLAN COLLEGE/CAREER PREP		MINIMUM GRADUATION	
ENGLISH LANGUAGE ARTS English I Advanced, English II Honors, AP Language, AP Literature	4	**ENGLISH LANGUAGE ARTS** English I, English II, English III, World Literature	4	**ENGLISH LANGUAGE ARTS** English I, English II, English III, World Literature I, Non Fiction Studies, Contemporary Novel, and/or Speech	4
MATH Junior High: Algebra, Geometry QHS: Algebra II Advanced, Honors Pre-Calculus, AP Calculus AB, AP Calculus BC and/or AP Statistics	4	**MATH** Algebra I, Geometry Advanced, Algebra II Advanced, Decision Making with Data and/or Pre-Calculus	4	**MATH** Algebra I, Geometry, Algebra II	3
SCIENCE Biology Advanced, Honors Chemistry, AP Biology, AP Chemistry, AP Physics, Human Anatomy and Physiology Honors, Microbiology Honors, Zoology Honors	4	**SCIENCE** Biology, Chemistry, Physics, Human Anatomy and Physiology Honors, Microbiology Honors, Zoology Honors	3 or 4	**SCIENCE** Biology, Intro to Chemistry/Physics, Environmental Science, Chemistry, Physics	3
SOCIAL STUDIES World History Advanced, AP US History, AP US Government, AP Psychology, Economics Honors, Sociology Honors, Abnormal Psychology Honors	3½ OR 4	**SOCIAL STUDIES** World History, US History, Government, Psychology, or Sociology Honors	3	**SOCIAL STUDIES** World History, US History, Government	2½
PHYSICAL EDUCATION To include 1 semester of Health, ¼ of Driver's Education Classroom, and ¼ of Driver's Education BTW (optional)	3½	**PHYSICAL EDUCATION** To include 1 semester of Health, ¼ of Driver's Education Classroom, and ¼ of Driver's Education BTW (optional)	3½	**PHYSICAL EDUCATION** To include 1 semester of Health, ¼ of Driver's Education Classroom, and ¼ of Driver's Education BTW (optional)	3½
CONSUMER EDUCATION Economics Honors	½	**CONSUMER EDUCATION** Economics Honors Consumer Education	½	**CONSUMER EDUCATION** Consumer Education	¼
COMPUTERS	½	**COMPUTERS**	½	**COMPUTERS**	½
ART, FOREIGN LANGUAGE, MUSIC OR VOCATIONAL (includes electives) (A minimum of 2 years of foreign language is encouraged for college entrance. Possibly more will be required for college graduation.)	4½⁺	**ART, FOREIGN LANGUAGE, MUSIC OR VOCATIONAL** (includes electives) (A minimum of 2 years of foreign language is encouraged for college entrance. Possibly more will be required for college graduation.)	5⁺	**ART, FOREIGN LANGUAGE, MUSIC OR VOCATIONAL** (includes electives) (A minimum of 2 years of foreign language is encouraged for college entrance. Possibly more will be required for college graduation.)	6¼⁺

CONSTITUTION TEST

Receiving a passing grade on the US and Illinois Constitution test is a graduation requirement for the State of Illinois. The constitution tests will be given in the Government course and the AP Government course.

DRIVER EDUCATION

Driver Education is composed of two course, Driver Education Classroom and Driver Education Behind the Wheel. To be eligible to enroll in Drivers Education, a student must have passed a total of eight courses in the previous two semesters and have an eligible birthdate. Dates are found in the course description in the back of this book. Dates are subject to change depending on class loads and staff availability.

Driver Education Classroom is composed of 30 hours of classwork (1/4 credit). Once a student has successfully completed classroom, students will be given an application for Behind the Wheel.

Driver Education Behind the Wheel is composed of six hours of behind the wheel driving and six hours of observation (1/4 credit). There is a $250 fee for the Behind the Wheel course. Students who qualify for free or reduced lunch receive a fee waiver or reduced rate. Students must have their instructional permit in their immediate possession to drive with an instructor. Illinois law requires all students to have their instructional permit for 271 days (approximately nine months). The State of Illinois requires a fee of $20 from all students for the instructional permit. If a student fails to pass Behind the Wheel, he will be required to sit out one quarter before being re-admitted into the program.

TO BE ELIGIBLE TO ENROLL IN DRIVER EDUCATION, A STUDENT MUST HAVE PASSED A TOTAL OF EIGHT COURSES IN THE PREVIOUS TWO SEMESTERS.

PHYSICAL ED REQUIREMENTS (PE)

Students must be enrolled in a P.E. course throughout their high school career. Credits in Health, Driver Education, Marching Band, and Introduction to Military count as P.E. credit. Students may be excused from physical education for the following reasons: a) the student provides written evidence from an institution of higher education that a specific course not included in existing state or local school minimum graduation standard is required for admission. School district staff must verify that the student's present and proposed schedule will not permit completion of the needed course. Once the physical education course is waived, the school staff will make sure that the required course is taken, or b) the student lacks sufficient course credit in one or more courses required by state statute or local school board policies for graduation. Students who have failed required courses, transferred into the district with deficient credits, or who lack credits due to other causes may also be eligible for this exemption.
See your counselor for a P.E. waiver for additional information.

SEX EDUCATION POLICY

District #172 sex education policy states that no student is required to be present in class when subjects of comprehensive sex education are being taught if the student's parent/guardian objects. Students will be provided with a take-home notice and a form for the parent/guardian to sign excusing the student from class. Excused students will be assigned a study period and an alternate assigment.

GENERAL GRADING INFORMATION

QHS GRADE SCALE				
A = 90-100%	B = 80-89%	C = 70-79%	D = 60-69%	F = 60% or less

THE FOLLOWING IS AN EXPLANATION OF GRADES USED ON QHS REPORT CARDS AND TRANSCRIPTS:	
A	A superior grade for exceptional or outstanding work
B	A good grade for above average work
C	An average grade for adequate and satisfactory work
D	A passing grade for below average work
F	A failing grade
I	Incomplete
AU	Audit – no grade; no credit
R	Used when a grade is recovered or replaced
S	Satisfactory, credit awarded
U	Unsatisfactory, no credit awarded
CR	No grade, credit awarded

Students need to know that a grade of D in any college-preparatory course or in any high school course prerequisite to college course may not be acceptable to a college or university. See your counselor.

WHAT MAKES UP A GRADE
PERFORMANCE/PRACTICE

The purposes of a grade are to document student progress, to provide feedback to the student, the parent/guardian, and the teacher, and to inform instructional decisions.

Performance assessments/assignments will make up 80% of a grade (90% in grade-weighted courses). Performance assessments are assessments of learning and include tests, quizzes, projects, labs, presentations, speeches, papers, and essays.

Practice assessments/assignments will make up 20% of a grade (10% in grade-weighted courses). Practice assessments are assessments for learning and include daily homework, quizzes, and other assignments.

MULTIPLE ATTEMPTS AT MASTERY

In order to differentiate instruction and to ensure learning, a student may be allowed to retake two **(2)** performance-based assessments per quarter per course, provided that the following conditions have been met:

1. Student is responsible for making arrange ments with teacher for the retake—including determination by teacher of the required re learning activity(ies), appointment(s), extend ed day instruction and/or tutoring session(s) in which the student will engage to increase his/her understanding or skill—within two days of receiving the graded performance assessment.
2. Student has demonstrated a good faith effort that warrants being allowed the retake oppor tunity. In this context, the term "good faith effort" means that the student:
   a. If applicable, completed any required practice assessments/assignments that were not completed prior to the original performance assessment;
   b. Completed the required relearning activity(ies) designated in number 1 above; and,
   c. Made a genuine attempt on the original assessment.

GRADING AND REPORTING

Student grades are reported on a semester basis. A semester grade is based on the cumulative progress of the student's work and a final exam. The semester work makes up 85% of the semester grade and the final exam is 15% of the semester grade. Each semester is made up of three progress reports to give students and families a snapshot as to how the student is progressing. Only semester grades appear on the official transcript.

RETAKING A COURSE

Students may retake a course to improve learning and/or the grade. If a course is retaken, then the higher of the two grades will be used to determine the grade point average.

HONOR ROLL RIBBONS

Honor Roll ribbons are awarded each semester to those students who are taking at least three classes, whose current semester GPA. is 3.000 or above, and who have received no F, D, U, or I on their report card.

The honor roll ribbons are given in the following way: The student whose current GPA is 3.750 and above receives a blue ribbon indicating high honor roll. The student whose current semester GPA is 3.0 to 3.749 receives a white ribbon indicating regular honor roll.

STUDENT COURSE ACCELERATION

Many courses listed in the QHS Curriculum Guide have prerequisites for enrollment. Prerequisites are designed to inform students and parents of the background knowledge and skills necessary for successful completion of a course. Prerequisites and teacher recommendations will determine the courses for which students are registered.

QHS encourages every student to strive to reach his/her maximum potential and to seek out academic challenges. In some cases, a student may wish to register for a course for which prerequisites have not been met in order to accelerate the student's academic progress. Success in thesesituations is usually dependent on the following:

1. a clear understanding of the challenges that the will be presented in the course,
2. student motivation, and
3. collaboration between the student, parents, and teacher.

Any student who wishes to register for a course without meeting the prerequisites is encouraged to discuss the possibility of course acceleration with parents, counselor, current teacher, and the future teacher. The students or parents may request a meeting with all stakeholders to discuss possible course acceleration.

GRADE POINT AVERAGE (GPA)

A grade point average is calculated by adding up all grade points and dividing by the number of course attempts. Grade weighted course carry more grade points because of their advanced rigor and workload. Grade-weighted courses are marked under each department in the course description section. Grade points are awarded using the values in the chart below:

GRADE	NON GRADE-WEIGHTED	GRADE-WEIGHTED
A	4	5
B	3	4
C	2	2.75
D	1	1.5

GRADE WEIGHTED COURSES

Grade weighting: The classes listed below carry more grade points than other courses because they are generally accepted as college level or more advanced courses.

AP COURSES	
ART332	AP Art History
ART331	AP Studio Art: 2-D Design
ENG331	AP Language and Composition
ENG431	AP Literature and Composition
GER431	AP German
MAT431	AP Statistics
MAT432	AP Calculus AB
MAT433	AP Calculus BC
SCI332	AP Chemistry
SCI333	AP Physics
SCI334	AP Biology
SOC231	AP United States History
SOC331	AP Government
SOC431	AP Psychology
SPA431	AP Spanish

PROJECT LEAD THE WAY	
SCI330	Principles of Biomedical Science PLTW
SCI331	Human Body Systems PLTW
VC202	Computer Sciences Essential PLTW
VEN101	Introduction to Engineering Design PLTW
VEN201	Principles of Engineering PLTW
VET303	Digital Electronics PLTW
VMW303	Computer Integrated Manufacturing PLTW

HONOR COURSES	
ENG202	English II Honors
GER421	German IV Honors
GER422	German Conversation Honors
MAT422	Pre-Calculus Honors
SCI202	Chemistry Honors
SCI322	Human Anatomy and Physiology Honors
SCI323	Microbiology Honors
SCI325	Zoology Honors
SOC402	Sociology Honors
SOC403	Economics Honors
SOC500	Abnormal Psychology Honors
SPA421	Spanish IV Honors
SPA422	Spanish Conversation/Composition A Honors
SPA423	Spanish Conversation/Composition B Honors
VED303	Introduction to Education Honors
VED304	Media & Technology in Education Honors

AP IS A PROGRAM OF COLLEGE-LEVEL COURSES AND EXAMS THAT GIVES HIGH SCHOOL STUDENTS THE OPPORTUNITY TO RECEIVE ADVANCED PLACEMENT AND/OR CREDIT IN COLLEGE. ADVANCED PLACEMENT TESTS ARE ADMINISTERED IN THE SPRING OF EACH SCHOOL YEAR.

AUDIT POLICY

Quincy High School does NOT encourage the use of an audit for any non-required courses. However, it may be an advantage for a very small number of students with a present GPA or projected GPA of 4.00 or above to take some non-required courses for an audit. Please consult your counselor to discuss your individual situation.

An audit means that no grade or credit is awarded, but the course does appear on the transcript. The following courses may not be audited:

1. A course required for graduation.
2. An Advanced Placement (AP) and/or grade-weighted course.
3. A prerequisite for a future course.

An audit for a course must be approved by the teacher and counselor early in the semester.

CLASS RANK & GRADUATION HONORS

Class Rank & Graduation Honors are determined solely by grade point average. A minimum of 23 credits is required for graduation. A student who earns a total of 23 credits after 7 semesters with a grade average of 3.0 will be an Honors graduate. Each student earning 23 credits after 7 semesters and a grade average of 3.75 or higher will graduate Magna Cum Laude. Each student earning 23 credits after 7 semesters and a grade average of 4.25 or higher will graduate Summa Cum Laude. An appropriate "Honor Student" seal will be affixed to the diploma for qualifying students.

Graduation honors are awarded to students who meet credit requirements and earn the grade points listed:

SUMMA CUM LAUDE	4.25
MAGNA CUM LAUDE	3.75
HONORS	3.0

NATIONAL HONOR SOCIETY

The National Honor Society is part of a national organization that operates under the auspices of the National Association of Secondary School Principals. Students who have distinguished themselves in the classroom as well as in extra-curricular and community involvement are recognized. Juniors and seniors with a 3.80 GPA are eligible for membership. Juniors must have this minimum average based on four semesters and seniors based on six. Students will have to meet the criteria of scholarship, character, leadership, and service. Eligible students will be required to fill out an application indicating what school and community activities they have participated in for grades 9, 10, 11, and 12.

BETA CLUB

The National Beta Club is the largest independent, non-profit, educational youth organization in America. And for more than 80 years, it has prepared today's students to be tomorrow's leaders. Students with a cumulative GPA of 3.5 and above are invited to complete an application to participate in Beta Club. This process occurs in March of the students' freshman year. Members of Beta Club are required to complete service/volunteer hours each semester.

NATIONAL TECHNICAL HONOR SOCIETY

QAVTC students may be a member of the National Technical Honor Society if they meet the following criteria: must be a junior or senior in their second semester of a career and technical education class, must have a 3.0 GPA, and must meet the criteria of character, leadership, and service. A variety of scholarships are available to members of NTHS.

NCAA ELIGIBILITY FOR STUDENT ATHLETES

Students interested in participating in college athletics at the NCAA Division I or II level must meet the NCAA freshman eligibility standards. Initial eligibility is determined by NCAA from three high school factors: core course completion, test scores, and grade point average. Detailed information regarding freshman eligibility criteria is available on the NCAA Eligibility Center website.

The primary responsibility of a high school in relationship to a freshman athlete's certification is to ensure that the school's list of approved core courses is accurate and up to date. Only courses in the areas of english, mathematics, science, social studies and world language can be considered for core course approval. Approved core courses for Quincy Senior High School are listed on the NCAA Eligibility Center website at www.ncaaclearinghouse.net. Additionally, these approved courses are listed on the next page and have been denoted in this guide with an NCAA designation within the course description.

NCAA

LIST OF APPROVED CORE COURSES (FORM 48H) FOR QUINCY SENIOR HIGH SCHOOL:

ENGLISH	PLTW	SOCIAL SCIENCE CONTINUED
English I	Biomedical Sciences	Government
English I Advanced	Human Body Systems	AP US Government & Politics
English II		Economics Honors
Engish II Honors	**NATURAL/PHYSICAL SCIENCE:**	Sociology Advanced
English III	Environmental Science	Psychology
Contemporary Literature	Biology	Abnormal Psychology Honors
Non-Fiction Studies	Biology Advanced	AP Psychology
Speech	AP Biology	
World Literature & Composition	Chemistry	
AP Language and Composition	Intro to Chem/Phy	**WORLD LANGUAGE:**
AP Literature and Composition	Chemistry Honors	German I
	Physics	Spanish I
MATH	AP Physics	German II
Algebra I	AP Chemistry	Spanish II
Geometry	Human Anatomy & Physiology Honors	German III
Geometry Advanced	Microbiology Honors	Spanish III
Algebra II	Zoology Honors	German IV Honors
Algebra II Advanced		Spanish IV Honors
Decision Making with Data	**SOCIAL SCIENCE:**	AP German Language
Pre-Calculus	World History	AP Spanish Language
Pre-Calculus Honors	World History Advanced	Spanish Conversation Honors
AP Calculus AB	US History	German Conversation Honors
AP Calculus BC	AP US History	
AP Statistics		*Updated October 2019*

Student-athletes interested in pursuing athletic opportunities in college should discuss their interest with parents, coaches, and counselors. Prospective student-athletes must register with the NCAA Eligibility Center and meet academic eligibility standards as determined by NCAA. Complete details are available at www.ncaa.org or. Courses marked "NCAA Pending" within this guide have been submitted to NCAA Clearinghouse for approval as a core course. Approval was not received prior to the printing of this guide.

NAIA

National Association of Intercollegiate Athletics (NAIA) member institutions provide more than 60,000 student-athletes with opportunities to play college sports, earn $500 million in scholarships and compete in 23 national championships.

Explore NAIA schools, conferences and the opportunities to play sports in college at www.naia.org or the NAIA Eligibiltiy Center www.playnaia.org

DUAL CREDIT COURSES

QHS offers a limited selection of dual enrollment courses. These courses can be taken for college and high school credit. It is the responsibility of the student to confirm that the college credits received will transfer to the college that they wish to attend. John Wood may assist you with that process. Students and parents will receive written information at the beginning of the school year with specifics about this opportunity.

FOREIGN LANGUAGE

Any student taking advanced foreign language courses (above Level 4) and did not previously get a credit for Elementary Spanish I or II or Elementary German I or II may go back and pick up that credit from John Wood Community College if they remain enrolled in a course at a higher level.
The QHS grade earned after the first semester would be for a JWCC/SPN 101 or JWCC/GER 101 credit and the QHS second semester grade would be for a JWCC/SPN 102 or JWCC/GER 102 credit.

EDUCATION

QHS is also entering into a dual credit partnership with JWCC for semester courses titled Introduction to Education (VED303) and Media & Technology in Education (VED304). Students who are interested in pursuing an Education major (K-12) in college should consider enrollment.

CHILDCARE

The Articulation Agreement with JWCC Early Childhood states that a student must be enrolled in the 4 semesters of Childcare 1 and 2. They must complete both classes with an 83% or above. There is a Learning Objective sheet that the teacher completes for each student ranking their understanding of concepts, and demonstration of skills as well as planning and leading activities using knowledge of child development. This results in a Child Care course final rating which must be a 1, 2 or 3. The necessary paperwork is turned into the Chair of the Early Education Department and IF the students enrolls in the Early Education Program they receive articulated credit for EDU 102 - Intro to Early Childhood Education.

DUEL ENROLLMENT

Dual enrollment courses (classes taught by QHS instructors but awarded credit from JWCC) will be added to the high school transcript. Courses taken independently at a local college or university will not be added to the high school transcript unless approved by QHS administration in advance of course enrollment and an official transcript is submitted

PROJECT LEAD THE WAY®

Project Lead The Way® (PLTW) programs offer students an array of advantages, from career readiness and hands-on experience to college preparatory–level classes, labs, and creative exercises. PLTW students succeed in the classroom and in life.
Our programs are designed to appeal to all students, from those already interested in science, technology, engineering and mathematics (STEM) related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEM curricula.
PLTW classes are hands-on, based in real-world experience and fun for students. We set the highest standards for rigorous, focused, and engaging study, and develop students' innovative, collaborative, cooperative, and problem-solving skills.

Benefits of PLTW Courses:
• PLTW graduates are 5 to 10 times more likely than non-PLTW graduates to study postsecondary engineering and technology.
• 95 percent of PLTW seniors say they're excited and prepared for college and careers.
• 97 percent of PLTW seniors intend to pursue four-year degrees.

ONLINE COURSES IN THE OPEN LEARNING CENTER (OLC) AND CREDIT RECOVERY CENTER (CRC)

QHS utilizes Edgenuity, an online learning system to deliver online content. Students may enroll in the Credit Recovery Center to recover courses previously failed. Students may also take new courses online in the Open Learning Center. Possible course options include: Consumer Education, Health, Computer Applications, SAT Prep, and Digital Citizenship. The Open Learning Center is available during an hour in a student's regular daily schedule, 9th Hour, or Wednesday afternoon.

COLLEGE COURSES

Courses taken through John Wood Community College, Quincy University, or Western Illinois University may be taken for QHS credit toward graduation.

1. Course(s) must be approved in advance
2. Neither QHS nor the university can guarantee the transferability of courses to other high school and/or universities.
3. It is the student's/family's responsibility to pay for all tuition, books, and other fees associated with taking a college course.
4. It is the student's/family's responsibility to have a transcript from the college sent to QHS for the course to be granted high school credit.
5. QHS teachers/staff have no way to monitor progress in courses taken through a college or university.
6. College courses are typically only two or three days a week. Students may access the Open Learning Center on days their college courses are not in session.

JWCC COURSE	CREDIT HOUR	TYPE	QHS EQUIVELENT
EDU 100 – Introduction to Education (Fall)	3	QHS	Elective Credit
EDU 201 - Educational Psychology	3	Online	Elective Credit
EDU 204 – Introduction to Technology in EDU (Spring)	3	QHS	Elective Credit
EDU 290 – Clinical Experience in Education	1	QHS	Elective Credit
CMN 101 – Intro to Speech I	3	JWCC or Online	English Credit
ENG 101 – Rhetoric & Composition I	3	JWCC or Online	English Credit
ENG 102 – Rhetoric & Composition II	3	JWCC or Online	English Credit
MAT 113 – College Algebra	3	Online	Math Credit
MAT 109 – Elementary Statistics	3	Online	Math Credit
PSY 101 – Intro to Psychology	3	JWCC or Online	Elective Credit
Spanish and German – Dual Credit Opportunities		JWCC or Online	Elective Credit

WESTERN ILLINOIS UNIVERSITY

WIU COURSE	CREDIT HOUR	TYPE	QHS EQUIVALENT
FIN 101 – Financial Health	2	Online	Consumer Ed Credit
LEJA 101 – Survey of Criminal Justice	3	QHS – WIU Instructor	Elective Credit
LEJA 201 – Juvenile Justice	3	QHS – WIU Instructor	Elective Credit

Others as approved by WIU and QHS Administration

STUDENT TRANSFERS

TRANSFER FROM ACCREDITED INSTITUTION

An Accredited Institution is one that is accredited by AdvancEd, or is, in the judgment of the Superintendent of Schools, reasonably comparable to an AdvancEd School).

Transfer students from Accredited Institutions must earn a minimum of three(3) credits at QHS in the school year preceding graduation (as determined by the Principal) to be eligible for a QHS diploma

Such students:

- Will receive credit if courses taken at the previous school are taught at QHS (as determined by the Principal)
- Will be given the course grade from the accredited institution.
- Will be merged into QHS class rank at the beginning of the semester following enrollment.

TRANSFER FROM NON-ACCREDITED INSTITUTION

A. The transfer students must earn a minimum of three (3) credits at QHS in the school year preceding graduation (as determined by the principal) to be eligible for a QHS diploma

B. Non-Accredited Institution transfers will be given Credit (CR) but no grade if the student demonstrates proficiency in each course to the satisfaction of the Principal.

C. Before receiving an official class rank, a transfer student must have earned fifty percent of QHS required graduation credits at QHS.

D. To be eligible for class honors or high honors, fifty percent of the number of credits required for class honors or high honors must be earned at QHS.

E. Students may be given an informal hypothetical rank upon request. The hypothetical rank shall be computed by using only courses taken at QHS. This hypothetical class rank shall be given to the student in writing with an explanation that it is not an official class rank. The principal shall interpret and administer the foregoing provisions and shall have authority to grant exceptions as he sees fit with the approval of the Superintendent of Schools. Students involved may appeal judgmental determinations from Principal to Superintendent to Board of Education. The decision of the Board of Education shall be final.

QUINCY AREA VOCATIONAL TECHNICAL CENTER CAREER AND TECHNICAL EDUCATION (CTE)

QAVTC course offerings are aligned with high skill, high wage and in-demand careers. Career and Technical Education CTE courses encourage students to explore and prepare for careers in agriculture, arts, business, construction, cosmetology, education, health science, manufacturing, technology, transportation and more. Students enrolled in our CTE courses gain thorough technical knowledge, skills training and employability skills, supplemented by a strong academic foundation and real-world experiences. Programs of study are organized by career clusters, which include distinct groupings of occupations and industries based on the knowledge and skills they require.

QAVTC programs of study are designed as two-year programs for 11th and 12th grade students. Each program of study offers a first year and second year course sequence which prepares students for entry-level employment or a post-secondary CTE program of study. The programs integrate classroom instruction with rigorous lab-based technical skill development. This allows students to exit high school with the entry-level occupational skills needed for employment or to pursue a post-secondary degree or certificate in the related field.

QAVTC skill level CTE courses are scheduled to meet for a two-period block, which provides 2 ½ credits. Evening STP courses are offered for 11th and 12th grade students who are unable to fit a block period into their schedule. Any other special scheduling situations must be approved by the QAVTC director.

MISSION:

OUR MISSION IS TO PROVIDE CAREER AND TECHNICAL EDUCATION PROGRAMS WHERE STUDENTS CAN ESTABLISH AND DEVELOP FUTURE CAREER GOALS.

BROAD GOALS:

The CTE programs at Quincy Area Vocational Technical Center will provide a comprehensive, relevant instructional program that will:

1. Develop students who are flexible and capable of navigating a rapidly changing technological world.
2. Encourage appropriate work ethic, values and behavior necessary for personal and career success.
3. Integrate critical thinking, problem solving, communication, math and science skills.
4. Engage students as responsible members of work teams with opportunities for leadership roles.
5. Provide career exploration and increase student awareness of their interests and abilities.
6. Develop specific job skills.
7. Integrate college-preparatory course work with technical education.
8. Provide a sequence of coursework that will encourage students to pursue post-secondary programs.
9. Involve active participation with local business and industry.

HOME SCHOOLING POLICY

Home Schooling Policy: The Board of Education recognizes the existence of a number of home schooling units within the district. (Home schooling is generally defined as parents teaching their children at home.) It is the intent of the Board to make services available to home-schooled students and parents whose home-school unit is recognized by the Regional Superintendent of Schools as meeting the compulsory education requirement of the School Code, to the extent (a) such provision does not interfere with the educational program for district-enrolled students, and (b) such provision does not increase the district operational costs. Students who later choose to graduate from QHS will fit into the Board of Education Transfer Policy described above.

SUMMER SCHOOL

TRADITIONAL SUMMER SCHOOL

Traditional summer school is a 4 week opportunity, to help all students recover credits on an on-line computer based program Edgenuity. Tuition is required for this program and is open to county, Quincy Public and Parochial students. The amount of credit earned by a student will be determined by the individual's pace and the amount of time he/she devotes to the material. Summer school is a primarily designed to provide students a chance for credit recovery in the core content areas of English, Math, Science and Social Studies. By achieving mastery in the content and earning course credit, a student is more likely to remain on track for timely graduation. If additional seats are available, students may also enroll for the purpose of acceleration in non-core elective course work or may advance in core classes.

Summer School enrollment is NOT advised for those who may have conflicting summer schedules, such as vacation, summer camps, etc. A student is attempting to spend four weeks recovering a course that was typically given over an 18 to 36 week time period; therefore each day in summer school is the equivalent to multiple weeks of school. After three unexcused absences, the student's slot may be reassigned to another student on the waiting list and tuition will not be refunded.

Classroom instruction for ¼ credit of Consumer Education is available for students in order to meet the state requirement for graduation. Driver's Education and BTW (Behind the Wheel) are also available to all students provided funding is approved by the Board of Education each year.

Credit will be awarded upon the successful completion of the course requirements. Grades recorded for summer school will become a part of the student's permanent record and the grade will be used in averaging grades for class rank. Summer school grades count as part of the last semester for athletic eligibility.

21ST CENTURY SUMMER SCHOOL

21st Century Summer School is reserved for only QHS students who are mandated to attend based on multiple failed core classes from previous semesters. Students will receive letters informing them of mandated summer school. Students who attend helps ensure timely graduation.

TAOEP SUMMER SCHOOL

TAOEP Summer School is reserved only for QHS students who have participated in TAOEP (Truant's Alternative Optional Education Program) through-out the school year and need extra time to complete a course that he/she has begun on Edgenuity.

EDUCATIONAL FEES & MUSIC FEES

Your school fees are printed on your schedule. **Make checks payable to: QUINCY HIGH SCHOOL** (do not include insurance) In addition, some subjects require more expensive supplies and carry additional fees. These are marked on your schedule. You may be eligible to have book fees reduced or waived by filling out the Free and Reduced Lunch Form even if your son or daughter does not want a free/reduced lunch. All fees are subject to change.

2019-2020 EDUCATIONAL BASE FEE IS $80...PLUS ANY LAB FEES LISTED BELOW

Accounting I	$10	Biology Honors	$15	Drawing	$10	Intro to Diesel Technology/ Welding	$10
Accounting II	$10	CEO	$10	Driver Education Behind the Wheel	$250	Intro to Electronics/ Construction	$10
Ag Animal Science	$20	Chemistry	$15	Electronics I	$15	Intro to Graphic Design	$10
Ag Plant Science	$20	Child Care I	$15	Electronics II	$15	Intro to Engineering Design	$20
AP Art History	$15	Child Care II	$15	Food and Nutrition I	$15	Intro to Tech-Transportation/ Engineering	$10
AP Chemistry	$20	Commercial Foods I	$25	Food and Nutrition II	$15	Intro to Tech-Manufacturing/ Construction	$10
AP PBio	$20	Commercial Foods II	$25	Fundamentals of Chemistry and Physics	$15	Microbiology	$25
AP Physics	$20	Computer Integrated Manufacturing	$25	Health Occupations I	$15	Painting	$10
AP Studio Art 2-D Design (Art III)	$15	Construction I	$25	Health Occupations II & III	$15	Physics	$15
Applications of Computers I	$10	Construction II	$25	Honors Chemistry	$20	Precision Metals I	$20
Art I	$15	Cooperative Vocation Education (CVE)	$10	Human Anatomy and Phys	$20	Precision Metals II	$20
Art II	$15	Diesel Equipment Technology I	$25	Human Body Systems (PLTW)	$20	Principles of Engineering	$25
Automotive Technology I	$25	Diesel Equipment Technology II	$25	Intro to Agriculture	$10	Principles of Biomedical Science	$25
Automotive Technology II	$25	Digital Electronics	$15	Intro to Auto Tech/Precision Metals I	$10	Welding I	$20
Biology	$15	Drafting /Computer Aided Drafting I	$20	Intro to Biomedical Sciences	$20	Welding II	$20
Business Management and Marketing	$10	Drafting/Computer Aided Drafting II	$20	Intro to Computer Science	$20	Zoology	$20

MUSIC FEES

Band/Concert Chorale	$25	Concert Choir	$25	Concert Orchestra	$25	Freshman Chorale	$20
Colorguard/Pom Pon	$25	Concert Chorale	$20	Orchestra/Concert Choir	$25		
Concert Band/Marching Band	$25	Symphonic Band	$25	Varsity Chorale	$20		

ENGLISH

Quincy High School not only requires course credits for the diploma, but also requires proficiency in reading and writing. If a student does not demonstrate proficiency in reading and writing, the awarding of his/ her diploma will be subject to review by the principal of QHS and/or the district superintendent. Please see Additional Graduation Requirements for proficiencies needed for graduation.

A minimum of four credits in English is required for graduation from Quincy High School. A traditional sequence would be English I (9th grade), English II (10th grade), and English III* (11th grade). Other course offerings and electives within the English department include: World Literature, Non-Fiction Studies, Contemporary Literature, English I Advanced, English II Honors, AP Language, AP Literature, Speech, and Theatre.
*Juniors may substitute AP Language for English III.

GRADE LEVEL	COURSE #	COURSES
9	ENG101	ENGLISH I
9	ENG102	ENGLISH I ADVANCED
10	ENG201	ENGLISH II
10	ENG202	ENGLISH II HONORS
11	ENG301	ENGLISH III
11, 12	ENG331	AP LANGUAGE & COMPOSITION
12	ENG403	WORLD LITERATURE & COMPOSITION
12	ENG408	CONTEMPORARY LITERATURE
12	ENG409	NON FICTION STUDIES
12	ENG431	AP LITERATURE & COMPOSITION
9,10,11,12	ENG212	THEATRE
9,10,11,12	ENG404	SPEECH

Prerequisites may apply. Please check the course description for information.

ENG101 ENGLISH I

GR: 9, One year, Credit: 1

PREREQUISITE: None.

The primary goal of this course is to survey numerous literary genres. Students will further their knowledge of the proper use of the English language through the study of literature, writing, speaking, and listening. Students will read both classic and contemporary literature. Students will participate in research and will write in all major modes (argumentative, expository, and narrative) throughout the year. An emphasis will be placed on whole class selections and the analysis of literature. (NCAA Core Course)

ENG102 ENGLISH I ADVANCED

GR: 9, One Year, Credit: 1

PREREQUISITE: A or B+ in 8th grade ELA Reading or Recommendation of 8th grade ELA Reading teacher.

The primary goal of this course is to survey numerous literary genres. Students will further their knowledge of the proper use of the English language through the study of literature, writing, speaking and listening. Students will read both classic and contemporary literature. Students will participate in research and will write in all major modes (argumentative, expository, and narrative) throughout the year. An emphasis will be placed on whole class selections and analysis of literature. (NCAA Core Course)

ENG201 ENGLISH II

GR: 10, One Year, Credit: 1

PREREQUISITE: English I.

English II is the required sophomore English course and is appropriate for both college and non -college bound students. The course will survey various genres exposing students to texts of grade -level appropriate complexity that explore a variety of regions and time periods. These genres will include but not be limited to novels, nonfiction books, short stories, essays, poetry, and contemporary news articles. There will be a balance between informational and literary texts. How literature is a reflection of culture and history will be explored. This course will refine writing skills focusing on analyses that seek to argue and inform or explain. Grammar, vocabulary, and spelling are taught in context of reading and writing. Speaking and listening skills are also emphasized. (NCAA Core Course)

ENG202 ENGLISH II HONORS

GR: 10, One year (grade weighted), Credit: 1

PREREQUISITE: A or B+ in English I or Recommendation of 9th grade English teacher.

This course is intended for students planning on enrolling in AP courses and attending a four-year college. The course will explore important ideas in philosophy, politics, and other areas from a variety of time periods and in a variety of genres. Advanced composition will be a primary focus. Vocabulary and grammar will be taught in the context of reading and writing. (NCAA Core Course)

ENG301 ENGLISH III

GR: 11, One Year, Credit: 1

PREREQUISITE: English I and English II.

English III is a year-long course focusing on a variety of literary genres, including drama and poetry, non-fiction, classic and modern fiction, and short stories/novellas. The study of major titles will include examining literary elements, author research, and supplemental outside reading material such as newspaper editorials, essays, articles, etc. for compare/contrast purposes. Foundational American documents as well as oth- er American Literature are incorporated within the course. This course will emphasize personal and subject writing modes, i.e. regular journal entries and response essays, literary analysis, argumentation, problem/solution, and creative. Grammar, vocabulary, and spelling are taught in the context of reading and writing. SAT preparation is part of the curriculum. (AP Language may be substituted for English III.) (NCAA Core Course)

ENG331 ADVANCED PLACEMENT LANGUAGE & COMPOSITION

GR: 11, 12, One year (grade weighted), Credit: 1

PREREQUISITE: A or B in English II Honors or recommendation of English II or III teacher.

This course is an introductory college-level rhetoric and writing curriculum and is intended for the students planning to attend a four-year college The course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. This course cultivates the reading and writing skills that students need for college success and for intellectually responsive

civic engagement. Students will read nightly, write on a regular basis, and participate in frequent discussions. Students in this class may choose to take the national AP exam. Whether students recieve college credit by taking the AP exam will depend on the score and the policy of the college the student attends. (NCAA Core Course)

ENG403 WORLD LITERATURE & COMPOSITION

GR: 12, One year, Credit: 1

PREREQUISITE: English I, II and III.

This course is intended for the student planning to attend a four-year college. It is a limited survey course of literature from major cultures all over the world. Course selections range from ancient to modern and are organized by theme. Class work will include frequent discussion and students will be required to write frequent essays and short response papers. (NCAA Core Course)

ENG404 SPEECH

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None (seniors given priority).

This semester course for seniors is designed to help students develop both public speaking and conversational skills. Students will work on vocalization and presentation as well as speech writing. Formal and informal speeches, planned and impromptu, will be given and will range from introductory to argumentative. (NCAA Core Course)

ENG408 CONTEMPORARY LITERATURE

GR: 12, One-half year, Credit: .5

PREREQUISITE: English I, II and III.

This semester course explores major themes and ideas found in modern literature framed by current social issues from varied perspectives. Students will read modern fiction and nonfiction and be required to frequently engage in written literary analysis. Literary terms will be explicitly taught to aid in analysis. Speaking and listening skills will also be emphasized. (NCAA Core Course)

ENG409 NON FICTION STUDIES

GR: 12, One-half year, Credit: .5

PREREQUISITE: English I, II and III.

This semester course will focus on non-fiction texts, including biographies, memoirs, documentary accounts, contemporary articles, and non-fiction books. Reading will be primarily modern, although some classical literary non-fiction will be included in the curriculum. Students will be taught the skills to effectively communicate for different purposes and write for varied audiences. An emphasis for this class is effective speaking and collaboration skills; students will make several presentations throughout the course of the semester, both independently and in small groups. (NCAA Core Course)

ENG431 ADVANCED PLACEMENT LITERATURE AND COMPOSITION

GR: 12, One year (grade weighted), Credit: 1

PREREQUISITE: Special approval by instructor or A or B in AP Language and Composition.

This course is intended for the student planning to attend college. Students in this class may choose to take the national AP exam. Whether or not students receive college credit by taking the AP exam will depend on their score and the policy of the col- lege the student attends. This course emphasizes reading, critical analysis, and appreciation of litera- ture from various years and genres including poet- ry, drama, short stories, and novels. An emphasis will be placed on the analysis of ideas, structure, language, theme, and relationship to contemporary experience and to the times in which the pieces were written. Rhetorical strategy and resources of the language will be stressed, as will literary terms. Class work will include literary analysis through discussion. Students will be expected to write short responses to the literature in addition to numerous formal essays. Quizzes and oral presentations will also be a part of evaluation. (NCAA Core Course)

ENG212 THEATER

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: None (upperclassmen given priority).

This course is designed for students interested in learning about dramatic art. Oral communication, reading, analysis of dramatic literature, memorization, and performing are stressed. The history of theatre will be explored through the Greek, Elizabethan, restoration, nineteenth century, and modern eras. Written work includes character analysis, theatre article reviews, and journaling. Oral communication skills are taught through play reports, solo, duet, and small group acting assignments. Various areas of technical theatre are also

briefly explored including lighting, set design, set construction, costuming, and make-up.

MATH

A minimum of 3 credits in mathematics is required for graduation from Quincy Senior High School. Three years of mathematics, defined as Algebra I, Geometry, and Algebra II, are required for entrance into a state university in Illinois. Furthermore, 75% of all jobs today require at a minimum, a mastery of algebra and geometry concepts.

Even though the graduation requirement is only 3 credits of mathematics, students are strongly encouraged to take a math course all four years of high school. The culture of today's job market demands employees to be technologically literate problem solvers. Therefore, each student should take as much math as possible with the completion of Algebra II as a minimum. The State of Illinois expects enrollment in a minimum of Algebra II during the junior year to meet the state learning standards.

GRADE LEVEL	COURSE #	COURSES
9	MAT101	ALGEBRA I
9,10,11	MAT201	GEOMETRY
9,10	MAT202	GEOMETRY ADVANCED
9,10,11	MAT301	ALGEBRA II
9,10	MAT302	ALGEBRA II ADVANCED
12	MAT401	DECISION MAKING WITH DATA
10,11,12	MAT421	PRE-CALCULUS
10,11	MAT422	PRE-CALCULUS HONORS
11,12	MAT431	AP STATISTICS
11,12	MAT432	AP CALCULUS AB
11,12	MAT433	AP CALCULUS BC

Prerequisites may apply. Please check the course description for information.

MAT101 ALGEBRA I

GR: 9, One year, Credit: 1

PREREQUISITE: Successful completion of Pre-Alg Part II.

Mathematics is an important subject that requires a great deal of concentration and a positive attitude. Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. This course is designed to develop a thorough understanding of the frameworks of algebra. to prepare students for a deeper understanding of mathematics. Algebra relates algebraic thinking and skills to applications in the real world. It explores algebra through solving and graphing linear and nonlinearequations and inequalities. (NCAA Core Course)

MAT201 GEOMETRY

GR: 9,10, One year, Credit: 1

PREREQUISITE: Successful completion of Algebra I.

One of the chief objectives of geometry is to teach the student to think logically and clearly and to solve problems used in real world applications. Through careful and systematic reasoning, the student will learn to apply many properties of geometric figures. Students study each mathematical idea in depth through applications and practical problems. The topics of this course include geometric proofs, transformations, parallels, congruencies, triangle properties, quadrilaterals, similarity, trigonometry, and circles. Homework is expected daily. (NCAA Core Course)

MAT202 GEOMETRY ADVANCED

GR: 9,10, One year, Credit: 1

PREREQUISITE: Successful completion of Algebra I with A or B.

This course is intended for students who excel in mathematics and intend to continue their study of higher level mathematics. One of the chief objectives of geometry is to teach students to think logically and clearly and to solve problems used in real world applications. Through careful and systematic reasoning, students will learn to apply many properties of geometric figures. Students study each mathematical idea in depth through applications and practical problems. The topics of this course include in depth geometric proofs, transformations, parallels, congruencies, triangle properties, quadrilaterals, similarity, trigonometry, and circles. This course requires students to be highly motivated as the instruction will be faster paced and an expectation of a higher level of understanding of geometric postulates and theorems. (NCAA Core Course)

MAT301 ALGEBRA II

GR: 9,10,11, One year, Credit: 1

PREREQUISITE: Successful completion of Algebra I.

Algebra II is a college-preparatory course geared toward the average student in mathematics. It is technology based and prepares students to use mathematics effectively in today's world. Independent thinking and learning are promoted emphasizing reading and problem solving. Geometry is integrated with the algebra throughout the year. Variation and graphs, linear relation, systems and equations, quadratic equations, powers and roots, and trigonometry are the course topics. A graphing calculator (TI-84+) is required. (NCAA Core Course)

MAT302 ALGEBRA II ADVANCED

GR: 9,10,11, One year, Credit: 1

PREREQUISITE: A or B in Algebra I and Geometry.

Algebra II Advanced is a college-preparatory course geared toward the above-average student in mathematics. It is technology based and prepares students to use mathematics effectively in today's world. Inde-pendent thinking and learning are promoted em-phasizing reading, writing, and problem solving. Geometry is integrated with the algebra throughout the year. Linear and non-linear graphs, linear rela-tions, powers and roots, functions, applications with quadratic equations, applications with systems of equations with two and three variables, complex numbers, exponential functions, and trigonometry are the course topics. A graphing calculator such as the TI-83+ or TI-84+ is required. Students with As and Bs will enroll in Pre-Calculus Honors as the next course for students college-bound. This class moves at a faster rate of speed than the traditional Algebra II class. (NCAA Core Course)

MAT401 DECISION MAKING W/ DATA

GR: 12, One year, Credit: 1

PREREQUISITE: Successful completion of Algebra II.

Decision Making with Data is the normal 4th year coursed for the college bound or highly skilled work force bound student who has completed Algebra I, Geometry and Algebra II. This course integrates topics on statistics, moral reasoning, cause and effect modeling, and current events, as related to real world with business applications. The overreaching theme of this course is to use problem solving to make logical decisions from data. The TI-84+ graphing calculator is required. (NCAA Core Course)

MAT421 PRE-CALCULUS

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Successful completion of Decision Making with Data or Algebra II or Algebra II Advanced.

Pre-calculus is the 4th or 5th course in a college preparatory mathematics sequence. This course is designed for students in mathematics who have completed Algebra I, Geometry, and Algebra II. Topics include analysis of functions, equations and inequalities, polynomials, rational functions, logarithmic functions, and trigonometric functions. All topics are grounded in real world application. The TI-84+ graphing calculator is re-quired. (NCAA Core Couse)

MAT422 PRE-CALCULUS HONORS

GR: 10,11, One year (grade weighted), Credit: 1

PREREQUISITE: A or B in Algebra II Advanced and teacher recommendation.

This advanced pre-calculus course is designed to create a foundation of pre-calculus, topics include series and sequences, conic sections, combina- tions and permutations, parametric equations, analysis of functions, equations and inequalities, polynomials, rational functions, logarithmic func- tions, and trigonometric functions. (NCAA Core Course)

MAT431 ADVANCED PLACEMENT STATISTICS

GR: 11,12 One year (grade weighted), Credit: 1

PREREQUISITE: Successful completion of Decision Making with Data, Pre-Calculus, or Calculus.

The Advanced Placement course in statistics introduces students to the major concepts and tools for collecting, modeling, analyzing, and drawing conclusions from data. Students headed toward college majors in journalism, business, education, social science, and natural sciences should take AP Statistics. Students are exposed to exploring data, planning a study, anticipating patterns, and statistical inference. Students in this class may choose to take the national AP exam. Whether or not students receive college credit by taking the AP exam will depend on their score and the policy of the college the student attends. A TI-84+ graphing calculator is required. This course will prepare students to take the AP exam in May. (NCAA Core Course)

MAT432 ADVANCED PLACEMENT CALCULUS AB

GR: 11,12 One year (grade weighted), Credit: 1

PREREQUISITE: Successful completion of Pre-Calculus.

AP Calculus is the foundation course for all college majors requiring calculus. Students headed toward college majors such as business, medicine, social sciences, computer science, architecture, and mathematics or science education should take AP Calculus AB. Topics include analytic geometry, composition and analysis of functions, applications of the derivative and integral of algebraic and transcendental functions, slope fields and differential equations, and techniques of integration. A TI-84+ fully graphing calculator is required. (The College Board currently restricts the use of all calculators with "QWERTY" keyboards from the AP exam; therefore the TI-92 cannot be used on the AP Exam). This course will prepare students to take the AP exam in May. Students in this class may choose to take the national AP exam. Whether or not students receive college credit by taking the AP exam will depend on their score and the policy of the college the student attends. (NCAA Core Course)

MAT433 ADVANCED PLACEMENT CALCULUS BC

GR: 12, One year (grade weighted), Credit: 1

PREREQUISITE: AP Calculus AB.

AP Calculus BC is the cornerstone course for college majors in the math-intensive sciences, mathematical sciences, and engineering. Topics include parametric curves, vector functions, polar graphs, and trigonometric integration by substitution and by partial fractions, sequence and series in addition to the topics in AP Calculus AB. A TI-84+ fully graphing calculator is required. (Currently the College Board restricts the use of all calculators with "QWERTY" keyboards from the AP Exam; therefore the TI-92 cannot be used on the AP Exam.) T

his course will prepare students to take the AP exam in May. Students in this class may choose to take the national AP exam. Whether or not students receive college credit by taking the AP exam will depend on their score and the policy of the college the student attends. (NCAA Core Course)

SCIENCE

A MINIMUM OF THREE CREDITS OF SCIENCE IS REQUIRED FOR GRADUATION. Each student should plan to take as much science as possible. The science background required for most occupations is rapidly increasing due to the technological revolution. Entrance into most Illinois public colleges and universities will require a minimum of three high school credits in lab sciences. The recommended sequence is Biology, Intro to Chemistry and Physics, Chemistry and Physics.

GRADE LEVEL	COURSE #	COURSES
9	SCI101	BIOLOGY
9	SCI102	BIOLOGY ADVANCED
10,11,12	SCI201	CHEMISTRY
10,11,12	SCI202	CHEMISTRY HONORS
10	SCI203	INTRO TO CHEMISTRY AND PHYSICS
11,12	SCI301	PHYSICS
11,12	SCI303	ENVIRONMENTAL SCIENCE
11,12	SCI322	HUMAN ANATOMY AND PHYSIOLOGY HONORS
11,12	SCI323	MICROBIOLOGY HONORS
11,12	SCI325	ZOOLOGY HONORS
9,10,11,12	SCI330	PRINCIPLES OF BIOMEDICAL SCIENCE PLTW
10,11,12	SCI331	HUMAN BODY SYSTEMS PLTW
11,12	SCI332	AP CHEMISTRY
11,12	SCI333	AP PHYSICS
11,12	SCI334	AP BIOLOGY

Prerequisites may apply. Please check the course description for information.

SCI101 BIOLOGY

GR: 9, One year, Credit: 1

PREREQUISITE: None.

This course is a class designed for all 9th grade students and for students who want to be informed citizens. Studies include: nature of science, evolution, cell function, genetics, some human anatomy, and ecosystems. Emphasis is given to both content acquisition and thinking-skill development. Students will be involved in group activities, laboratory experiments, class discussion, and lecture. Laboratory work will include both teacher-designed and student designed experiments and observation labs. (NCAA Core Course)

SCI102 BIOLOGY ADVANCED

GR: 9, One year, Credit: 1

PREREQUISITE: Placement based on 8th gr scores and teacher recommendation.

This rigorous course, designed for college-bound students who are possibly interested in taking Honors Chemistry, provides an in-depth study of biology. Studies include: Structures and Processes (molecules to organisms), Ecosystems (interactions, energy and dynamics), Heredity (inheritance and variation of traits), and Biological evolution (unity and diversity). Schoology, as an online resource, will be utilized and students will be involved in group activities, laboratory experiments, class discussion, and lecture. Laboratory work will include both teacher-designed and student designed experiments and observation labs. (NCAA Core Course)

SCI201 CHEMISTRY

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Successful completion of Biology.

This course is designed primarily for students preparing for post-secondary education. It provides necessary background required for nursing, lab technology, electronics, and college-bound students. The course is math intensive. Students learn theory and its application in the lab. Topics include: the structure of matter, formulas, reactions, stoichiometry, atomic structure, bonding, gas laws, acid/base chemistry, and titrations. Daily homework and preparation are expected. (NCAA Core Course)

SCI202 CHEMISTRY HONORS

GR: 10,11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Successful completion of Biology Advanced or consent of instructor, concurrent enrollment in Algebra II or above.

Honors Chemistry is designed for college-bound students. It is the recommended preparatory course for AP Chemistry. Topics include an enriched examination of stoichiometry, atomic and molecular structure, and acid/base chemistry. (NCAA Core Course)

SCI203 INTRO TO CHEMISTRY AND PHYSICS

GR: 10, One year, Credit: 1

PREREQUISITE: Biology.

This course will offer students an opportunity to explore chemistry and physics in greater depth than in 8th grade Physical Science. The course consists of one semester of Chemistry and one semester of Physics and a review of topics in Earth and Space Science. Lab experiences will emphasize fundamental chemistry and physics concepts focusing on scientific theories and the basic algebra of chemistry and physics. Students may enroll in this as preparation for a full year of Physics, General Chemistry, Biomedical Science or Anatomy and Physiology.
(NCAA Core Course)

SCI301 PHYSICS

GR: 11,12, One year, Credit: 1

PREREQUISITE: Biology, Chemistry and concurrent enrollment in Algebra II or higher.

Physics investigates the nature of motion, optics, electricity, magnetism, energy, conservation laws, and relativity with an approach that revolves around stimulating lab work and challenging problem-solving techniques. The concepts of physics are emphasized with a mathematical treatment of each topic. This course is recommended for students who intend to pursue science or math on a college level. (NCAA Core Course)

SCI303 ENVIRONMENTAL SCIENCE

GR: 11,12, One year, Credit: 1

PREREQUISITE: Biology and either Chemistry or Intro to Chemistry amd Physics.

This course is designed to make connections between a variety of science disciplines including biology, chemistry and physics to increase students' knowledge of the environmental challenges of today, while continuing to cultivate scientific critical

thinking skills. The goal of the course is to provide students with scientific principles and concepts required to understand the interrelationships of the natural world, to identify and analyze environmental problems (both natural and human-made), to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. This course promotes problem solving skills, laboratory procedures, and reinforces reading, writing and math skills. (NCAA Core Course)

SCI322 HUMAN ANATOMY AND PHYSIOLOGY HONORS

GR: 11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Biology, Chemistry, or consent of instructor.

This course provides students an opportunity to explore the relationship between the structure and function of the human body. Laboratory activities and dissections of animal organs that are similar to human organs will be used to reinforce concepts. Students may choose to attend field trip experiences that will include viewing human cadavers. This course provides a good background for students interested in health professions or general interest in the human body. (NCAA Core Course)

SCI323 MICROBIOLOGY HONORS

GR: 11,12, One-half year (grade weighted), Credit: .5

PREREQUISITE: Biology, Chemistry with "B" or above, or consent of instructor.

The focus of this class is laboratory investigations in which students will work with several types of microorganisms, including bacteria, fungi, and protozoa. Emphasis is placed on characteristics, actions, and control of microorganisms, culturing and chemically identifying bacteria, antibiotic susceptibility and genetic engineering techniques. This course provides good background for students interested in health professions especially lab technology or for anyone with a general interest in biology. (NCAA Core Course)

SCI325 ZOOLOGY HONORS

GR: 11,12, One-half year (grade weighted), Credit: .5

PREREQUISITE: Biology, Chemistry or consent of instructor.

This course provides students an overview of concepts of general zoology including the origin of animal life, taxonomy, animal physiology, animal reproduction and development, classification of major phyla of animals, structure and function of animals, and basic concepts of animal behavior and ecology. Field trip is optional. In class dissections are required within the course. (NCAA Core Course)

SCI330 PRINCIPLES OF BIOMEDICAL SCIENCE PLTW

GR: 9,10,11,12, One year (grade weighted), Credit: 1

*Prerequisites for Principles of Biomedical: * 9th Grade – Must be concurrently enrolled in Biology Advanced.* 10th Grade – Must have successfully completed Biology and be concurrently enrolled in Chemistry.* 11th Grade – Must have successfully completed Biology and either Chemistry or Introduction to Chemistry/Physics.*

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. (NCAA Core Couse)

SCI331 HUMAN BODY SYSTEMS PLTW

GR: 10,11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Principles of Biomedical Science.

As the second course in the Biomedical sequence, students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. (NCAA Core Couse)

SCI332 ADVANCED PLACEMENT CHEMISTRY

GR: 11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Honors Chemistry with a "B" or above, or consent of instructor.

AP Chemistry provides a second year of high school chemistry and is designed for those students who anticipate taking additional chemistry courses either in college or in vocational training. First-semester topics include: rigorous review of first year chemistry, kinetic molecular theory and its applications in the laboratory, chemical reactions, and atomic/molecular structure. Second-semester topics include: thermodynamics, equilibrium, and kinetics and acid/base chemistry. A weekend laboratory component is required in order to earn a credit in AP Chemistry. If the course is taken without the weekend laboratory requirement, it will be listed on the transcript as Honors Chemistry II. Students may earn college credit by scoring well on the AP Chemistry examination. Credit earned from the AP Chemistry examination will vary according to the policies of a given university. (NCAA Core Course)

SCI333 ADVANCED PLACEMENT PHYSICS

GR: 11,12, One year (grade weighted), Credit: 1

PREREQUISITE: A or B in Chemistry and Algebra II, or consent of instructor.

A more complete mathematical treatment of the same topics found in the regular physics course, AP Physics is especially designed to follow up Honors Chemistry for those students who want a rigorous science background. Students in this class may choose to take the national AP exam.
Whether or not students receive college credit by taking the AP exam will depend on their score and the policy of the college the student attends. (Earning up to 5 hours of college credit might be possible.) (NCAA Core Couse)

SCI334 ADVANCED PLACEMENT BIOLOGY

GR: 11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Completion of Biology or Biology Advanced and Chemistry with a C or better.

AP Biology is an introductory college-level course that provides a second year of high school biology in which students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: chemistry of life, cellular energetics, communication/cell cycle, heredity, gene expression/regulation, natural selection and ecology. Laboratory work emphasizes inquiry-based investigations that require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.
Students may earn college credit by scoring well on the AP Biology exam. Credit earned from the AP Biology exam will vary according to the policies of a given university. (NCAA Core Course)

SOCIAL STUDIES

There are three specific courses (two and a half credits) in the Social Studies Department required for graduation. They are World History (1 credit), US History (1 credit), and American Government (.5 credit).

Entrance into most Illinois public colleges and universities will require three high school credits in social studies. Each course (required or elective) offered in Social Studies is college preparatory in nature.

GRADE LEVEL	COURSE #	COURSES
9	SOC101	WORLD HISTORY
9	SOC102	WORLD HISTORY ADVANCED
10	SOC201	UNITED STATES HISTORY
10,11,12	SOC231	AP US HISTORY
11,12	SOC301	AMERICAN GOVERNMENT
11,12	SOC331	AP GOVERNMENT
10,11 ,12	SOC401	PSCHYOLOGY
11, 12	SOC402	SOCIOLOGY HONORS
11, 12	SOC403	ECONOMICS HONORS
9, 10, 11,12	ART332	AP ART HISTORY
10, 11,12	SOC431	AP PSYCHOLOGY
11, 12	SOC500	ABNORMAL PSYCHOLOGY HONORS

Prerequisites may apply. Please check the course description for information.

SOC101 WORLD HISTORY

GR: 9, One year, Credit: 1

PREREQUISITE: Successful completion of 8th grade social studies course.

Students will survey Western Civilization from prehistory to the Early Modern Era. Topics include: PreHistory and Early Man, Birth of Civilization, Greece and Rome, The Middle East, Medieval China and Japan, Medieval Europe, Renaissance and Reformation, Revolution and the Nation State. In this course student learning emphasis will be placed on the use of primary sources, content area reading and writing, note-taking, project-based activities and cooperative learning. In addition students will be expected to problem solve and think critically towards history as it relates to our nation today. (NCAA Core Course)

SOC102 WORLD HISTORY ADVANCED

GR: 9, One year, Credit: 1

PREREQUISITE: An A or B in the 8th grade social studies course, or consent of instructor.

Students will survey Western Civilization from prehistory to the Early Modern Era. Topics include: PreHistory and Early Man, Birth of Civilization, Greece and Rome, The Middle East, Medieval China and Japan, Medieval Europe, Renaissance and Reformation, Revolution and the Nation State. In this course student learning emphasis will be placed on the use of primary sources, content area reading and writing, note-taking, project-based activities and cooperative learning. In addition students will be expected to problem solve and think critically towards history as it relates to our nation today. Pre-AP World History is a college prepara-to- ry course geared towards the advanced social studies student. It is designed to prepare students to successfully complete AP (Advanced Placement) social studies coursework throughout high school. Independent thinking and learning are promoted emphasizing reading, writing, and research. (NCAA Core Course)

SOC201 US HISTORY

GR: 10, One year, Credit: 1

PREREQUISITE: None.

This course surveys the foreign and domestic forces which have changed or lives since the close of World War II. It follows a chronological approach concerning major political, social, economic and international events that have shaped the American people. Topics include from the Cold War, the Civil Rights movement, Vietnam and Watergate in the first semester, to the Carter administration, Conservative tide, Clinton years, and 9/11 in the second semester. (NCAA Core Course)

SOC231 ADVANCED PLACEMENT US HISTORY

GR: 10,11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Sophomore students must earn a grade of B- or better in World History Advanced to be considered for enrollment. Students not meeting this requirement MAY be considered with a recommendation from their World History teacher AND approval of the AP US History teacher. Override forms will be available from a student's guidance counselor and must be signed by both teachers and a student's parent/guardian to enroll in AP US History.

The purpose of AP US History is to explore, analyze, and deal critically with themes in U.S. History from 1491 to the 9/11. AP US History is focused on preparing students to take the AP US History exam in May. Students may choose to take the national AP exam. (This course is not a dual enrollment course, but students who take the AP US History exam and score in acceptable levels may earn credit at their chosen university. Check with potential universities about their expectations). Concurrent enrollment in English II Honors (sophomores) or an AP English class (upperclassmen) is encouraged.

A full year of AP US History may replace the graduation requirement credit of US History or may fulfill an elective requirement for upperclassmen. (NCAA Core Course)

SOC301 AMERICAN GOVERNMENT

GR: 11,12, One-half year, Credit: .5

PREREQUISITE: Successful completion of US History or AP US History.

This course examines the organization of our national government, state government, and our political system. In order to prepare students for the United States Constitution Test and Illinois Constitution Test, as required by state law, the course will cover the foundations and institutions of the government of the United States. Units will also include Civil Liberties, Civil Rights, Foreign Policy, Political Parties and Elections, and State and local Government. In addition, students will be required to attend a mandatory public meet-

ing of local government and complete a report of their observation. The course employs numerous supplementary materials including the coverage of current events when appropriate. Students should be prepared to take notes and read textbook assignments. (* Required Course) (NCAA Core Course)

SOC331 AP GOVERNMENT

***GR: 11,12, One year (grade weighted), Credit: 1**
PREREQUISITE: Admissions based on high aca demic achievement and teacher recommendations. A or B in World History Honors and/or AP US History.
This course is designed to provide students with a thorough understanding of the foundations of the United States government, its institutions, the political processes, and how policy decisions are reached. Students must be willing to commit themselves to AP level coursework which is intended to reflect the rigor of a college level class in both assignments and assessments. Students are highly encouraged to take the Advanced Placement exam in May. (*may replace the semester Government requirement) (NCAA Core Course)

SOC401 PSYCHOLOGY

GR: 10,11,12, One-half year, Credit: .5
PREREQUISITE: None.
Psychology is the study of human and mental thought processes. This course introduces students to the history of psychology as well as modern approaches. The content of the course includes scientific methods of studying behavior, states of consciousness, gender differences, principles of learning, and personality theory. Study skills and memory techniques, ethics and methods of research, and occupational possibilities are also explored. This course is recommended for college bound students. (NCAA Core Course)

SOC402 SOCIOLOGY HONORS

GR: 11,12, One-half year (grade weighted), Credit: .5
PREREQUISITE: None.
Sociology is the study of society. It involves study about the behavior and interaction of human groups and the influence of these groups on individuals. Emphasis will be placed on how humans build societies and develop culture and how each person acquires a culture and becomes a part of society. The semester's topics include: roles and status, institutions (family, religion, education, government, and economy), stratification, population, race, and social change. (NCAA Core Courses)

SOC403 ECONOMICS HONORS

GR: 11,12, One-half year (grade weighted), Credit: .5
PREREQUISITE: None.
Economics concentrates on how society allocates its scarce resources among its unlimited wants and needs. While microeconomic concepts such as demand and supply and business firm organization are covered, the semester course emphasizes macroeconomics (examination of the behavior of the whole economy at once). Course topics include: GDP and National Income Accounting; Income Distribution; Unemployment; Inflation; Money, Banking, and Credit; Monetary Policy; Government and the Economy; Economic Growth; and International Trade. (NCAA Core Course)

ART332 ADVANCED PLACEMENT ART HISTORY

GR: 9,10,11,12, One year (grade weighted), Credit: 1
PREREQUISITE: None.
This is a full-year introductory college-level course dedicated to Art History. Through in-depth student/research, students will learn about artists, art periods, art theory, architecture, and historical background. Over 250 artworks from around the globe will be studied. Students in this class may choose to take the national AP Art History exam in May. Whether or not students receive college credit will depend on their score and the policy of the university they attend.

SOC431 ADVANCED PLACEMENT PSYCHOLOGY

GR: 10,11,12, One year (grade weighted), Credit: 1
PREREQUISITE: None.
Advanced Placement Psychology is a college-level course that explores the systemic and scientific study of the behavioral and mental processes of human beings and animals. Sub-topics include: Research methods, Learning theory, Consciousness, Biological Bases of Behavior, Sensation and Perception, Cognition, Motivation and Emotion, Developmental Psychology, Personality theory, Social Psychology, Abnormal Psychology, and Treatment approaches/ orientations As an AP class, the course requires organizational skills and critical thinking consistent with such higher-level course work. Students should expect an accelerated pace,

increased reading, and greater independent study. In May a week of review is specifically geared to preparing for the AP exam. Students in this class may choose to take the national AP exam. Whether or not students receive college credit by taking the AP exam will depend on their score and the policy of the college the student attends. (NCAA Core Course)

SOC500 ABNORMAL PSYCHOLOGY HONORS

GR: 11,12, One-half year (grade weighted), Credit: .5

PREREQUISITE: Successful completion of AP Psychology.

This semester-long elective explores one of the most fascinating and popular topics in psychology – psychological disorders. This elective will focus on the main categories of mental dysfunction as outlined by the Diagnostic and Statistical Manual. The specific conditions in these categories such as depression, anxiety disorders, and schizophrenia, will be studied. This will include a discussion of potential causes and symptoms as well as assessment and treatment of these disorders. A main objective of this course will be to destigmatize mental illness and help students to gain an appreciation of the importance of mental health. (NCAA Core Course)

FOREIGN LANGUAGE

Many colleges require a minimum of two credits of foreign languages for admission and four years to graduate from college in some major fields. (Please check individual colleges for specific admission requirements)

GRADE LEVEL	COURSE #	COURSES
9,10,11,12	GER101	GERMAN I
9,10,11,12	GER201	GERMAN II
10,11,12	GER301	GERMAN III
11,12	GER421	GERMAN IV HONORS
11,12	GER422	GERMAN CONVERSATION & COMP. HONORS
11,12	GER431	AP GERMAN
9,10,11,12	SPA101	SPANISH I
9,10,11,12	SPA201	SPANISH II
9,10,11,12	SPA301	SPANISH III
10,11,12	SPA421	SPANISH IV HONORS
10,11,12	SPA401	SPANISH FOR NATIVES
11,12	SPA422	SPANISH CONVERSATION & COMPOSITION A HONORS
12	SPA423	SPANISH CONVERSATION & COMPOSITION B HONORS
11,12	SPA431	AP SPANISH

NOTE: Courses taken before grade 9 will not be counted towards NCAA eligibility.

Prerequisites may apply. Please check the course description for information.

GER101 GERMAN I

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: None.

This course is an introduction to basic grammatical structures; pronunciations; vocabulary; development of listening comprehension, reading, speaking, and writing skills; and development of cultural knowledge. The course objectives are: the students will be introduced to essential structures of German grammar; build their basic German vocabulary; develop their ability to comprehend, speak, read and write German; be introduced to significant aspects of German culture; demonstrate a working knowledge of the grammatical structures; apply vocabulary in communication involving each of the four language skills; and demonstrate higher order thinking skills through analyses of the German language and culture, including comparison and contrast with their own language and culture. Oral proficiency and vocabulary acquisition are emphasized. Must earn credit for both semesters to go on to German II. (NCAA Core Course)

GER201 GERMAN II

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: Must successfully complete both semesters of German I.

This course builds on the vocabulary and language structures introduced in German I. Students are encouraged to apply their knowledge to complete specific tasks in German. Students learn to discuss daily (care) routines; how to narrate and describe past actions; and how to tell someone else to do something. In addition students will be introduced to the indirect object case. Cultural information is presented to increase awareness of the German-speaking world. Oral proficiency and vocabulary acquisition are emphasized. (NCAA Core Course)

GER301 GERMAN III

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Must successfully complete both semesters of German II.

This course will provide a review of fundamental grammatical structures and an introduction to more complex structures. Conversation and listening comprehension activities will be used to increase cultural awareness; encourage a further refinement of reading, conversation, and listening comprehension skills; and also offer practice in written composition. The objectives are that the students will: review and demonstrate a working knowledge of the essential structures of German grammar introduced in German I and II; expand active and passive German vocabulary and apply this vocabulary in communication involving each of the four language skills; develop and demonstrate critical thinking skills; further develop their awareness of German culture and history; and further develop and refine their ability to comprehend, speak, read and write German. (NCAA Core Course)

GER421 GERMAN IV HONORS

GR: 11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Must successfully complete both semesters of German III.

This course builds on the vocabulary and language structures introduced in German I-III. Emphasis is on applying students' knowledge to accomplish oral and written communicative tasks. Longer sequences of German are processed and original responses and material are created. Remaining basic structures and vocabulary of the language are taught. Cultural information is presentation German to increase awareness of the German-speaking world. (NCAA Core Course)

GER422 GERMAN CONVERSATION & COMPOSITION HONORS

GR: 11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Must successfully complete both semesters of German IV or teacher recommendation.

This course is focused on the mastery of speaking, writing, and listening skills, but also stresses reading skills. It is intended to be the equivalent both in content and in difficulty to intermediate-level college German language course. It emphasizes the active use of the language for communication. This course is recommended to be taken before the AP course. This course is offered in an A and B cycle so that a student can choose to take two years of German Conversation and Composition. (NCAA Core Course)

GER431 ADVANCED PLACEMENT GERMAN

GR: 11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Must successfully complete both semesters of German IV or teacher recommendation.

This course is intended to be the equivalent both

in content and in difficulty of a third-year college German language course. Focus will be on the mastery of listening, speaking, reading, and writing skills; emphasis will be placed on the active use of the language for communication; and preparation for the Advanced Placement Exam. Students in this class may choose to take the national AP exam. Whether or not students receive college credit by taking the AP exam will depend on their score and the policy of the college the student attends. The objectives are to: use vocabulary structure and syntax at the advanced level; understand spoken German in both formal and informal situations; read various types of writings covering a wide range of areas; and express ideas orally and in writing both fluently and accurately. This course can be taken for credit only once. (NCAA Core Course)

SPA101 SPANISH I

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: None.

This course serves as an introduction to basic grammatical concepts of the Spanish language. Oral proficiency and vocabulary acquisition are emphasized. Cultural differences are presented to familiarize students with the Hispanic world. Must earn credit for both semesters to go on to Spanish II. (NCAA Core Course)

SPA201 SPANISH II

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: Must successfully complete both semesters of Spanish I.

This course builds on the vocabulary and language structures introduced in Spanish I. Oral proficiency and vocabulary acquisition are emphasized. Students are encouraged to apply their knowledge to complete specific tasks in Spanish. Students learn to discuss daily routine, how to narrate and describe past actions, and tell someone else to do something. Cultural information is presented in Spanish to increase awareness of the Spanish-speaking world. (NCAA Core Course)

SPA301 SPANISH III

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: Must successfully complete both semesters of Spanish II.

This course builds on the vocabulary and grammar structures from the previous courses. Grammar emphasis is based upon narrating in the past, present, and future as well as making commands. Students are put in situations where they must ask and also answer in each of the tenses. Continued emphasis is placed upon developing oral proficiency and communicating in Spanish without the use of English in predictable situations. Cultural information will be presented in Spanish to increase awareness of the Spanish-speaking world. (NCAA Core Course)

SPA401 SPANISH FOR NATIVES

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Staff recommendation.

This course is intended for students who speak Spanish with native fluency but may have never had any formal instruction in Spanish. The course will develop students' abilities to also read and write with higher levels of proficiency in Spanish. Emphasis will be placed upon reading and writing skills since these students already possess high level speaking skills. Students who successfully complete this course would then be encouraged to enroll in one of the other advanced level courses offered.

SPA421 SPANISH IV HONORS

GR: 10,11,12 , One year (grade weighted), Credit: 1

PREREQUISITE: Must successfully complete both semesters of Spanish III.

This course builds on the vocabulary and language structures introduced in Spanish I through III. Emphasis is on applying students' knowledge to accomplish oral and written communicative tasks. Longer sequences of Spanish are processed and original responses and material are created. Remaining basic structures and vocabulary of the language are taught. Cultural information is presented in Spanish to increase awareness of the Spanish-speaking world. (NCAA Core Course)

SPA422 SPANISH CONVERSATION & COMPOSITION A HONORS

GR: 11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Must successfully complete both semesters of Spanish IV.

The Spanish Conversation and Composition A course covers the equivalent of an intermediate college-level course. Thematic vocabulary units are integrated with a systematic review of previously presented grammar structures. Internet articles are used for reading comprehension and writing activities. Other native reading selections come

from a college preparatory text online. This course is designed to improve conversational and writing skills. (NCAA Core Course)

SPA423 SPANISH CONVERSATION & COMPOSITION B HONORS

GR: 10,11,12, One year (grade weighted), Credit: 1
PREREQUISITE: Must successfully complete both semesters of Spanish Conversation and Composition A or teacher recommendation.
This course is a continuation of Conversation and Composition A and is an alternative that some students might choose instead of taking the AP Spanish course. Students who take this class are urged to take a language placement test at their future college in order to receive either advanced placement and/or credit towards college graduation. The purpose of this course is to continue developing language skills and vocabulary at an advanced level. Exclusive use of Spanish for conversational purposes and communication is a top priority. A systematic review of all tenses and verb moods is incorporated into the class during the year. Vocabulary acquisition is developed through thematic units as well as the use of an online advanced text equivalent of a Level 300 college course. (NCAA Core Course)

SPA431 ADVANCED PLACEMENT SPANISH

GR: 11,12, One year (grade weighted), Credit: 1
PREREQUISITE: Must successfully complete both semesters of Spanish Conversation and Composition or consent of instructor.
The Advanced Placement Language course covers the equivalent of a third-year college course in advanced conversation and composition. Reading, writing, speaking, and listening skills are emphasized according to their weight on the AP exam. (NCAA Core Course)

DRIVERS ED, PHYSICAL ED

The State of Illinois requires that each student is enrolled in PE every quarter of each school year. The Quincy School District requires that students pass 4 credits of PE, Health, and/or Driver Education; therefore, students should be enrolled in one each quarter until graduation. This is divided as follows:

1. 3 credits of PE
2. 1/2 credit of Health
3. 1/4-1/2 credit of Driver Education

GRADE LEVEL	COURSE #	COURSES
9,10,11,12	DEC201	DRIVER EDUCATION CLASSROOM
9,10,11,12	DEB201	DRIVER EDUCATION BEHIND THE WHEEL
9,10,11,12	PEF301	P.E. FITNESS
9,10,11,12	PEL301	P.E. LIFETIME ACTIVITIES
9,10,11,12	PET301	P.E. TEAM SPORTS
9,10,11,12	PES301	P.E. BODY SCULPT
9,10,11,12	PEW301	P.E. WEIGHTS

Prerequisites may apply. Please check the course description for information.

DEC201 DRIVER EDUCATION CLASSROOM

GR: 9,10,11,12, One-quarter year, Credit: .25

PREREQUISITE: To be eligible, a student must have passed a minimum of eight courses in the previous two semesters.

This course utilizes lectures, discussions, audio-visual presentations, and presentations by traffic experts. Signing up for Drivers Education does not guarantee a spot. Enrollment is based on birthdates. Students who will be 15 yrs old before July 31, 2020, are encouraged to enroll for summer school. Students who will be 15 yrs old before Sept 30, 2020, are encouraged to enroll for first quarter. Students who will be 15 yrs old before Dec 31, 2020, are encouraged to enroll for second quarter. Students who will be 15 yrs old before Feb 28, 2021, are encouraged to enroll for third quarter. Students who will be 15 yrs old before May 31, 2021, are encouraged to enroll for fourth quarter. Dates are subject to change depending on class load and staff availability.

DEB201 DRIVER EDUCATION BEHIND-THE WHEEL

GR: 9,10,11,12, One-quarter year, Credit: .25

PREREQUISITE: It is a state requirement that a student must pass Driver Education Classroom and also pass eight courses in the previous two semesters to be enrolled in BTW.

Behind the Wheel (BTW) is the driver education course that provides students with practical driving experience under real situations. Each student will: Learn and apply the rules of the road. Be able to apply basic defensive driving techniques. Learn how to become a safe, social, and defensive driver. This course meets the 6hr driving requirement with a certified instructor that is required by the State of Illinois. $250 Fee

PEW301 WEIGHTS

GR: 9,10,11,12, One-half year Credit: .5

PREREQUISITE: None.

This course is designed to assist each student in developing strength, knowledge, self motivation, and positive work habits. All students will develop weight programs based on individual needs (sports or personal). Physical fitness assessments will be performed on a regular basis in an effort to assess each student's physical progress and well being. Athletes are encouraged to enroll in this course during their off season.

PEF301 FITNESS

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

Students will be able to develop an understanding of fitness concepts and design personal fitness program while developing and individualized level of health related activities to complete assess- ments of their health related fitness. Students will learn the relationships between physical activity, physical fitness, group interaction, cooperation, and appreciation for the abilities and limitations of self and others and various health-related out- comes. Through the course, students will gain knowledge and skill needed to develop lifelong pat- tern of physical activity. By the end of the course, students will: improve their physical fitness by par- ticipating in activities on the equipment: treadmill, rowing, elliptical, stationary bikes, and step ma- chines also performing workouts such as HilT (high intensity interval training) routines, circuit training, yoga, partner workouts and step aerobics.

PEL301 LIFETIME ACTIVITIES

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

This course is offered to 9-12th grade students. Students will learn a variety of rules, skills, fundamentals, and strategies in a variety of individual and dual sports activities. Safety and sportsmanship will be emphasized. Activities include, but are not limited to: badminton, pickle ball, table tennis, ultimate Frisbee, bowling, shuffle board, hand ball, floor hockey, and fitness walking.

Fitness walking will be offered weekly with each unit.

PET301 TEAM SPORTS

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

Instruction and skill development are offered in a variety of team sports. This instruction is planned to meet the needs of the individual students. The emphasis will be for students to develop and demonstrate physical skills, stamina, and an interest in physical activity and overall wellness. Some of the following sports will be offered during the quarter: basketball, bowling (optional activity

(student cost) 2nd and 3rd quarter only), eclipse ball, flag football, kickball, soccer, tchoukball, team handball, ultimate, and volleyball.

PES301 BODY SCULPT

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

Students will be able to develop an understanding of fitness concepts and design personal fitness program while developing and individualized level of health related activities to complete assess- ments of their health related fitness.

Students will learn the relationships between physical activity, physical fitness, group interaction, cooperation, and appreciation for the abilities and limitations of self and others and various health-related outcomes. Through the course, students will gain knowledge and skill needed to develop lifelong pattern of physical activity. By the end of the course students will: improve their physical fitness by participating in activities that include yoga, pilates, Zumba, Drum Fit, step aerobics, walking, and circuit training.

ADDITIONAL GRADUATION REQUIREMENTS

GRADE LEVEL	COURSE #	COURSES
9,10,11,12	BUS201	CONSUMER EDUCATION
	*VBS101, SOC403, VAG401, VBM302, CCCE1	
9,10,11,12	HEA301	HEALTH
	*VHO101, VHO201	
9,10,11,12	VCS102	APPLICATIONS OF COMPUTERS I
	*VCS101,VCS201, VCS202	

* Classes will count toward graduation requirement if pass entire course.

BUS201 CONSUMER EDUCATION

GR: 10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

This course covers the role of consumers in a free market economy. Subject areas include consumer rights and responsibilities, budgeting and money management, banking services, credit options and bankruptcy, insurance, taxes and buying techniques for food, automobiles, and housing.

HEA301 HEALTH

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

This study of health includes units covering the following topics: a drug and alcohol unit, infectious diseases, CPR and first aid, communicable diseases, AIDS and other STD's, conflict resolution, stress management, and depression/ suicide. The entire health program is geared toward preventive health and the lifetime goal of achieving optimal health.

VCS102 APPLICATIONS OF COMPUTERS I

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

This semester course is designed to provide students the skills needed to effectively use a variety of productivity software applications, including word processing, spreadsheet, presentation, graphic design and desktop publishing, database development, and integration of web resources. Students will also experience movie editing and production, as well as an introduction to the fundamentals of computer programming. Throughout the course, students will utilize various online resources for use with lessons and collaborative projects. Ethical and social issues associated with using technology will be integrated throughout the course. Grades are calculated based Grades are calculated based on daily assignments completed in the computer lab, along with additional hands-on projects and performance-based assessments. To receive credit for this course, students must earn a passing grade percentage for the semester.

FINE ARTS

GRADE LEVEL	COURSE #	COURSES
9,10,11,12	ART101	ART I
9,10,11,12	ART102	ART FOUNDATION 2D
9,10,11,12	ART103	ART FOUNDATION 3D
10,11,12	ART201	ART II
11,12	ART331	AP STUDIO ART: 2-D DESIGN
12	ART401	SENIOR INDEPENDENT STUDY IN ART
9,10	MUS101	SYMPHONIC BAND
9	MUS102	FRESHMAN CHORALE
9,10,11,12	MUS201	SYMPHONIC STRINGS
10,11,12	MUS202	VARSITY CHORALE
9,10,11,12	MUS301	CONCERT BAND
10,11,12	MUS302	CONCERT CHORALE
10,11,12	MUS303	CONCERT BAND/CONCERT CHORALE
10,11,12	MUS401	CONCERT ORCHESTRA
10,11,12	MUS402	CONCERT CHOIR
10,11,12	MUS403	ORCHESTRA/CONCERT CHOIR
10,11,12	MUS70	SHOW CHOIR
10,11,12	MUS71	MADRIGAL CHOIR
10,11,12	MUS72	JAZZ BAND
10,11,12	MUS73	VARSITY SINGERS
9,10,11,12	MUS74	MARCHING BLUE DEVILS
9,10,11,12	MUS75	COLOR GUARD/POM PON

Prerequisites may apply. Please check the course description for information.

ART101 ART I

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: None.

This is the introductory visual arts course for QHS. The content covers a variety of concepts, approaches and media in creative problem solving. Art I will provide an opportunity for students to develop com- positional skills and understanding in the elements & principles of design, drawing, painting, ceramics and sculpture. A wide range of artists, artworks, styles and cultures will be studied for inspiration. Art I is a studio class and students will be expected to follow all safety rules.

ART102 ART FOUNDATION 2D

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

This is an introduction to the media and technical pos- sibilities of drawing and painting, focused on increas- ing students' confidence by developing essential ren- dering and composition skills through improved hand/ eye coordination. Students enrolled in this course will apply techniques to media such as graphite, colored pencil, ink, charcoal, pastels, watercolor and tempera paint. Students' are also encouraged to begin the pro- cess of self-awareness through the drawing and painting of diversified subjects such as landscapes, abstract symbolism, portraiture, still life and figure drawing, as well as paint handling, craftsmanship, color theory, two-dimensional composition, and theme.

ART103 ART FOUNDATIONS 3D

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

This course focuses on understanding and applying skills based around the aesthetics, processes, and functions of a variety of 3-Dimensional art forms. Learned competencies include technique, craftsmanship and the expressive potential of ceramics, paper mache, and various other materials related to the design and creation of 3-Dimensional objects.

ART201 ART II

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Completion of Art I with above average grade or permission of the instructor.

Advanced art students work in drawing, painting, printmaking, pottery, and sculpture. This course offers many independent activities where basic skills are already mastered. All students are expected to have an advanced attitude about research, attendance, and extra time spent on artwork "out-of-class". Students not working with the instructor during class time will be dropped.

ART331 ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN

GR: 11,12, One year (grade weighted), Credit: 1

PREREQUSITE: Completion of ART I and ART II with above-average grades or permission of the instructor.

This is a full-year introductory college-level course in Art. This is an upper-level art class and students are expected to have an advanced attitude about research, attendance, and time spent outside of regular class time. Students will produce a portfolio including, but not limited to drawing, painting, graphic design, printmaking, fashion/fabric design, collage and digital imaging. Their artwork will be developed and scored according to College Board guidelines. Students may choose to submit this portfolio of 2-D artwork for college credit. The scores they receive and the policy of the university they attend will determine if they are granted college credit.

ART401 SENIOR INDEPENDENT STUDY IN ART

GR: 12, One-half year, Credit: .5 per semester

PREREQUISITE: Successful Completeion fo Art I, Art II, Art III / AP 2-D Design, and Approval of Instructor.

This is a full-year introductory college-level course in Art. This is an upper-level art class and students are expected to have an advanced attitude about research, attendance, and time spent outside of regular class time. Students will produce a portfolio including, but not limited to drawing, painting, graphic design, printmaking, fashion/fabric design, collage and digital imaging. Their artwork will be developed and scored according to College Board guidelines. Students may choose to submit this portfolio of 2-D artwork for college credit. The scores they receive and the policy of the university they attend will determine if they are granted college credit.

MUS101 SYMPHONIC BAND/ TRADITIONAL BAND

GR: 9,10,11,12, Credit: 1

PREREQUISITE: Audition by director with 3 or more years of playing experience.
This is a performance-oriented co-curricular course which emphasizes the preparation of band literature, i.e. marching band, pep band, and small ensembles for concert, contests, clinics, parades, and sport events. All members of this group are members of the QHS Pep Band. Members are required to perform with these groups throughout the year and attend an August Marching Band Camp and rehearsals outside of the school during the Fall Marching season. Students are required to purchase performance outfits and travel with the group. Students must have completed Level V musicianship requirements before participation in the group is possible.

MUS102 FRESHMAN CHORALE

GR: 9, One year, Credit: 1
PREREQUISITE: Audition and approval by the teacher.
Students in this ensemble must participate in the Winter Disney Trip in December unless special arrangements have been made with the Director of Music Education.
This course is open to male & female vocalists in the 9th grade. Emphasis is given to all genres of choral music, vocal production, sight singing and music theory. This ensemble performs in concerts throughout the year. Students are expected to attend concerts in which their choir performs. Exceptions to attendance at a concert requires previous approval. Students are required to purchase performance outfits. Members may be involved in many school activities; e.g. Fall Musical, New Faces, Show Choir and music contests.

MUS201 SYMPHONIC STRINGS

GR: 9,10,11,12, One year, Credit: 1
PREREQUISITE: By audition only.
This music ensemble is designed for student musicians entering Quincy Senior High with at least 3 years of experience on an orchestral instrument. Instruction will be devoted to fundamentals, string orchestra music, sectionals, ensembles, and chamber music. Students are required to attend planned concerts in which their orchestra performs. Exceptions to attendance at concerts require previous approval. Students must have completed Level IV musicianship requirements before participation in the group if possible. Students are required to purchase performance outfits.

MUS202 VARSITY CHORALE

GR: 10,11,12, One year, Credit: 1
*PREREQUISITE: None (*first year in choir).*
This female ensemble is open to all interested treble singers in grades 10, 11, 12 and any female singer who is new to the QPS Choral Program. The chorale sings in programs with other choral groups. Emphasis is given to all genres of choral music, vocal production, sign signing and music theory. This ensemble performs in concerts throughout the year. Students are expected to attend concerts in which their choir performs. Exceptions to attendance at a concert requires previous approval. Students are required to purchase performance outfits. Members may be involved in many school activities; e.g. Fall Musical, Christmas Vespers, New Faces, Show Choir and music contests.

MUS301 CONCERT BAND/ COMPETITIVE BAND

GR: 10,11,12, One year, Credit: 1
PREREQUISITE: Audition by director with 4 or more years of playing experience.
Students in this ensemble must participate in the Winter Disney Trip in December unless special arrangements have been made with the Director of Music Education. This is a performance-oriented co-curricular course which emphasizes the preparation of band literature, i.e. marching band, pep band, and small ensembles for concerts, contests, clinics, parades, and sporting events. All members of this group are members of the QHS Marching Football Band and the QHS Pep Band. Members are required to perform with these groups throughout the year and attend an August Marching Band Camp and rehearsals outside of the school during the Fall Marching season. Students are required to purchase performing outfits and travel with the group. Students must have completed Level VI musicianship requirements before participation in the group is possible.

MUS302 CONCERT CHORALE

GR: 10,11,12, One year, Credit: 1
PREREQUISITE: By audition only.
This ensemble is designed for singers who have previous experience in choir at the junior high, Freshman Chorale or senior high level and have an

advanced level of musicianship. Students are nominated for this group by their choral director and participate in all concerts. Students are required to attend concerts in which their choir performs. Students are required to purchase performance outfits. Exceptions to attendance at a concert requires previous approval. Members may be involved in many school activities; e.g. Fall Musical, New Faces, Christmas Vespers, Show Choir and music contests.

MUS303 CONCERT BAND/CONCERT CHORALE

GR: 11,12, One year, Credit: 1

PREREQUISITE: Audition only/QJHS Instrumental Chorus.

This co-curricular choir is for students who wish to participate in Band as well as Concert Chorale. Instructors will schedule students so they can participate in both organizations during the same period. The student must meet the entrance requirements for both organizations. Uniform and participation requirements are the same as Concert Band and the Concert Chorale. A performance contract must be signed.

MUS401 CONCERT ORCHESTRA

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: By audition with four or more years of play-ing experience.

Students in this ensemble must participate in the Winter Disney Trip in December unless special arrangements have been made with the Director of Music Education.

This is a performance-oriented co-curricular course for experienced string and wind players with advanced skills. Activities include three major concerts and participation in contests as soloists and/or ensemble members. All members of the Orchestra participate in the Fall Musical as part of their curriculum unless the director has given special permission for an alternative assignment. Wind players and percussionists must be members of Concert Band and travel with the group in competition. Students are required to purchase outfits worn for performance. Students must have completed Level VI musicianship requirements before participation in the group is possible. A performance contract must be signed.

MUS402 CONCERT CHOIR

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: By audition only.

Students in this ensemble must participate in the Winter Disney Trip in December unless special arrangements have been made with the Director of Music Education. This co-curricular choir is designed for juniors and seniors with advanced skills and previous choral experience only. The Concert Choir endeavors to sing challenging and good quality literature. Its goal is to achieve excellence in choral performance. Members of the Concert Choir may be involved in many school activities; e.g. Fall Musical, Christmas Vespers, New Faces, music contests and a spring choir tour. Sophomores are not admitted unless they receive permission from the Director of Music. Students are required to attend concerts and sign a performance contract. Students are required to purchase performance outfits and travel with the group for competition.

MUS403 ORCHESTRA/CONCERT CHOIR

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Audition only/QJHS Instrumental Chorus.

Students in this ensemble must participate in the Winter Disney Trip in December unless special arrangements have been made with the Director of Music Education.

This co-curricular course is for students who wish to participate in Orchestra as well as Concert Choir. Instructors will schedule students so they can participate in both organizations during the same period. The students must meet and maintain the entrance requirements for both organizations. Students will participate in all performances of both ensembles. Students must have permission of both directors in order to schedule this course. This course is not open to sophomores without permission from the Director of Music. All members of the Orchestra participate in the Fall Musical as part of their curriculum. A Level VI musicianship is required as well. Students are required to pur- chase outfits worn for performances and sign a performance contract.

MUS70 SHOW CHOIR

GR: 10,11,12, One-quarter year, Credit: .25

PREREQUISITE: By audition.

The Show Choir is a group of 24-36 singers and

dancers who are chosen by audition. The group meets 2-3 times a week and performs frequently during the 2nd semester. All members must attend a retreat that is held in January. All members must also be enrolled in the Concert Choir/Mixed Chorus. Show Choir members also participate in New Faces. Students are required to purchase performance outfits, attend all performances and sign a performance contract.

MUS71 MADRIGAL CHOIR

GR: 10,11,12, One-quarter year, Credit: .25

PREREQUISITE: By audition.

The Madrigal Choir is specifically designed to sing, in an authentic style, the music of the fourteenth through the sixteenth centuries. Some contemporary madrigals are also sung. The group meets once a week. Members are selected by audition and must be members of the Concert Choir. A performance contract must be signed.

MUS72 JAZZ BAND

GR: 9,10,11,12, One-quarter year, Credit: .25

PREREQUISITE: By audition.

Pop and Jazz music are rehearsed and performed in special programs and/or outside the normal school day. Members of this group must be in Concert Band or have the permission of the Director of Music. Jazz Band members participate in New Faces. Students are required to purchase performance outfits and attend all performances. A performance contract must be signed.

MUS73 VARSITY SINGERS / COMPANY BLUE

GR: 10,11,12, One-quarter year, Credit: .25

PREREQUISITE: By audition.

The Varsity Singers enables choral students to perform popular music with basic choreography and develop skills for entertaining on stage. The groups meet once a week and participate in New Faces. All members must be enrolled in the QHS Concert Choir/Mixed Chorus or Concert Chorale. Students are required to purchase performance outfits.

MUS74 MARCHING BAND

GR: 9,10,11,12, One-quarter year, Credit: .25

PREREQUISITE: By audition ONLY.

This is only for students who are not in Marching Band during the school day.

This co-curricular ensemble will combine the talents of the QHS Concert Band and the QHS Symphonic Band, QHS Colorguard and Q-City Pommers in a COMPETITIVE marching ensemble that rehearses in addition to the QHS Football Band. Members must be enrolled in their curricular groups during the evenings. Members are required to attend a Marching Band Camp in August and additional rehearsals for competition. The ensemble will compete during the Fall Marching season and travel to competitions through the end of October. Students must sign a performance contract.

MUS75 COLOR GUARD/POM PON

GR: 9,10,11,12, One-quarter year, Credit: .25

PREREQUISITE: By audition ONLY (previous Spring).

This ensemble of the QHS Color Guard and Q-City Pommers participates during the first semester only with the Marching Band at games and parades. Members who are also in Band or Concert Chorale should not sign up for this course number. Students are required to purchase performance outfits.

ELECTIVES

GRADE LEVEL	COURSE #	COURSES
9	CCR9	COLLEGE AND CAREER READINESS
10	CCR10	COLLEGE AND CAREER READINESS
11	CCR11	COLLEGE AND CAREER READINESS
12	CCR12	COLLEGE AND CAREER READINESS
11,12	LSP401	LEADERSHIP
12	TA	TEACHER ASSISTANTSHIP

Prerequisites may apply. Please check the course description for information.

TA TEACHER ASSISTANTSHIP

GR: 12, One-half year, Credit: .5

*PREREQUISITE: *Senior standing.*

The Teacher Assistantship is designed to expand leadership opportunities to qualified seniors as they participate and assist in classroom instruction and planning. Participants will work with a mentoring teacher/supervisor five periods a week, keeping a weekly log of their experiences. A final self-assessment of the experience will complement their in-class work. Students who meet these requirements will receive a 1/2 credit per semester. Students may only enroll in (1) Teacher Assistantship per semester. *Requirements for the Teacher Assistantship are listed below:

1. Must be a senior
2. Must have earned a minimum of 18 credits by the start of the senior year
3. Must be enrolled in a minimum of 4 credit bearing classes

LSP401 LEADERSHIP

GR: 11,12, One-half year, Credit: .5

PREREQUISITE: Students are nominated by staff members and selected by administration based on their applications for the course.

This course would be offered to juniors (spring semester) and seniors (fall semester) interested in enhancing their communication skills, social awareness, and advocacy on behalf of themselves and their school community. The goal of this class is to take current leaders within the school and help them reach their leadership potential. Curriculum topics will include types of leadership, leaders in history and their traits, developing personal strengths, understanding one's philosophy and values, ethical leadership, working within a group, organizing and delegating, public speaking, steps for taking social action, etc. The semester long course also includes class-wide and individual service-learning projects.

COLLEGE AND CAREER READINESS
QUINCY SENIOR HIGH SCHOOL

CCR is an elective program designed to help students achieve the necessary requirements and skill needed for acceptance and success at a college/university. The CCR system provides students with the tools necessary to help increase learning and academic performance. CCR uses research-based methods to accelerate learning through meaningful, motivatinal, and engaging instruction. CCR seeks to provide students with an academic foundation for increased success throughout high school, college and beyond.

WHAT IS REQUIRED OF A CCR STUDENTS?

CCR students are expected to be motivated and determined to achieve college/university acceptance at theend of their high school careet. It will be necessary for CCR students to manage their time so that school and studies become a top priority. This means that they will need to be responsible for making wise and sometimes difficult choices. Students who are accepted into CCR make a 4 year commitment to the program.

THE IDEAL CCR STUDENT

CCR students:

1. are "in the middle" and often overlooked as "at risk" for not succeeding in college.
2. want to earn a college degree
3. have good attendance
4. are attentive in class
5. see school as a priority-they don't want to fail
6. are "B" or "C" average students
7. may be the first in their family to attend college

CCR CURRICULUM

- CCR follows the WICR method of instruction. (Writing, Inquiry, Collaboration and Reading)
- Organization (CCR Binders)
- Time Management
- Note taking (Cornell Notes)
- College Testing, GPA, College admissions
- Costa's Levels of Intellectual Functionng (Higher level questions)
- Research methods
- Goal Setting
- Reading skills (content, note taking, analysis)
- Public Speaking
- Writing Skills (active voice, argumentative, "showing vs. "telling", expanding vocabulary)
- Test taking skills
- Community Service

SPECIAL EDUCATION

Quincy High School offers a continuum of services for students with Individualized Education Plans (IEP)'s. Students are provided programs and services in the least restrictive environment and participate in classes with a general education setting. The Special Education curriculum is designed to meet the general education curriculum and Common Core Standards. A full range of support services and activities to address identified transitional needs are embedded throughout a student's individual education program. Course placement is determined as part of an individual's student's IEP meeting.

COURSE #	COURSES	COURSE #	COURSES
LDENG1	ENGLISH I	CCCOM1	TRANSITIONAL COMPUTERS
LDENG2	ENGLISH II	CCDEC1	PRE-DRIVERS EDUCATION
LDENG3	ENGLISH III	CCENG1-CCENG4	TRANSITIONAL READING (I, II, III, IV)
LDENG4	ENGLISH IV	CCHEA1	TRANSITIONAL HEALTH
LDMAT1	FOUNDATIONS OF ALGEBRA PART I	CCLS1	TRANSITIONAL LIFE SKILLS
LDMAT2	FOUNDATIONS OF ALGEBRA PART II	CCMAT1-CCMAT4	TRANSITIONAL MATH (I, II, III, IV)
LDMAT3	FOUNDATIONS OF GEOMETRY	CCSCI1 - CCSCI4	TRANSITIONAL SCIENCE (I, II, III, IV)
LDMAT4	BUSINESS TECH MATH	CCSOC1	TRANSITIONAL WORLD HISTORY
LDSCI1	BIOLOGY I-II	CCSOC2	TRANSITIONAL US HISTORY
LDSCI1	FUNDAMENTALS OF CHEMISTRY AND PHYSICS	CCSOC3	TRANSITIONAL GOVERNMENT
LDSCI3	ENVIRONMENTAL SCIENCE	CCWEP1	TRANSITIONAL WORK EXPERIENCE PREP
LDSOC1	WORLD HISTORY	FAC 201	FUNCTIONAL COMMUNICATION SKILLS
LDSOC2	US HISTORY	FALS1	FUNCTIONAL LIFE SKILLS
LDCE02	CONSUMER EDUCATION RESOURCE MANAGEMENT	FAPE1	ADAPTIVE PE
LDHE1	HEALTH	FAPS1	FUNCTIONAL PERSONAL SKILLS/LEISURE
LDRES	RESOURCE	FAVPS1	FUNCTIONAL VOCATIONAL PREPARATION
CCADV1	TRANSITIONAL SELF-ADVOCACY	FAWEP	FUNCTIONAL WORK EXPERIENCE PREPARATION
CCART1	TRANSITIONAL ART	SWE201	WORK EXPERIENCE
CCCE1	TRANSITIONAL COMMUNITY EXPERIENCE	SWEC01	WORK EXPERIENCE / STEP (COMMUNITY)

Prerequisites may apply. Please check the course description for information.

LDENG1 ENGLISH I

One year, Credit: 1

This course is designed for students who seek to improve their reading skills and will mirror the regular education English I curriculum. Instruction will be given to increase comprehension skills, develop reading strategies and increase vocabulary. A variety of instructional methods will be utilized to meet the needs of students who are reading below grade level.

LDENG2 ENGLISH II

One year, Credit: 1

This course is designed for students who seek to improve their reading skills and will utilize the READ180 Program. The use of personal computers and intensive skills instruction in areas such as phonics, decoding, fluency and word recognition allow students to increase their skills while also learning computer literacy skills. Instruction will be given to increase comprehension skills, develop reading strategies and increase vocabulary. A variety of instructional methods will be utilized to met the needs of students who are reading below grade level.

LDENG3 ENGLISH III

One year, Credit: 1

English III is a composition/skills course is taken the junior year. This course focuses on comprehension, vocabulary and written/comprehensive skills. Also implemented is the READ180 Program with a focus on increasing reading levels in a smaller class size. The use of personal computers and intensive skills instruction in areas such as phonics, decoding, fluency and word recognition allow students to increase their skills while also learning computer literacy skills.

LDENG4 ENGLISH IV

One year, Credit: 1

English IV is a functional English skills course for students with IEPs. This course is taken the senior year. Students will develop a variety of skills while enrolled in English IV. Students will read a class novel and develop skills needed to meet their post-secondary goals, such as create and edit resumes, cover letters, reference letters, etc. English IV students will also be required to complete on quarter of Speech.

LDMAT1 FOUNDATIONS OF ALGEBRA PART I

One year, Credit: 1

Foundations of Algebra Part I is a full year, one credit course, designed specifically to provide students with a strong base for success in Foundations of Algebra Part II. Students will learn about expressions, properties of real numbers, inequalities, and families of functions with a special emphasis on linear functions. Students will represent functions in a multitude of ways including verbal descriptions, equations, tables and graphs. Problem solving exercises are integrated throughout the text which helps students connect the instruction with practical real life application.

LDMAT2 FOUNDATIONS OF ALGEBRA PART II

One year, Credit: 1

Foundations of Algebra Part II is a full year, one credit course, designed specifically to build upon skills learned in Part I and provide students with a strong base for success in Foundations of Geometry. Successful completion of Part I is required for enrollment in Part II. Students will continue to learn about linear equations along with systems of equations and inequalities. They will also work with polynomials and quadratic equations and func- tions. Problem solving exercises are integrated throughout the text which helps students connect the instruction with practical real life application.

LDMAT3 FOUNDATIONS OF GEOMETRY

One year, Credit: 1

This Geometry course is to teach the student to think logically and clearly and to solve problems used in real world applications. Through careful and systematic reasoning, the student will learn to apply many properties of geometric figures. Students study each mathematical idea in depth through applications and practical problems. Students will learn to read mathematics on a daily basis. Provided are key concepts, relevant vocabulary, and meaningful examples. A project requiring an application of geometry consists of concepts and spatial thinking, congruence, similarity, transformations, and measurements in Geometry. Problem solving exercises are integrated throughout the text which helps students connect the instruction with practical real life application.

LDMAT4 BUSINESS TECH MATH

One year, Credit: 1

Business Tech Math is designed for those students heading towards the workforce upon graduation, and who as consumers wish to make wiser choices. The Business Tech Math Part I emphasizes personal finance, workforce, and career planning skills as part of the course work. Mathematics with business applications is designed to provide students with a comprehensive course in practical applied mathematics. Mathematics topics include: applications of technology, applications of numbers, measurement, algebra, geometry and probability.

LDSCI1 BIOLOGY I-II

One year, Credit: 1

In this course students will study the nature of science, science of living things, and the characteristics of living things. This course will focus on categorizing living organisms, the changing of species over time, cell processes, interactions among species, basic genetics, and some human anatomy. Students will be involved in observational labs, lab experiments, group activities, class discussions, and lecture. Emphasis will be placed on the practical application of all concepts as they relate to home, work and leisure activities.

LDSCI1 FUNDAMENTALS OF CHEMISTRY AND PHYSICS

One year, Credit: 1

This course will offer students an opportunity to explore chemistry and physics in greater depth than in Physical Science. Lab experiences will emphasize fundamental chemistry and physic concepts. Students conduct laboratory and field investigations throughout the year. This course integrates the concepts of physics and chemistry using practical applications relating to the following topics: properties of matter, changes in matter, solution chemistry, motion, waves and energy transformation.

LDSCI3 ENVIRONMENTAL SCIENCE

One year, Credit: 1

In this course students will study the environment, and how humans impact the environment around them. This course will cover spaces systems, Earth systems, Earth and human activity, ecosystems, and our health and future. Students will be involved in lab experiments, group activities, and class discussions, as well as individual and group projects.

LDSOC1 WORLD HISTORY

12, One year, Credit: 1

In this course students will survey Western Civilization from prehistory to the Early Modern Era. Topics include: PreHistory and Early Man, Birth of Civilization, Ancient Greece, Ancient Rome, The Middle East, World Religions, Medieval Europe, Renaissance and Reformation, Age of Exploration, Age of Revolutions, Africa and Imperialism, Imperial Japan, Foundations of The Great Wars. The student learning emphasis will be placed on the use of primary sources, content area reading and writing, note-taking, project-based activities and cooperative learning. Students will be problem solve and think critically towards history as it relates to our nation today. This course supports post-secondary success through independent learning with teacher guidance and the intergration of technology and online resources as learning tools.

LDSOC2 US HISTORY

One Year, Credit: 1

This course surveys the foreign and domestic forces which have changed our lives since the close of World War II. It follows a chronological approach concerning major political, social, economic, and international events that have shaped the American people. Topics include the Cold War, the Civil Rights movements, Vietnam and Watergate, all the way up to 9/11. In this course student learning emphasis will be placed on the use of primary sources, content area reading and writing, note-taking, project-based activities and cooperative learning. In addition, students will be expected to problem solve and think criticlly towards history as it relates to our nation today. This course is required for graduation and traditionally taken during the 10th grade academic year.

LDCE02 CONSUMER EDUCATION RESOURCE MANAGEMENT

One-half year, Credit: .5

This course covers the role of consumers in a free market economy. Subject areas include consumer rights and responsibilities, budgeting and money management, banking services, credit options and bankruptcy, insurance, taxes and buying techniques for food, automobiles, and housing.

LDHE1 HEALTH

This study of health includes units covering the following topics: a drug and alcohol unit, infectious diseases, CPR and first aid, communicable diseases, AIDS and other STD's, conflict resolution, stress management, and depression/ suicide. The entire health program is geared toward preventive health and the lifetime goal of achieving optimal health.

LDRES RESOURCE

Resource is available to students who have a current Individualized Educational Plan (IEP), and who need academic support and/or positive behavioral supports to compensate for learning differences, and to experience success. Special Education teacher provide review and re-teaching of key concepts in other classes, support for organizational, study and planning skills and strategies, and monitoring of work completion and comprehension.

CCADV1 TRANSITIONAL SELF-ADVOCACY

Seniors, One year, Credit: 1

PREREQUISITE: Transitional Community Experience.

"Self-Advocacy is learning how to speak up for yourself, making your own decisions about your own life, learning how to get information so that you can understand things that are of interest to you, finding out who will support you in your journey, knowing your rights and responsibilities, problem solving, listening and learning, reaching out to others when you need help and friendship, and learning about self-determination." (from Wrightslaw.com) In this course, students with disabilities will learn how to become active participants in the decisions that affect their daily lives. Students learn the foundations of laws affecting people with disabilities, and how these laws affect their rights as students with disabilities. They will learn how to seek out information to help them solve problems, find assistance when needed, and learn what tools are necessary to succeed both in and out of school. As they gain skills needed to become more self-reliant, students will become more successful in the transition from school to employment, enabling them to act on their own behalf once they leave high school.

CCART1 TRANSITIONAL ART

All Grades, One-half year, Credit: .5

Prerequisite: None.

Transitional art provides opportunities for students who like to learn about certain prominent artists and recreate their works of art. They will utilize a variety of items and techniques. Students will be encouraged to express themselves artistically using a wide variety of mediums, textures, and colors. Some topics may include photography, drawing, watercolor, string art, pottery, and many more. This class is taught in conjunction with Transitional Government.

CCCE1 TRANSITIONAL COMMUNITY EXPERIENCE

Juniors , One year, Credit: 1

PREREQUISITE: Transitional Work Experience Preparation.

This course provides the basics for independent living after high school. The course will cover: the value of money, check writing, telling time, following schedules, becoming familiar with safety signs throughout the community, the housing process, banking, budgeting, using the newspaper as a resource, writing recipes, grocery shopping, household chores and preparing simple meals. The class is designed to provide students with a basic understanding of the many concepts needed to prepare for independent living. This course also meets the graduation requirement for consumer education.

CCCOM1 TRANSITIONAL COMPUTERS

All grades, One half-year, Credit: .5

PREREQUISITE: None.

This is a semester course which is designed to provide students the opportunity to gain the skills needed to effectively use a variety of software applications for their own personal use and future employment opportunities including: Keyboarding, Word Processing, and some Multimedia Production. Throughout the course, students will utilize various online resources for use with lessons and collaborative projects. There will also be occasional hands-on projects and performance-based assessments. This class is taught in conjunction with Transitional Health.

CCDEC1 PRE-DRIVERS EDUCATION

All Grades, One Year, Credit: 1

PREREQUISITE: None.

Pre-Drivers Ed. is a one year course that fulfills the requirement for Special Education students that will be getting a diploma from QHS. This course will not lead to students receiving a learners' permit. The course consists of learning the basics of the rules of the road. Students will learn road signs, markings, rules, and safety. Students will use a book, videos, visuals, and hands-on to learn the skills. Evaluation will consist of formal and informal assessments, participation, and discussions.

CCENG1 - CCENG4 TRANSITIONAL READING (I, II, III, IV)

All grades, One year, Credit: 1

This course will focus on reading and writing functional material of everyday life. Improve writing skills for neatness, clarity, and understanding. Opportunities will be given to write for a variety of purposes. Spelling will be used to increase vocabulary. Students will write their full name in cursive for signing documents. Students will learn to fill out applications, and other forms with their personal information. Reading skills include reading for comprehension, and understanding of labels, directions, forms, and everyday life skills. Evaluation is based on participation, practice, formal and informal assessments.

CCHEA1 TRANSITIONAL HEALTH

Juniors and Seniors, One-half year, Credit: .5

PREREQUISITE: None.

This course includes information on nutrition, appearance, drugs and alcohol, the environment and community, as well as emotions, development, maturity, sexuality, and reproduction. This course will increase students' knowledge of real life topics. This class is taught in conjunction with Transitional Computers.

CCLS1 TRANSITIONAL LIFE SKILLS

Freshmen , One year, , Credit: 1

PREREQUISITE: None.

This course focuses on daily living skills and is intended for Freshman students. Students will work on independence in grooming/hygiene skills, folding laundry, housekeeping, and getting dressed, if needed. Students will cook with assistance once per week. They will also go on a field trip to the grocery store about once per quarter. Students will also work on basic time and money skills that will follow them into the work place. Students will focus on time management, social skills, leisure activities and following basic directions.

CCMAT - CCMAT4 TRANSITIONAL MATH (I, II, III, IV

All grades, One year, Credit: 1

PREREQUISITE: None.

Transitional Math is a yearlong course. Students will work on mastering basic math skills and becoming as independent as possible when applying these skills in functional settings within the classroom and out in the community. To begin, this course aims to improve student knowledge of basic operations including addition, subtraction, multiplication, and division using calculators or other tools as necessary. After covering the basics, and based upon individual need, the course will progress on to varying levels of complex word problems, money, time, measurement, fractions, pre-algebra and pre-geometry concepts. Instruction is individualized, based on student need, and presented in individual, small, and whole group settings. Evaluation will be based on participation, practice, informal and formal assessments.

CCSCI1 - CCSCI4 TRANSITIONAL SCIENCE (I, II, III, IV)

All Grades, One year, Credit: 1

PREREQUISITE: None.

This class provides students with a basic understanding of science concepts that may be encountered in their everyday lives. This course provides knowledge about science by the use of hands-on experiments and research that will help explain concepts that may be encountered throughout our daily routines. This course will change yearly, rotating between Physical Science/ Chemistry, Biology/ Life Science, and Earth/ Environmental Science.

CCSOC1 TRANSITIONAL WORLD HISTORY

All grades, One year, Credit: 1

Students will be introduced to famous people, places, and events, and Western Civilization. Topics include: World Religions, Greece and Rome, The Middle East, Medieval China and Japan, Medieval Europe, and the Renaissance. Students will connect these topics with their affect in today's society. Student learning emphasis will be placed on the use of basic primary sources, content area reading and writing at the student's level, project-based activities

and cooperative learning. In addition, students will be expected to problem solve and think critically towards history as it relates to our nation today.

CCSOC2 TRANSITIONAL US HISTORY

All grades, One year, Credit: 1

PREREQUISITE: None.

The first semester of this course surveys the foreign and domestic forces which have changed people's lives since the close of World War II. It follows a chronological approach concerning major political, social, economic, and international events that have shaped the thinking of American people. Topics examined in this course include the Cold War, the Civil Rights movement, Vietnam, Women's rights, Watergate, Middle East problems, wars and scandals. The Great Depression and the early Roosevelt years are covered at the beginning of this course to set the stage for the ensuing events of our nations' history. Second semester of this course teaches the functions of federal, state, and local government. The role of individual responsibility as it relates to citizenship in the United States is strongly emphasized.

CCSOC3 TRANSITIONAL GOVERNMENT

All grades, One year, Credit: .5

PREREQUISITE: Transitional US History.

Students will identify the three branches of government and their specific functions. Students will learn about the U.S. Constitution and the Bill of Rights. In order to meet the requirements for graduation, students will take and pass a U.S. Constitution test. Students will also participate in a Citizenship and Law curriculum as a part of this course. They will learn about different laws and citizenship in their community. This class is taught in conjunction with Transitional Art.

CCWEP1 TRANSITIONAL WORK EXPERIENCE PREP

PREREQUISITE: Transitional Life Skills.

This course has been designed to help students become more independent as they learn and apply basic skills critical to entering the work force. This class gives students the tools necessary for successfully seeking and securing employment. Some skills included in this course are managing money and personal budgets, using media to find jobs/ fill out applications, role plays to improve social skills, use of public transportation, telephone skills, interviewing skills and hygiene/proper dress.

CCWEP1 TRANSITIONAL WORK EXPERIENCE PREP

PREREQUISITE: Transitional Life Skills.

This course has been designed to help students become more independent as they learn and apply basic skills critical to entering the work force. This class gives students the tools necessary for successfully seeking and securing employment. Some skills included in this course are managing money and personal budgets, using media to find jobs/ fill out applications, role plays to improve social skills, use of public transportation, telephone skills, interviewing skills and hygiene/proper dress.

CCTRAN TRANSITION 12+ PROGRAM

Senior or Senior +One year, Credit: 1

PREREQUISITE: Student has met graduation requirements.

The Transition 12+ Program is available to students age 18-22 who have met graduation requirements and continue to work toward individual goals in deficit areas. Transition goals may include the following areas: Vocational Training, Independent Living Skills, Transportation Training, and Community-Based Training. Students enrolled in QHS Transition Program include students with a wide range of abilities. Students in the QHS Transition Program are at different levels working on their transition needs and goals. The Transition Program will meet these individual needs through planning of programs tailored to fit the individual student and flexibility of programs. The program will allow the students to assist in running student-led businesses, working on a job-sit, as well as continuing to work on independent cooking and social skills.

FALS1 FUNCTIONAL LIFE SKILLS

One year, Credit: 1

This course focuses on daily living and other life skills presented in whole group, small group, and individualized settings. Students will work on building independence in grooming and personal hygiene, washing and folding laundry, basic housekeeping, some bathing, and putting on/buttoning/ zipping clothing. Students will cook breakfast daily and snacks periodically throughout the week with assistance. They will go on field trips to the grocery store to work on reading and shopping goals, basic time and money management, and appropriate

public behavior that will follow them into the community after high school. Students will learn positive social and coping skills with encouragement for self-advocacy. Involvement in the community to apply and generalize skills will also take place. Recommended as part of a self-contained program.

FAPE1 ADAPTIVE PE

All grades, One year Credit: 1

PREREQUISITE: None.

This course allows students to participate in physical education with modifications. Instruction is individualized, and each class is tailored to meet the needs of students currently enrolled. Students participate in basic stretching, body awareness activities, various sports/games, gross motor support, general physical fitness, and some sensory integration. Adaptive PE takes place in many locations throughout and around the building, including the gym, weight room, classroom, baseball field, practice field, neighboring streets (for longer distance walking)

FAPS1 FUNCTIONAL PERSONAL SKILLS/LEISURE

One year, Credit: 1

This course will allow students to learn more about personal care and leisure activities. Students will play games, learn to follow the rules, and use good sportsmanship. Students will receive instruction and practice in building computer skills, learning relaxation techniques, setting leisure limits, engaging in creative play, developing personal interests/hobbies, and discovering entertainment. Students are encouraged to investigate activities independently, although various levels of support are provided. Involvement in the community to apply and generalize skills will also take place. Recommended as part of a self-contained program.

FAVPS1 FUNCTIONAL VOCATIONAL PREPARATION

One year, Credit: 2 (block class)

This course is designed to prepare students for potential jobs in the community, whether employment is sheltered, supportive, or competitive. Students will build skills in areas of safety awareness, prevocational skill practice, getting around in the community, job related reading and writing, fine motor skills, workplace communication and language, and problem-solving. Students will be encouraged to explore various career/job fields and many community settings. Involvement in the community to apply and generalize skills will also take place. Recommended as part of a self-contained program.

FAWEP FUNCTIONAL WORK EXPERIENCE PREPARATION

One year, Credit: 1

Work Experience Prep has been designed to help students become more independent as they learn and apply basic skills critical to entering the work force. This class gives students the tools necessary for successfully seeking and securing employment. Some skills included in this course are managing money and personal budgets, using media to find jobs, role plays to improve social skills, use of public transportation, telephone skills, public service, hygiene/proper dress and cooking. Involvement in the community to apply and generalize skills will also take place. Recommended as part of a self-contained program.

SWE201 WORK EXPERIENCE

One year, Credit: 1

This course is for students who participate in the Secondary Transitional Experience Program offered through a grant from the Department of Rehabilitation Services. In this course, students receive credit for working in an on-campus or off campus work site. Students are expected to learn and apply the basic skills necessary to be successfully employed. Work supervisors or job coaches complete work evaluations to provide specific feedback on each student's progress. All students must meet with the coordinator of the Secondary Transitional Experience Program before enrolling in this course.

SWEC01 WORK EXPERIENCE / STEP (COMMUNITY)

Per 100 hours, Credit: .25

This course is for students who participate in the Secondary Transitional Experience Program offered through a grant from the Department of Rehabilitation Services. In this course, students receive credit for working in the community based on their ability to demonstrate the necessary skills to secure and maintain employment. Students are expected to complete time sheets and provide paystubs as requested. All students must meet with the coordinator of the Secondary Transitional Experience Program before enrolling in this course.

QAVTC course offerings are aligned with high skill, high wage and in-demand careers. Students enrolled in our CTE courses gain thorough technical knowledge, skills training and employability skills, supplemented by a strong academic foundation and real-world experiences. Programs of study are organized by career clusters aligned to the IL Career Pathways. These programs integrate classroom instruction with rigorous lab-based technical skill development. This allows students to exit high school with the entry-level occupational skills needed for employment or to pursue a post-secondary degree or certificate in the related field.

QAVTC PROGRAM OVERVIEW

THE QAVTC DIFFERENCE

- QAVTC OFFERS COURSES FOR HIGH SKILL, HIGH WAGE AND IN-DEMAND CAREERS.
- QAVTC PROVIDES OPPORTUNITIES FOR HANDS-ON-LEARNING
- QAVTC CHALLENGES STUDENTS TO EARN INDUSTRY-RECOGNIZED CREDENTIALS
- QAVTC LINKS STUDENTS TO BUSINESS AND INDUSTRY INTERNSHIPS
- QAVTC DELIVERS VALUE-ADDED LEARNING FOR STUDENTS

WEDNESDAY NIGHT STP COURSES

The purpose of the Shared Training Program (STP) is to offer career and technical education to adults and high school students who do not have these classes available to them at their school or cannot fit these classes into their schedules. Students may come to QAVTC and receive the same caliber of career and technical education that students enrolled during the school day receive.
STP classes run from 2:30 – 6:30 every Wednesday evening during the school year.

For more information please contact QAVTC Program Coordinator Gena Finley, 217-224-3775

AUTOMOTIVE TECHNOLOGY Rich Gregory, Instructor	**G108**
BUSINESS MANAGEMENT, MARKETING, Shelby Moss, Instructor	**F204**
CHILD CARE Cinda Hummel, Instructor	**F116**
CONSTRUCTION Dave Bellis, Instructor	**H100**
DIESEL EQUIPMENT TECHNOLOGY Brian Armstrong, Instructor	**G106**
ELECTRONICS/ROBOTICS, PRINCIPLES OF ENGINEERING, DIGITAL ELECTRONICS, COMPUTER AIDED DRAFTING AND DESIGN Kristy McKenna, Instructo	**F216**
GRAPHIC DESIGN Cathy Codd-Bower, Instructor	**F102**
HEALTH OCCUPATIONS Dana Trantor, Instructor	**F209**
METAL FABRICATION & WELDING, COMPUTER INTEGRATED MANUFACTURING Corey Loos, Instructor	**H106**

QAVTC SCHOLARSHIP OPPORTUNITIES

BREAKFAST OPTIMIST SCHOLARSHIP

All Seniors in QAVTC skill-level classes are eligible to apply for the Breakfast Optimist Scholarship.
Students can pick up the application in the QAVTC office and submit it to the QAVTC Program Coordinator. Typically, two students each year are awarded a scholarship and honored at a Breakfast Optimist meeting.

NATIONAL TECHNICAL HONOR SOCIETY NTHS

QAVTC students may be a member of the National Technical Honor Society if they meet the following criteria: must be a junior or senior in their second semester of a career and technical education class, must have a 3.0 GPA, and must meet the criteria of character, leadership, and service. A variety of scholarships are available to members of NTHS.

QAVTC ROTARY STUDENT OF THE MONTH

All Seniors in QAVTC skill-level classes are eligible to become the Rotary student of the month. Each QAVTC program is assigned a month throughout the year to nominate a Rotary student of the month. The students are honored at a Rotary club meeting and given a certificate of recognition.

Matthew Peters, 2018–2019
Rotary Student of the Year

ROTARY STUDENT OF THE YEAR

Each Rotary student of the month is eligible to be selected as Rotary student of the year. The Quincy Rotary club will select several of the Rotary students of the month and then interview the students that are selected. The Quincy Rotary club will then select a student to become the Rotary student of the year, and that student will be awarded a scholarship. The Quincy Rotary club has the right to select two students to be awarded Rotary Student of the Year, and both will be awarded a scholarship.

QAVTC WORKS PROGRAM

OVERVIEW:

QAVTC offers work-based learning experiences for Seniors who are in their second year of a technical skills program. This program is designed for Seniors who have either completely met or are close to meeting their graduation requirements.
High School Seniors who are enrolled in a second year QAVTC skill-level course (ex. Auto Tech II), will concurrently enroll in a cooperative education course. Students will work directly with local employers to practice the skills and attain the experience they need to find gainful employment after high school.

Students will enroll in the cooperative program the second semester of their senior year. They will work with their instructor and co-op coordinator to identify an employer who will assist them in completing their work-based learning. Students will be assigned tasks to complete in collaboration with their QAVTC instructor and employer. Students will gain hands-on experience practicing what they have learned in the classroom and learning additional skills from their employer.

GENERAL REQUIREMENTS:

Jobs must be directly related to the enrolled QAVTC skill-level course. Approval of instructor is required for enrollment into the program. Work experience may be completed during early release and/or outside of the school day, and during skill-level course. Students shall enroll in Occupational Experience as an extension of the QAVTC skill-level class. This is an opportunity for those students to gain actual experience in a relevant occupation and assist them in attaining gainful employment immediately after graduation. These experiences provide job-relevant employability skills that are integrated with the classroom instruction. The students should accept responsibility for finding their own employment, but job placement assistance is available through the teacher-coordinator.

GRADES, ATTENDANCE, & PERFORMANCE REQUIREMENTS:

- Must be in good standing in regards to their education, needs to maintain a GPA of 3.0 with all their classes.
- Must follow all guidelines of the Cooperative Education Program, Employer, and the school.
- Must complete the classroom work as well as on the job duties of their position. Failure to remain in good standing with their classroom work and their employer could result in failing the class.
- Must have a good attendance record with all their education classes and employer.

STUDENT RESPONSIBILITY:

- Turn in weekly timecard
- Complete application
- Sign documentation of understanding of all policies
- Complete relevant tasks at workplace as assigned by instructor and employer
- Must work an average 6 hrs. a week.

Parents:

- Sign that they understand the policy

QAVTC CREDENTIALS

CHILDCARE I

- Student who successfully complete Childcare 1 and complete the modules can earn an Early Childhood Credential Level 1 issued by INCCRRA
  (Illinois Network of Child Care Resource and Referral Agencies)
- Articulated credit at JWCC will be given for their Intro to Education course in their Early Childhood education program for students who also complete ChildCare I & II with a "C" or better.

HEALTH OCCUPATIONS I

- CNA (certified nurse assistant) certificate

-- For Health Occ. I (or Health Occ. II repeating Health Occ. I curriculum)

- CPR certificate (Heartsaver Basic Life Support through the American Heart Association)

-- For Careers in Health Care and for Health Occ. I, II or III (students purchase an electronic card that can be printed)

- JWCC allows students to waive the following courses for their Nursing Assistant if they possess a current CNA certificate:
  NUA 100 Fundamentals for the Nursing Assistant
  NUA 102 Basic Patient Care Skills
  NUA 103 Nursing Assistant Practicum

COMMERCIAL FOODS I

- Students study state -approved sanitation coursework and those successfully completing the coursework, take the exam for Illinois Food Service Sanitation Manager Certificate.

DIESEL TECHNOLOGY I & II

- Students who complete Diesel I & II and meet certain standards will be eligible to transfer credits towards the JWCC Diesel Technology Certificate.
- Students will also be able to receive a local employer endorsed QAVTC Diesel I & Diesel II certificate for each year of the course they complete.
- Students will also be able to receive 4 credit hours towards CDL at JWCC.

METAL FABRICATION & WELDING II

- Students are eligible to test for the AWS Level I Welding Certificate.

PLTW ENGINEERING

- Students who receive a 6 or better on their final assessment will be eligible for college credit and/or scholarships.

ACCOUNTING AND BUSINESS TECHNOLOGY

CAREERS

MANAGEMENT
Entrepeneur, General Manager, Business owner, Human Resources, Analyst, Purchasing

OPERATIONS MANAGER
Project Manager, Sales Rep., Agent, Warehouse manager, Logistics, Customer Service

ADMINISTRATIVE SUPPORT
Office manager, Desktop Publisher, Data Entry Specialist, Paralegal, Receptionist

SECURITIES & INVESTMENT
Tax Preparation Specialist, Stock Broker, Sales Agent, Investment Advisor

BUSINESS FINANCE
Accountant, Economist, Financial Analysis, Real Estate Agent, Market Research Analyist, Marketing Manager, Marketing, Sales

BANKING SERVICES
Loan Officer, Bank Teller, Loan Agent, Debt Consultant, Service Rep., Data Processor

INSURANCE
Claim Rep, Insurance Investigator, Sales Agent, Insurance Broker, Insurance Appraiser

I LIKE TO:

WORK WITH NUMBERS
BE A LEADER
WORK WITH COMPUTER PROGRAMS
HANDLE MONEY WITH ACCURACY
MAKE PREDICTIONS BASED ON FACTS
ANALYZE DATA

I AM:

ORGANIZED
TRUSTWORTHY
LOGICAL
SELF-CONFIDENT
TACTFUL

I LIKE TO LEARN ABOUT:

MATH
ECONOMICS
BUSINESS
BUSINESS LAW
ACCOUNTING

ACCOUNTING / BUSINESS CLASSES:

BUSINESS TECHNOLOGY CONCEPTS
BUSINESS LAW
ACCOUNTING I & II
BUSINESS MANAGEMENT & MARKETING
BUSINESS OCCUPATIONAL EXPERIENCE
CEO – CREATING ENTREPRENEURIAL OPPORTUNITIES

ACCOUNTING/ BUSINESS TECHNOLOGY

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9,10,11,12	VBS101	BUSINESS TECHNOLOGY CONCEPTS	1.0
INTRODUCTORY	9,10,11,12	VBS202	BUSINESS LAW	0.5
SKILL LEVEL	9,10,11,12	VBS301	ACCOUNTING I	1.0
SKILL LEVEL	10,11,12	VBS401	ACCOUNTING II	1.0
SKILL LEVEL	11,12	VBM302	BUSINESS MANAGEMENT AND MARKETING	1.0
SKILL LEVEL	11,12	VBS402	BUSINESS OCCUPATIONAL EXPERIENCE	1.5
SKILL LEVEL	12	VBS501	CEO CREATING ENTREPRE-NEURIAL OPPORTUNITIES	2.0

Prerequisites may apply. Please check the course description for information.

VBS101 BUSINESS TECHNOLOGY CONCEPTS

GR: 9,10, One year, Credit: 1

PREREQUISITE: None.

This orientation-level course will provide an overview of all aspects of business 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, including entrepreneurship, as well as the basic functional area of business (finance, management, administration and production).

Students will be introduced to a wide range of careers in fields such as accounting, financial services, information technology, marketing, and management. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing, and speaking), math and problem solving. Business ethics as well as other workplace skills will be taught and integrated within this course. This course will also include the content required to meet the consumer education requirement, as well as provide preparation for the skill level courses that make up the QHS/QAVTC Business, Marketing and Management occupations programs.

VBS202 BUSINESS LAW

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None, Grade appropriate math and English levels recommended. Recommended to take in combination with Economics and/or Consumer Education Resource Management.

This course is designed to provide students with an awareness of and appreciation for the legal system in this country. Students will gain a detailed understanding of the law of Torts and Contracts.
This is achieved by analyzing the following units/ topics: Our laws and rights in the US justice system, fundamentals of contracts, real property and renting property, employment contracts and forms of organizations for business. This course reflects changes in consumer and business issues. Research is required.

VBS301 ACCOUNTING I

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: None

Accounting I is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. This course includes planned learning experience that develops initial and basic skills used in systematically computing, classifying, recording, verifying, and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision-making. In addition to stressing basic fundamentals and terminology of accounting, instruction provides initial understanding of the preparation of budgets, financial reports, and career opportunities in the accounting field. Processing employee benefits may also be included. Practice sets with business papers may be used to emphasize actual business records management. (*grade 10 with "B" average or above)

VBS401 ACCOUNTING II

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Accounting I—"C" average or above, grade appropriate math level recommended.

Accounting II is a skill-level course that builds upon the foundation established in Accounting I. This course is planned to help students develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organization, partnerships, corporations, manufacturing, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting and others. Simulated business conditions may be provided through the use of practice sets. Each student will prepare an analysis of a corporate annual report. A unit of instruction concerning the function and role of the New York Stock Exchange is included. This course provides a technical background for college-bound students who plan a business curriculum and for those who wish vocational preparation.

VBM302 BUSINESS MANAGEMENT AND MARKETING

GR: 11,12, One year, Credit: 1

PREREQUISITE: None, concurrent enrollment with Business Occupational Experience is required. This requirement may be waived with permission of instructor or QAVTC Director, concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC Director.

This course is suggested for students who plan to pursue a career in business or who intend to study business in college. This class is designed to provide students with an awareness of techniques and principles of business organization, management theory, and marketing concepts.
Studies include business organization, pricing, promotion, human resources and management, marketing research and advertising financing, computer projects, and a partnership business project. Suggested related courses for the serious marketing student are graphics, computers, and accounting. These help in taking full advantage of business careers in marketing and sales. This course meets the graduation requirement for consumer education and provides job-relevant employability skills integrated with classroom instruction.

VBS402 BUSINESS OCCUPATIONAL EXPERIENCE

GR: 11,12, One and one-half year, Credit: 1.5

PREREQUISITE: Requires concurrent enrollment with Business Management and Marketing. Students must be 16 years of age or older.

Jobs must be directly related to business management and marketing area. Approval of instructor. Jobs may be done during early release and/or outside of school day. Students shall enroll in Business Occupational Experience as an extension of the Business Management and Marketing class. This

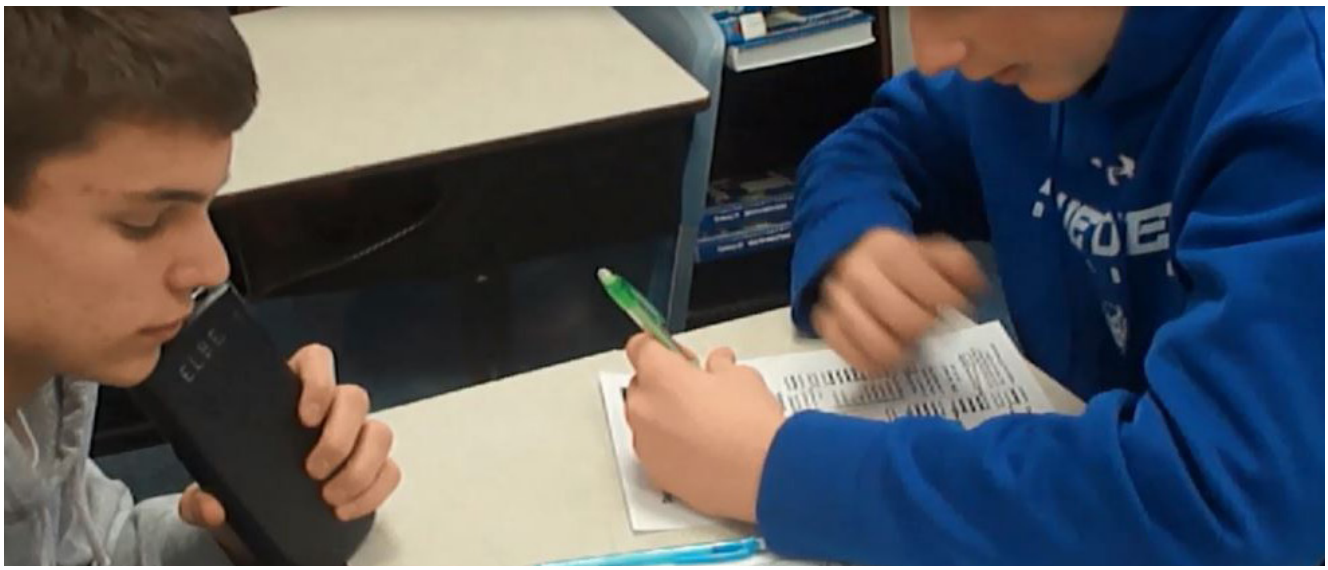
is an opportunity for those students to gain actual experience in a business occupation. These experiences provide job-relevant employability skills that are integratedwith the classroom instruction. The students should accept responsibility for finding their own employment. Job placement assistance is available through the teacher-coordinator.

VBS501 CEO CREATING ENTREPRENEURIAL OPPORTUNITIES

GR: 12, One year; Credit: 2

PREREQUISITE: Students must be a Senior and complete an application and be accepted into the program.

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



To learn more about careers in this field click here: https://www.onetonline.org/find/career?c=4&g=Go

AGRICULTURE, FOOD AND NATURAL RESOURCES

CAREERS

AGRIBUSINESS
Farmer, Sales Manager, Sales Rep

ANIMAL
Animal Scientist, Farmer, Rancher, Veterinarian, Vet Tech

ENVIRONMENTAL SERVICES
Environmental Engineer, Soil and Plant Scientist, Microbiologist

FOOD PRODUCTION
Butcher, Ag. Inspector, Dietitian

NATURAL RESOURCES
Biologist, Conservation Tech, Forest and Conservation Worker

PLANTS
Landscaping and Lawn Service, Nursery and Greenhouse Worker/Manager, Landscape Architect, Tree Trimmer, Soil and Plant Scientist

POWER STRUCTURAL AND TECHNICAL
Ag Equipment Operator, Farm Equipment Mechanic, Truck and Diesel Mechanic

I LIKE TO:

GROW THINGS
HUNT AND/OR FISH
PROTECT THE ENVIRONMENT
BE OUTDOORS
OPERATE MACHINERY

I AM:

SELF RELIANT
A NATURE LOVER
PHYSICALLY ACTIVE
A PLANNER
CREATIVE PROBLEM SOLVER

I LIKE TO LEARN ABOUT:

MATH
LIFE SCIENCES
EARTH SCIENCE
CHEMISTRY
AGRICULTURE

AGRICULTURE CLASSES:

INTRO TO AG
PLANT AND SOIL SCIENCE
ANIMAL SCIENCE
AGRI-BUSINESS MANAGEMENT
AGRICULTURAL LEADERSHIP
SUPERVISED AGRICULTURAL EXPERIENCE

FOODS CLASSES:

FOODS AND NUTRITION I & II
COMMERCIAL FOODS I & II

AGRICULTURE & NATURAL RESOURCES

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9,10,11,12	VAG101	INTRO TO AGRICULTURE INDUSTRY	1.0
SKILL LEVEL	10,11,12	VAG201	PLANT AND SOIL SCIENCE	1.0
SKILL LEVEL	11,12	VAG301	ANIMAL SCIENCE	1.0
SKILL LEVEL	11,12	VAG401	AGRI-BUSINESS MANAGEMENT	1.0
SKILL LEVEL	11,12	VAG501	AGRICULTURAL LEADERSHIP	1.0
SKILL LEVEL	11,12	VAG502	SUPERVISED AGRICULTURAL EXPERIENCE	1.0

Prerequisites may apply. Please check the course description for information.

VAG101 INTRO TO AGRICULTURE INDUSTRY

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: None.

This course introduces students to the agriculture industry, the history and importance of agriculture, and how the industry is organized; agriculture's major components and basic concepts; the economic influence of agriculture at the local, state, national, and international levels, and the scope and types of career opportunities available in the field of agriculture. Areas of study include concepts in basic animal science, basic agricultural mechanization, basic science and technology in agriculture, agricultural occupations, basic soil principles, basic food science technology, wildlife ecology, basic horticulture and landscaping, hydroponics, aquaculture, computer applications in agriculture and the history and organization of the FFA. Students will have the opportunity to attend field trips and participate in FFA activities, judging contests at the state and national levels, public speaking, and state and national conventions.

VAG201PLANT AND SOIL SCIENCE

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Intro to Agriculture.

*(*This course does not meet the NCAA requirements for college athletics.)* BSAA is designed to reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of plant growth for agricultural management decisions. This course will use numerous laboratory experiments and exercises as the main instruction tool. Topics of instruction will include: environmental regulation, chemical applications, hydroponics, seed inoculation and growth regulation. Students can also establish a supervised agricultural experience program and participate in FFA activities. This course should be taken in combination with BSAA II-Animal Science.

VAG301 ANIMAL SCIENCE

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Intro to Agriculture, Plant and Soil Science.

(*This course does not meet the NCAA requirements for college athletics.) This course is designed to reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of animal agriculture and specific biological science concepts that govern management decisions in the animal industry. This course will use numerous laboratory experiments and exercises as the main instruction tool. Topics of instruction will include: animal genetics and biotechnology; hatching, nutrition, and pecking order of chicks; vital signs; growth hormones; artificial insemination; aquaculture; and processing of animal products. Students can also establish a supervised agricultural experience program and participate in FFA activities. This course should be taken in combination with BSAA I-Plant Science.

VAG401 AGRIBUSINESS MANAGEMENT

GR: 11,12, One year, Credit: 1

PREREQUISITE: Intro to Agriculture, Plant and Soil Science and Animal Science.

This course is designed to develop the students' business and managerial skills. Students will develop the decision making and entrepreneurial skills necessary for the operation of a successful business. Areas of study include the impact of technology on agriculture, keeping the use of records, economic principles, basic business organization, financing the business, agricultural law, insuring the business, career establishment in an agricultural occupation, computer applications, marketing agricultural products and services, aquaculture, wildlife conservation, economic principles of livestock production, food science, genetics applications in agriculture, advances care and health management of animals and their environment, and agricultural engineering and mechanization. Students will have the opportunity to attend field trips and participate in FFA activities, judging contests at the state and national levels, public speaking, and state and national conventions. (* Meets State Consumer Education Requirements for Graduation)

VAG501AGRICULTURAL LEADERSHIP

GR: 11,12, One year, Credit: 1

PREREQUISITE: Intro to Agriculture, Plant and Soil Science, Animal Science, Agri Business Management. Concurrent enrollment in grade-level math and English is recommended. Student must have completed Introduction to Agriculture.

Students will analyze current agricultural issues and determine how they affect people on all sides of the issue. The students then learn and enhance their written and oral communication skills by presenting their views and opinions to the class. Students learn how to arrange and present debates, speeches, and interviews to be effective leaders in today's society. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

VAG502 SUPERVISED AGRICULTURAL EXPERIENCES

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Concurrent enrollment in grade-level math and English is recommended. Student must have completed Introduction to Agriculture.

This course is designed to establish, improve, and/or expand knowledge and skills in various agricul-tural careers. Students will gain credit by establishing or continuing a Supervised Agricultural Experience (SAE) project at their home, at a

business, or at their school, often occurring outside the normal school day. SAE projects are typically entrepreneurial, placement or research-based. Students are encouraged to add additional projects, experiences, scope, and growth involving managerial and decision-making skills. Students will be required to verify their experiences by keeping written or computerized records including: business agreements, budgets, inventories, daily activities, hours worked, income and expenses, total earnings, depreciation and net worth. Instructor supervision will be conducted to the student's home, place of employment, or location of project. SAE records should be evaluated at least once per month. In addition, classroom time may be incorporated for foundational knowledge related to the SAE. SAE lessons are integrated into each agricultural course which can also provide foundational knowledge. SAE participation can lead to full-time employment, scholarships, and awards through the FFA.

To learn more about careers in this field click here:
To learn more about careers in this field click here: https://www.onetonline.org/find/career?c=1&g=Go

COMMERCIAL FOOD SERVICES

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9, 10, 11, 12	VFS201	FOOD AND NUTRITION I	0.5
INTRODUCTORY	9, 10, 11, 12	VFS202	FOOD AND NUTRITION II	0.5
SKILL LEVEL	10, 11, 12	VFS301	COMMERCIAL FOODS I	2.5
SKILL LEVEL	11, 12	VFS401	COMMERCIAL FOODS II	2.5

Prerequisites may apply. Please check the course description for information.

VFS201 FOOD AND NUTRITION I

GR: 9,10,11,12 One-half year Credit: .5

PREREQUISITE: None.

Food and Nutrition I will teach you the basics and principles of food preparation, planning economical and nutritious food products as well as basic food sanitation. The course encompasses: developing knowledge of culinary principles, nutrition, and in meeting health, safety and sanitation requirements. Maximizing resources when planning and preparing meals, applying hospitality skills and learning teamwork, leadership, responsibility and respect as it applies in the food industry and other careers are skills students will learn while working in the lab. This class encompasses learning activities, class notes as well as hands-on experience in the lab. Students enrolled in this class will learn skills needed to continue into Food and Nutrition II and Commercial Food. Students must pass Foods & Nutrition I with a C average before enrolling in Foods & Nutrition II. Students who have passed Food & Nutrition I may not repeat the class.

VFS202 FOOD AND NUTRITION II

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: Food and Nutrition I

Food and Nutrition II will teach you advanced principles of food sanitation, culinary preparation, and nutrition, as well as introduce you to the careers and skills of cooperation, respect, and responsibility required in the food service and culinary industries as well as other entry level careers. All concepts are presented in classroom and laboratory form and environment. All students enrolling in Foods & Nutrition II must have passed Foods & Nutrition I with at least a C average.

VFS301 COMMERCIAL FOODS I

GR: *11,*12, One year, Credit: 2.5

PREREQUISITE: Foods and Nutrition, and concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

This course is designed to provide students interested in a career in food service with the information and practical experiences needed for the development of food service job-related competencies. The students receive laboratory ex-periences using commercial food service equipment, preparing food in quantity, and serving food. Some outside class time in the community catering and serving is required. Safety and sanitation are emphasized. Students study

state -approved sanitation coursework and those successfully completing the coursework, take the exam for Illinois Food Service Sanitation Manager Certificate. Training experiences involve equipment and facilities that simulate those found in business and industry. Also, menu planning is emphasized. (* with the permission of the QAVTC director)

VFS401 COMMERCIAL FOODS II

GR: *12, One year, Credit: 2.5

PREREQUISITE: Commercial Foods I, concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

This course continues the learning begun in Food Services Occupations I, either in a school food service laboratory, an extended campus facility, or a commercial enterprise which employs students through a cooperative education arrangement. More emphasis is placed on management skills, human relations and personnel selection, and supervision. Training experiences involve equipment and facilities that simulate those found in business and industry. This class also includes catering and procedures and specifications for purchasing food and equipment. Some outside class time is required. (* with permission of Instructor)

To learn more about careers in this field click here: https://www.onetonline.org/find/career?c=9&g=Go

GRAPHIC DESIGN AND COMMUNICATION

CAREERS

AUDIO VIDEO
Video Systems Technician, Video Graphics & Special Effects, Audio Systems Technician

PRINTING TECHNOLOGY
Graphics & Printing Equipment Operator, Desktop Publishing, Web Page Design

VISUAL ARTS
Photographer, Interior Designer, Graphic Designer, Illustrator, Fashion Design, Museum/Gallery Curator

PERFORMING ARTS
Production Manager, Cinematographer, Film Editor, Dancer, Play/Script Writer, Director, Actor, Performer, Make-up Artist, Cosume Designer, Stagecraft, Composer, Conductor, Musician

JOURNALISM & BROADCASTING
Audio/Video Operations, Control Room Technician, Radio/TV Personality, Publisher, Editor, Reporter, Photojournalist, Broadcast Technician

I LIKE TO:

USE MY IMAGINATION
USE VIDEO AND RECORDING TECHNOLOGY
PERFORM AND CREATE
READ AND WRITE
PLAY AND MAKE MUSIC

I AM:

CREATIVE AND IMAGINATIVE
A GOOD COMMUNICATOR
GOOD AT RELATING TO OTHERS
DETERMINED

I LIKE TO LEARN ABOUT:

ART/GRAPHIC DESIGN
MUSIC
DRAMA/THEATRE
JOURNALISM/LITERATURE
AUDIOVISUAL TECH

GRAPHIC DESIGN CLASSES:

DIGITAL GRAPHICS
DIGITAL MEDIA
3D ANIMATION AND MODELING
GRAPHIC DESIGN I, II & III

JOURNALISM CLASSES:

DIGTAL MEDIA
BROADCAST JOURNALISM
YEARBOOK JOURNALISM

GRAPHIC DESIGN

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9, 10, 11, 12	VGD101	DIGITAL GRAPHICS	0.5
INTRODUCTORY	9, 10, 11, 12	VGD102	DIGITAL MEDIA	0.5
INTRODUCTORY	9, 10, 11, 12	VCS103	3D MODELING AND ANIMATION	0.5
SKILL LEVEL	10, 11, 12	VGD301	GRAPHIC DESIGN I	1.25
SKILL LEVEL	10,11, 12	VGD401	GRAPHIC DESIGN II	1.25
SKILL LEVEL	11,12	VGD501	GRAPHIC DESIGN III	2.5
SKILL LEVEL	12	VGD310	GRAPHICS (Graphic Design 1) LANGUAGE (English)	1.5 1

Prerequisites may apply. Please check the course description for information.

VGD101 DIGITAL GRAPHICS

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None

Digital Graphics will teach students to use artistic techniques to effectively communicate ideas via illustration and other forms of digital or printed media. Topics covered may include concept design, layout, paste -up and techniques such as engraving, etching, silkscreen, lithography, offset, drawing, collage and computer graphics.

VGD102 DIGITAL MEDIA

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None

Digital Media is a course designed to foster an awareness and understanding of the technolgies used to communicate in our modern society. Student gain experience in the areas of design and drafting, radio and television broadcasting, computers in communication, photography, graphic arts, and telecommunications.

VCS103 3D MODELING AND ANIMATION

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: Enrollment in grade level Math and English recommended.

This course will provide opportunities for the student to learn design skills used in 2D and 3D animation and architecture. An iMac computer workstation will serve as the foundation for all design projects.

Students will be exposed to the latest software programs, computer systems, and graphic output devices used in various industries. Activities in the areas Stop Motion Animation, 2D Animation and 3D Animation, will encompass both individual and team efforts.

VGD301 GRAPHIC DESIGN I

GR: 10,11,12, One-half year, Credit: 1.25

PREREQUISITE: Concurrent enrollment in grade level math and English recommended.

Graphic Communications I provides learning experiences common to all graphic communications occupations. Instruction will include the use of color, balance and proportion in design; three-dimensional visualization; sketching; design procedures; layout; selection of type styles; selection of appropriate drawing tools and media; and the use of the computer as a communication tool. Planned learning activities will allow students to become knowledgeable of fundamental principles

and methods and to develop technical skills related to the graphic arts industry.QAVTC student print shop.

VGD401 GRAPHIC DESIGN II

GR: 10,11,12, One-half year, Credit: 1.25

PREREQUISITE: Graphic Design I with "C" or better, concurrent enrollment in grade level math and English recommended.

Graphic Communications II provides learning experiences related to the tools, materials, processes and practices utilized in the printing industry. Instruction is provided in industrial safety; stencil preparation and duplicating equipment operation; print screen preparation and printing; machine typesetting; ink and color preparation; assembly, binding, and trimming operations; layout, digital paste up and copy preparation. Topics covered may include engraving, etching, silkscreen, lithography, offset, drawing, collage and computer graphics.

VGD501 GRAPHIC DESIGN III

GR: 12, One year, Credit: 2.5

PREREQUISITE: Graphic Design I and II with "C" or better, concurrent enrollment in grade level math and English recommended and permission of instructor or QAVTC director.

This is a capstone course designed to assist students in the development of effective skills and attitudes through practical advanced instruction in school and on the job through cooperative education. Students would be required to spend 200 minutes per week in the QAVTC Student printshop and participate in an apprenticeship or exploratory internship. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students abilities to interact positively with others.

VGD501 GRAPHICS LANGUAGE

GR: 12, One year, Credit: 2.5 **(1 English, 1.5 Graphic Design)**

Students will create visual arguments and projects, gather relevant information from multiple sources to effectively support arguments, and demonstrate a command of the conventions of standard English grammar and usage. They will comprehend how language and art functions together in different contexts to make effective choices for meaning. Student learning experiences will be common to all graphic communications occupations. Instruction will include the use of color, balance and proportion in design; three-dimensional visualization; sketching; design procedures; layout; selection of type styles; selection of appropriate drawing tools and media; and the use of the computer as a communication tool. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to the graphic arts industry.

To learn more about careers in this field click here: https://www.onetonline.org/find/career?c=3&g=Go

JOURNALISM

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9, 10, 11, 12	VGD102	DIGITAL MEDIA	0.5
INTRODUCTORY	9, 10, 11, 12	VJO101	YEARBOOK JOURNALISM	1.0
INTRODUCTORY	9, 10, 11, 12	VJO201	BROADCAST JOURNALISM	1.0

Prerequisites may apply. Please check the course description for information.

VGD102 DIGITAL MEDIA

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None

Digital Media is a course designed to foster an awareness and understanding of the technolgies used to communicate in our modern society. Student gain experience in the areas of design and drafting, radio and television broadcasting, computers in communication, photography, graphic arts, and telecommunications.

VJO101 YEARBOOK JOURNALISM/ QUIPPI

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: Acceptance of written application and at least a "B" average.

This course will cover journalistic writing, layout, design, photography, marketing, sales, record keeping and the use of the Yearbook Avenue and Photoshop computer programs. The practical application of theory results in production of the Quippi. This is a full-year course that requires extra time outside of class in order to meet deadlines. No experience is necessary but students must complete a written application in order to be considered for the course. This is an elective course and does not fulfill an English credit.

VJO201 BROADCAST JOURNALISM

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: C or better in the previous English course and/or teacher recommendation. Enrolling students should have an interest in a Communications oriented pathway.

This course offers students an opportunity to learn the fundamentals of producing commercials, public service announcements, and news packages. This includes operating video cameras, mixing audio, utilizing lighting techniques, non-linear digital editing, production planning, broadcast writing, and broadcast speaking. Students will strengthen their writing and speaking skills and will learn how to effectively communicate a message. Students will also study and engage in class discussions about the First Amendment and issues pertaining to bias, ethics, and newsworthiness. Students who are considering a career in broadcasting and/or production should take this class. Student projects will have the opportunity to be included in the school announcements. A course fee will be assessed. (* preference will be given to upperclassmen)

HEALTHCARE

CAREERS

THERAPEUTIC SERVICES
Athletic Trainer, Chiropractor, Dental Hygienist Asst., Massage Therapist, Medical Assistant, Dietitian, Pharmacist, Pharmacy Tech, Nurse, Psychologist, Speech/Language Therapist, Veterinarian, Vet Tech

DIAGNOSTICS
Audiologist, Clinical Lab Tech, Dentist, Optician, Phlebotomist, Radiologist, Radiologic tech

HEALTH INFORMATICS
Admissions, Account Manager, Clinical Data Specialist, Health Educator, Medical Coder, Medical Illustrator, Unit Manager

SUPPORT SERVICES
Animal Behaviorist, Biomedical Engineer, Environmental Health Advocate, Health Advocate, Marital/Family Counselor, Mortician, Social Worker

BIOTECH RESEARCH AND DEVELOPMENT
Biochemist, Crime Scene Investigator, Forensic Biologist, Lab Tech, Microbiologist, Pharmaceutical Scientist, Research Assistant, Toxicologist

I LIKE TO:
COMMUNICATE WITH OTHERS
CARE FOR THOSE IN NEED
HELP SICK PEOPLE
HELP SICK ANIMALS
WORK AS A TEAM MEMBER
RESPOND QUICKLY IN EMERGENCIES

I AM:
COMPASSIONATE
CARING
GOOD AT FOLLOWING DIRECTIONS
PATIENT
A GOOD LISTENER

I LIKE TO LEARN ABOUT:
BIOLOGICAL SCIENCES
CHEMISTRY
MATH
LANGUAGE ARTS/COMMUNICATION
SOCIAL SCIENCES

HEALTH CARE CLASSES:

CAREERS IN HEALTH CARE
HEALTH OCCUPATIONS I, II & III

HEALTH CARE

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9, 10, 11, 12	VHO101	CAREERS IN HEALTH CARE	1.0
SKILL LEVEL	10, 11, 12	VHO201	HEALTH OCCUPATIONS I	2.5
SKILL LEVEL	11, 12	VHO301	HEALTH OCCUPATIONS II	2.5
SKILL LEVEL	12	VHO401	HEALTH OCCUPATIONS III	2.5

Prerequisites may apply. Please check the course description for information.

VHO101 QHS CAREERS IN HEALTH CARE

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: None

This course includes classroom and community-based activities. The main purpose of this course is to assist students in further development of matching personal abilities and interests with a tentative career choice. The course provides opportunities for exploration of the educational and employability requirements in health care careers.

The units of instruction are:

- Introduction to Being a Health Care Worker
- Health Care Agencies and Facilities
- Ethical Roles and Responsibilities
- Legal Roles and Responsibilities
- Overview of Health Care Careers
- Medical Terminology
- Computers and Medical Math
- Introduction to Anatomy and Physiology
- Safety
- CPR (Cardiopulmonary Resuscitation) Course
- Infection Control
- Nutrition
- Introduction to Nurse Assistant Skills
- Leadership Development (Student Organization: Health Occupations Students of America-HOSA)
- Health Career Information and Decision Making. Course content includes community resources, audiovisual presentations, guest speakers and other activities.

VHO201 HEALTH OCCUPATIONS I

GR: 10,11,12, One year, Credit: 2.5

PREREQUISITE: None for this course, however background checks are a prerequisite for future employment. TB testing (two step) required for clinical sessions. Concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

This course includes theory and clinical components which are common to health care careers. Basic occupational competency is developed at this level. The units of instructional activities and skills are planned concurrently. These units include:

- Health Care Systems and Resources
- Ethics and Legal Aspects
- Medical Terminology
- Patient Care/Nurse Assisting Skills
- Functioning as a Member of Health Care Team
- Infection Control
- Safety
- CPR *(Cardiopulmonary Resuscitation)* Course
- Introduction to Anatomy and Physiology
- Employability Skills
- Leadership Development *(Student Organization: Health Occupations Students of America– HOSA)*
- Health Career Information and Decision Making

Competent student performance is expected in

classroom, laboratory, and clinical settings. Qualified health occupations instructors supervise students at cooperating health care facilities. Written agreements between educational facilities and health care providers determine the responsibilities of each agency. Certification in Nurse Assisting is available in the 10th, 11th, and 12th grades.
(Certification through the IDPH and NACEP guidelines) The student is then employable at the age of 16 years. Health education credit may be earned upon successful completion of this course. Credit for CNA certification may be granted based on guidelines of the post-secondary nursing program.

VHO301 VHS401 HEALTH OCCUPATIONS II AND III

GR: 11,12, One year, Credit: 2.5
PREREQUISITE: Voc Health Occupations I (certification in Nurse Assisting), concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director. Certification in Nurse Assisting and annual TB testing required for clinical sessions.
This course includes skills to prepare the student for a specific health occupation or cluster of closely related occupations. Health Occupations II (and III) allows for instruction in various health care careers at the secondary level. Within the health occupations clusters exists the potential for employment following secondary-level instruction. The health occupations clusters identified in this program also contain several occupations that require post-secondary instruction prior to employment. Job shadowing is offered in a variety of health care careers. Certification in Nurse Assisting is a prerequisite for Health Occupations II and III. Leadership development opportunities are available through the HOSA student organization and community service activities.

To learn more about careers in this field click here: https://www.onetonline.org/find/career?c=8&g=Go

HUMAN SERVICES

CAREERS

EARLY CHILDHOOD DEVELOPMENT & SERVICES
Childcare Facilities Director, Preschool Teacher, Nanny, Elementary School Counselor

COUNSELING AND MENTAL HEALTH SERVICES
Psychologist, Sociologist, School Counselor, Substance Abuse Counselor, Mental Health Counselor, Career Counselor

FAMILY & COMMUNITY SERVICES
Religious Leader, Social Services, Dietician, Geriatrics, Emergency and Relief Worker

PERSONAL CARE
Barber/Cosmetologist, Nail Tech, Embalmer, Personal Home Care Aide, Personal Trainer

CORRECTION SERVICES
Warden, Attorney, Probation Officer, Youth Services Case Manager, Parole Officer

EMERGENCY AND FIRE MANAGEMENT SERVICES
EMT, Fire Fighter, Arson Investigator, Dispatcher, Rescue Specialist, Paramedic, Forest Fire Fighter

SECURITY & PROTECTIVE SERVICES
Security, Canine Enforcement Officer, Armored Car Guard, Surveillance Specialist

LAW ENFORCEMENT
Animal Control, Bailiff, Criminal Investigator, Bomb Tech, Detective, Game Enforcement Officer, Air Marshall, Police Officer, Forensic Scientist

LEGAL SERVICES
Attorney, Court Reporter, Judge, Law Clerk, Legal Asst, Mediator/Arbitrator, Para Legal

I LIKE TO:

FOLLOW THE RULES
INTERACT WITH PEOPLE
HELP PEOPLE
MAKE FRIENDS
LISTEN TO OTHER VIEWPOINTS

I AM:

A GOOD LISTENER
CARING
COMMUNITY MINDED
NON-JUDGEMENTAL

I LIKE TO LEARN ABOUT:

PSYCHOLOGY
FAMILY AND CONSUMER SCIENCES
GOVERNMENT/HISTORY
LANGUAGE ARTS
LAW ENFORCEMENT

CHILD CARE & EDUCATION CLASSES:

CHILD DEVELOPMENT
PARENTING SKILLS
CHILD CARE I & II
INTRO TO EDUCATION
MEDIA & TECHNOLOGY IN EDUCATION

PERSONAL CARE CLASSES:

COSMETOLOGY

PUBLIC SERVICE CLASSES:

JUNIOR ROTC

LAW ENFORCEMENT THROUGH WIU
JUVENILE JUSTICE
SURVEY OF CRIMINAL JUSTICE

CHILD CARE & EDUCATION

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9, 10, 11, 12	VED201	CHILD DEVELOPMENT	0.5
INTRODUCTORY	9, 10, 11, 12	VED202	PARENTING SKILLS	0.5
INTRODUCTORY	9, 10, 11, 12	VED303	INTRO TO EDUCATION	0.5
INTRODUCTORY	9, 10, 11, 12	VED304	MEDIA & TECHNOLOGY IN EDUCATION	0.5
SKILL LEVEL	10,11,12	VED301	CHILD CARE I	2.5
SKILL LEVEL	11, 12	VED401	CHILD CARE II	2.5

Prerequisites may apply. Please check the course description for information.

VED201 CHILD DEVELOPMENT

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: Interest.

The students will learn about caring for toddlers through adolescence. Emphasis will be placed on keeping children healthy and safe as they grow and develop. The students will gain knowledge an understanding of the intellectual, physical, emotional, and social development of children. They will learn a variety of ways to help children develop through play and various activities. The students will address skills that support and promote optimal growth and development of infants and children.

VED202 PARENTING SKILLS

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: Interest.

This course is designed to help students learn about the rewards and responsibilities of parenthood. The students will learn about personal readiness and challenges related to parenting. Chapters will discuss planning for a family, pregnancy, prenatal care, child birth, and caring for an infant. The students will use infant simulated dolls to learn about fetal alcoholism, drug babies, and shaken baby syndrome. Parenting styles will be discussed and analyzed throughout the course. The students will take home a simulated infant from the Baby Think It Over Series. This computerized doll will need to be taken care of like a real baby. The baby will need to have head support, be fed, burped, changed and rocked.

VED303 INTRODUCTION TO EDUCATION *(With JWCC optional)*

GR: 9,10,11,12, One-half year (grade weighted)
Credit: .5

PREREQUISITE: Junior or Senior Status.

This course is an introduction to teaching as a profession in the American educational system. Students will be presented with a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. Includes organizational structure and school governance. Enrolled students will be required to participate in a clinical component, which will include observations in a QPS K-12 classroom.

VED304 MEDIA & TECHNOLOGY IN EDUCATION *(With JWCC optional)*

GR: 11,12, One-half year (grade weighted), Credit: .5

*PREREQUISITE: *Senior standing.*

This course introduces future educators to the knowledge and skills required in the 21st Century classroom. The course focuses on both knowledge and application utilizing the current technology standards. It will include hands-on activities such as the creation of lessons using a variety of tools, learning management systems, and multimedia forums.

VED301 CHILD CARE I

GR: *11,*12, One year, Credit: 2.5

PREREQUISITE: Child Development and/or Parenting, Intro to Education or Education Technology. Skills courses are recommended. Background checks are a prerequisite in this course. Concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

This course is designed to provide students interested in a career in child and day care operations with information and practical experiences needed for the development of job-related competencies. Students will be provided laboratory experiences in a school-based facility on Vo-Tech campus. High school students will be expected to develop appropriate skills in program development and in assisting with children's activities. Classroom study is concerned with the philosophy and management of child-care centers and the state and local regulations governing care-giving operations. The main learning experiences will involve actual work with children. Students who complete required coursework can earn an Early Childhood Education Level I Credential from INRRCCA.(* with permission of QAVTC director)

VED401 CHILD CARE II

GR: *12, One year, Credit: 2.5

PREREQUISITE: Child Care I, Child and Day Care Services Occupations I. Background checks are a prerequisite in this course. Concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

This course continues the learning begun by Child and Day care Services Occupations I. The emphasis, however, is more on the administration of the care facility. Emphasis is placed on the career opportunities, communication skills, human relations, and the service needs of clients in the occupational area. The major learning experiences will involve actual work with children and discussion of learning and problems that arise from working with children at the on campus Preschool. (* permission to enroll granted by instructor)

To learn more about careers in this field click here: https://www.onetonline.org/find/career?c=5&g=Go

COSMETOLOGY

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
SKILL-LEVEL	12	VCO101	COSMETOLOGY	3.0

Prerequisites may apply. Please check the course description for information.

VCO101 COSMETOLOGY

GR: 12, One year, Credit: 3

PREREQUISITE: Must be a Senior. Successful completion of Intro to Chemistry and Physics or Chemistry; concurrent enrollment in grade level math recommended. Students must provide their own transportation.

This off-campus course is open to students to attend a state-approved school of beauty culture. The professional school will provide the facility, instruction, and clinical training as prescribed by the Illinois Department of Registration and Education. The cosmetology school will teach the art and science of hairstyling. Students will develop their skills, meet licensing requirements, and hone their communication skills. Cosmetology offers students instruction in hair styling, hair chemicals, hygiene, skin conditions, and nail technology. Cosmetology licensing require 1500 hours of preparation and skill practice. Activities completed in this course will help students prepare for and earn hours towards licensure. Additional hours will be completed after high school at the expense of the student.

PUBLIC SERVICE

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
SKILL LEVEL	9,10,11,12	VJROTC1	INTRODUCTION TO MILITARY	1
WIU COURSES:				
SKILL LEVEL		VLE101	• JUVENILE JUSTICE	
SKILL LEVEL		VLE201	• SURVEY OF CRIMINAL JUSTICE	

Prerequisites may apply. Please check the course description for information.

VJROTC1 INTRODUCTION TO MILITARY

GR: 9,10,11,12, One year, Credit: 1

PREREQUISITE: None

This is an introductory course that discusses military topics such as citizenship, foundations of success, military traditions, health and wellness, physical fitness, first aid, geography, american history and government, communications, emotional intelligence, and drill. There is a heavy emphasis on leadership training.

VLE101 JUVENILE JUSTICE

See WIU course catalog.

VLE201 SURVEY OF CRIMINAL JUSTICE

See WIU course catalog.

MANUFACTURING AND BUILDING TRADES

CAREERS

CONSTRUCTION
Carpenter, Cement Mason, Builder, Electrician, Pipefitter, Plumber, Roofer, HVAC Technician

MANUFACTURING
Machine Operator, Tool and Die Maker, Welder, Industrial Maintenance and Repair, Assembler, Fabricator, Installer

CONSTRUCTION CLASSES:

INTRO TO CONSTRUCTION
INTRO TO APPLIED TECHNOLOGY
CONSTRUCTION TECHNOLOGY I & II

METALWORK & WELDING CLASSES:

INTRO TO METALWORKING & WELDING FABRICATION
INTRO TO APPLIED TECHNOLOGY
COMPUTER INTEGRATED MANUFACTURING
METALWORKING & WELDING FABRICATION I & II

I LIKE TO:

BUILD THINGS
WORK WITH MY HANDS
PUT THINGS TOGETHER
FIND ANSWERS
USE POWER TOOLS

I AM:

MECHANICALLY INCLINED
CRITICAL THINKER
TECHNOLOGY-MINDED
STEP BY STEP THINKER
DETAIL ORIENTED

I LIKE TO LEARN ABOUT:

MATH & GEOMETRY
COMPUTER AIDED DRAFTING
SCIENCES
CHEMISTRY & PHYSICS

CONSTRUCTION

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9, 10, 11, 12	VCN201	INTRO TO CONSTRUCTION	0.5
INTRODUCTORY	9, 10, 11, 12	VET101	INTRO TO APPLIED TECHNOLOGY	0.5
SKILL LEVEL	10, 11, 12	VCN301	CONSTRUCTION TECHNOLOGY I	2.5
SKILL LEVEL	11, 12	VCN401	CONSTRUCTION TECHNOLOGY II	2.5

Prerequisites may apply. Please check the course description for information.

VCN201 INTRO TO CONSTRUCTION

GR: 9,10,*11, One-half year, Credit: .5

PREREQUISITE: None.

Students learn how construction has an important part to play in production, transportation, communication, and energy utilization. Students will study these concepts and will then take the first step toward learning about construction by building projects. Most of the construction will be done with wood. This course helps prepare students for vocational building trades and other industrial programs. *(*grade 11 with permission of QAVTC director.)*

VET101 INTRODUCTION TO APPLIED TECHNOLOGY

GR: 9,10, One-half year, Credit: .5

PREREQUISITE: Concurrent enrollment in grade level math and English is required, or permission of instructor or QAVTC director.

Intro to Applied Technology provides an overview of tools, technology, and skills required in the following areas: auto and diesel technologies, construction technologies, manufacturing technologies, electronics and engineering design. This course focuses on the three dimensions of technological literacy: knowledge, problem solving, and skill development. The goal is for students to develop the characteristics of technology literate citizens. This course employs teaching, learning strategies and assessment instruments that enable students to build their own understanding of new ideas and deepen their understanding of "big ideas" regarding technology.

VCN301 CONSTRUCTION TECHNOLOGY I *

GR: 11,12, One year, Credit: 2.5

PREREQUISITE: Must have successfully completed at least one of the following introductory courses: Intro to Construction, Intro to Applied Technology, Intro to Electronics/Robotics or permission of instructor or QAVTC director; concurrent enrollment in grade level math and English recommended.

This course provides learning experiences related to the erecting, installation, maintenance and repair of building structures and related utilities. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to concrete, carpentry, and finish work. Technical skill experiences include instruction and activities in safety principles and practices; performing maintenance control functions; estimating, recognition of standard lumber, product knowledge, local, state and additional codes, and on-site job experience. All learning experiences are designed to allow the students to acquire job entry skills and knowledge. *(* grade 10 with permission of QAVTC director)*

VCN401 CONSTRUCTION TECHNOLOGY II

GR: 12, One year, Credit: 2.5

PREREQUISITE: Construction I, concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

This course provides learning experiences related to the erecting, installation, maintenance and repair of building structures and related utilities. Planned learning activities will allow student to become knowledgeable of fundamental principles and methods and to develop advanced technical skills related to concrete, carpentry, and finish work. In addition, students receive instruction of plumbing fixtures and systems, electrical distribution systems, and HVAC systems. Technical skill experiences include instruction and activities in safety principle and practices; performing maintenance control functions; estimating, recognition of building system components, product knowledge, local, state and additional codes and on-site job experience. All learning experiences are designed to allow the students to acquire job-entry skills and knowledge.

To learn more about careers in this field click here: https://www.onetonline.org/find/career?c=2&g=Go

METALWORK AND WELDING FABRICATION

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9, 10, 11, 12	VMW201	INTRO TO METALWORKING & WELDING FABRICATION	0.5
INTRODUCTORY	9, 10, 11, 12	VET101	INTRO TO APPLIED TECHNOLOGY	0.5
SKILL-LEVEL	10, 11, 12	VMW303	COMPUTER INTEGRATED MANUFACTURING	1.0
SKILL-LEVEL	10, 11, 12	VMW301	METALWORKING & WELDING FABRICATION I	2.5
SKILL-LEVEL	11, 12	VMW401	METALWORKING & WELDING FABRICATION II	2.5

* One hour accelerated course also available during block skill classes
Prerequisites may apply. Please check the course description for information.

VMW201 INTRO TO METALWORKING & WELDING FABRICATION

GR: 9,10,*11,*12, One-half year, Credit: .5

PREREQUISITE: Concurrent enrollment in grade level math and English is recommended.

Students learn skills and procedures used in metal manufacturing and develop skills to help land a good job after high school. This course involves basic instruction in metalworking procedures. Operation of all types of metal machines including drills, mills, lathes, grinders, and new CNC lathe and milling machines will be learned. Student will also receive experience in the following types of welding: Osyacetylene flame welding, cutting, and brazing. Plasma cuttine, D.C. Arc welding, and Mig welding of mild steel and aluminum are also covered. Computer-aided machining and fabricating is in demand in today's industries, and you'll begin learning about it in this course.

(grades 11 and 12 with permission of QAVTC)*

VET101 INTRO TO APPLIED TECHNOLOGY

GR: 9,10, One-half year, Credit: .5

PREREQUISITE: Concurrent enrollment in grade level math and English is required, or permission of instructor or QAVTC director.

Intro to Applied Technology provides an overview of tools, technology, and skills required in the following areas: auto and diesel technologies, construction technologies, manufacturing technologies, electronics and engineering design. This course focuses on the three dimensions of technological literacy: knowledge, problem solving, and skill development. The goal is for students to develop the characteristics of technology literate citizens. This course employs teaching, learning strategies and assessment instruments that enable students to build their own understanding of new ideas and deepen their understanding of "big ideas" regarding technology.

VMW303 COMPUTER INTEGRATED MANUFACTURING (CIM)

GR: 10,11, One year (grade weighted), Credit: 1

PREREQUISITE: Must have successfully completed at least one of the following introductory courses: Intro to Metalworking and Welding Fabrication, Intro to Applied Technology, Intro to Electronics/Robotics, Intro to Power Technologies, or permission of instructor or QAVTC director; concurrent enrollment in grade level math and English recommended.

Computer Integrated Manufacturing (CIM) is designed for students interested in manufacturing and automation (robotics, etc.). Students will study concepts of manufacturing planning, integration, and implementation of automation. The course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Utilizing an activity-project-problem-based approach, students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology.

VMW301 METALWORKING & WELDING FABRICATION I

GR: 10,11,*12, One year, Credit: 2.5

* One hour accelerated course available during block class with permission of Instructor.

PREREQUISITE: Must have successfully completed at least one of the following introductory courses: Intro to Metalworking and Welding Fabrication, Intro to Applied Technology, Intro to Electronics/Robotics, Intro to Power Technologies, or permission of instructor or QAVTC director; concurrent enrollment in grade level math and English recommended.

This course offers students a large variety of metalworking and welding skills incorporated throughout the year long class. Students will learn how to cut, machine, bend, weld, braze, and shape different metals to achieve the desired finished product. Shop safety, precision measurement, tool and equipment use, blueprint reading, and layout work will be taught throughout the course. This is an ideal class for anyone interested in employment in the metalworking, maintenance and repair, welding, agriculture, or mechanical engineering fields. Metalworking and welding skills each comprise approximately one semester of work.

Metalworking: This segment provides an overview of machining processes and introduces a variety of skills in planning, machining, and finishing of metal products. Students will use saws, grinders, drill presses, milling machines, lathes, shears, and brakes.

Welding: The welding fabrication portion of the course will have a focus on Arc welding, but will also feature MIG welding, plasma and oxy-fuel cutters, and brazing torches. This course focuses on safety, amperage settings, polarity, and the proper selection of electrodes for the shielded metal arc welding process.

VMW401 METALWORKING & WELDING FABRICATION II

GR: 11,12, One year, Credit: 2.5

* One hour accelerated course available during block class with permission of Instructor.

PREREQUISITE: Metalworking and Fabrication I, concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

This course builds on the skills acquired in Metalworking & Welding Fabrication I. Students will learn advanced and complex layout work and setups on parts, machines, and equipment. Course content will include units on basic metallurgy and heat treatment of metal, and an introduction to automated (CNC) machining. Students will design, fabricate, and build their own projects as well as perform maintenance and repair tasks on tools and equipment. Completion of this class will give the job entry skills necessary for employment in the machining and welding industry.

Metalworking: This segment provides an overview of machining processes and introduces a variety of skills in planning, machining, and finishing of metal products. Students will use saws, grinders, drill presses, milling machines, lathes, shears, and brakes.

Welding: The welding fabrication portion of the

course will have a focus on Arc welding, but will also feature MIG welding, plasma and oxy-fuel cutters, and brazing torches. This course focuses on safety, amperage settings, polarity and the proper selection of electrodes for the shielded metal arc welding process.

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COMPUTER SCIENCE, ELECTRONICS, ENGINEERING, & DESIGN

CAREERS

ARCHITECTURE
Drafting, Design, Architect

COMPUTER SCIENCE
Software Engineer, Programmer, Application Designer, Systems Analyst, Database Administrator, Database Security, Web Designer, Animator

ELECTRICIAN
Electrician, Electrical Power-Line Operator, Power Plant Operator, Cell Tower Service Technician

ENGINEERING & MATH
Biochemical Engineer, Civil Engineer, Electrical Engineer, Industrial Engineer, Mechanical Engineer, Mathematician, Industrial Engineering Technician, Mechanical Engineering Technician

STEM

I LIKE TO:

SOLVE PROBLEMS
BUILD THINGS
WORK WITH ROBOTIC SYSTEMS
WORK WITH COMPUTERS
MAKE THINGS MORE EFFICIENT
PUT TOGETHER PUZZLES

I AM:

LOGICAL
STEP-BY-STEP THINKER
PROBLEM-SOLVER
DETAIL-ORIENTED
PRECISE

I LIKE TO LEARN ABOUT:

MATH & SCIENCES
TECHNOLOGY
COMPUTERS
PHYSICS
CHEMISTRY

COMPUTER AIDED DESIGN CLASSES:

INTRO TO ENGINEERING DESIGN
COMPUTER AIDED DRAFTING & DESIGN I

COMPUTER SCIENCE CLASSES:

INTRO TO COMPUTER SCIENCE
APPLICATIONS OF COMPUTERS
3D ANIMATION AND MODELING
WEB PAGE DESIGN
COMPUTER SCIENCE ESSENTIALS
COMPUTER TECH EXPERIENCE

ELECTRONICS & ENGINEERING CLASSES:

INTRO TO ELECTRONICS/ROBOTICS
INTRO TO APPLIED TECHNOLOGY
INTRO TO ENGINEERING DESIGN
ELECTRONICS/ROBOTICS I & II
DIGITAL ELECTRONICS
COMPUTER INTEGRATED MANUFACTURING
PRINCIPLES OF ENGINEERING

COMPUTER TECHNOLOGY/ SCIENCE

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9, 10, 11, 12	VCS101	INTRO TO COMPUTER SCIENCE	0.5
INTRODUCTORY	9, 10, 11, 12	VCS102	APPLICATIONS OF COMPUTERS I	0.5
INTRODUCTORY	9, 10, 11, 12	VCS103	3D MODELING AND ANIMATION	0.5
INTRODUCTORY	9, 10, 11, 12	VCS201	WEB PAGE DESIGN	0.5
SKILL-LEVEL	10, 11, 12	VCS202	COMPUTER SCIENCE ESSENTIALS	1.0
SKILL-LEVEL	10, 11, 12	VCS301	COMPUTER TECH EXPERIENCE	1.0

Prerequisites may apply. Please check the course description for information.

VCS101 INTRO TO COMPUTER SCIENCE

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None. Enrolling students should be considering the IT Pathway.

This course is designed to be the first computer science course for students who have never programmed before. Students work in teams to create simple apps for mobile devices using MIT App Inventor®. Students explore the impact of computing in society and the application of computing across career paths and build skills and awareness in digital citizenship and cybersecurity. Students model, simulate, and analyze data about themselves and their interests. They also transfer the understanding of programming gained in App Inventor to learn introductory elements of text-based programming in Python® to create strategy games.

VCS102 APPLICATIONS OF COMPUTERS I

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None

This semester course is designed to provide students the skills needed to effectively use a variety of productivity software applications, including word processing, spreadsheet, presentation, graphic design and desktop publishing, database development, and integration of web resources. Students will also experience movie editing and production, as well as an introduction to the fundamentals of computer programming. Throughout the course, students will utilize various online resources for use with lessons and collaborative projects. Ethical and social issues associated with using technology will be integrated throughout the course. Grades are calculated based on daily assignments completed in the computer lab, along with additional hands-on projects and performance-based assessments. To receive credit for this course, students must earn a passing grade percentage for the semester.

VCS103 3D MODELING AND ANIMATION

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: Enrollment in grade level Math and English recommended or permission of Instructor or QAVTC director.

This course will provide opportunities for the student to learn advanced design skills used in 3D animation and architecture. An iMac computer workstation will serve as the foundation for all design projects.

Students will be exposed to the latest software programs, computer systems, and graphic output devices used in various industries. Activities in the areas Stop Motion Animation, 2D Animation and 3D Animation, will encompass both individual and team efforts. Students will develop knowledge and technical skills through problem-based activities in electronic file manipulation, working with objects and modifiers, modeling techniques, creation and application of materials, lights and radiosity, animation techniques, character animation, as well as rendering and post production processes.

VCS201 WEB PAGE DESIGN

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: None.

This semester course will introduce students to current design standards and programming elements used in the creation of web pages. This course will include hands-on training using a variety of software tools with an emphasis on modern design concepts, file and site management, hyper-links, image editing, as well as an introduction to HTML (Hypertext Markup Language), and CSS (Cascading Style Sheets). The HTML code is needed to create the basic content of a web page and the CSS language adds the style and design aspects. Students will use a variety of software programs including Notepad, Microsoft Expression Web, Adobe Dreamweaver, Photoshop, Illustrator, Muse, and/or Fireworks.

VCS202 COMPUTER SCIENCE ESSENTIALS

GR: 10,11,12, One year (grade weighted), Credit: 1

PREREQUISITE: Concurrent enrollment in grade-level math and English is recommended. Student must have completed Introduction to Computer Science.

In PLTW Computer Science Essentials, students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. They will use a visual programming language and advance to test-based pro-gramming. Throughout the course, students will have opportunities to apply computational thinking practices and collaborate just as computing professionals do to create products that address topics and problems important to them.

VCS301 COMPUTER TECH EXPERIENCE

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Students must have fulfilled graduation required ½ credit of computers (i.e. Applications of Computers, Intro to Web Page Design), and have a form of consent signed by the instructor in order to enter due to limited enrollment.

This course is designed for students desiring to meet the following objectives: (1) gain experience in hardware and software maintenance under the guidelines of the Quincy Public Schools Technology Department; (2) prepare for CompTIA A+ Certification tests with approved curriculum materials provided; (3) development of interpersonal skills needed for employment in today's workplace; and (4) development of technical reading and writing skills. Specific duties may include: troubleshoot/fix hardware and software issues; install, maintain, and/or replace hardware components; and assist teachers with technology-related tasks and techniques.

To learn more about careers in this field click here:https://www.onetonline.org/find/career?c=11&g=Go

ELECTRONICS, ROBOTICS AND ENGINEERING

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9, 10, 11, 12	VET201	INTRO TO ELECTRONICS/ ROBOTICS	0.5
INTRODUCTORY	9, 10, 11, 12	VET101	INTRO TO APPLIED TECHNOLOGY	0.5
INTRODUCTORY	9, 10, 11, 12	VEN101	INTRO TO ENGINEERING DESIGN	1.0
SKILL-LEVEL	10, 11, 12	VEN201	PRINCIPLES OF ENGINEERING	1.0
SKILL-LEVEL	10, 11, 12	VEN301	COMPUTER AIDED DRAFTING & DESIGN I	1.0
SKILL-LEVEL	10, 11, 12	VEL301	ELECTRONICS/ROBOTICS I	1.0
SKILL-LEVEL	11, 12	VEL401	ELECTRONICS/ROBOTICS II	1.0
SKILL-LEVEL	10, 11, 12	VET303	DIGITAL ELECTRONICS	1.0
SKILL-LEVEL	10, 11, 12	VMW303	COMPUTER INTEGRATED MANUFACTURING	1.0

Prerequisites may apply. Please check the course description for information.

VET201 INTRO TO ELECTRONICS/ROBOTICS

GR: 9,10,11,12 One-half year, Credit: .5

PREREQUISITE: None.

Without electricity and electronics, there would be no modern production, transportation, communications, or energy utilization. Students will study these concepts and then take the first step toward learning about electronics. They will have the opportunity daily to construct basic electrical circuits using bulbs, flashing led's, solar cells, and much more. This course helps prepare students for electronics, electricity an introduction to engineering, transportation, manufacturing, and other industrial programs. *(* grade 11 with permission of QAVTC director)*

VET101 INTRODUCTION TO APPLIED TECHNOLOGY

GR: 9,10,11,12 One-half year, Credit: .5

PREREQUISITE: Concurrent enrollment in grade level math and English is required, or permission of instructor or QAVTC director.

Intro to Applied Technology provides an overview of tools, technology, and skills required in the following areas: auto and diesel technologies, construction technologies, manufacturing technologies, electronics and engineering design. This course focuses on the three dimensions of technological literacy: knowledge, problem solving, and skill development. The goal is for students to develop the characteristics of technology literate citizens.

This course employs teaching, learning strategies and assessment instruments that enable students to build their own understanding of new ideas and deepen their understanding of "big ideas" regarding technology.

VEN101 INTRODUCTION TO ENGINEERING DESIGN (IED)

GR: 9,10,11,12 One year (grade weighted), Credit: 1

PREREQUISITE: Enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

Designed for 9th or 10th grade students, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

VEN201 PRINCIPLES OF ENGINEERING (POE)

GR: 10,11,12, One year (grade weighted) Credit: 1

PREREQUISITE: Introduction to Engineering Design (IED),concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

This survey course of engineering exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

VEN301 COMPUTER AIDED DRAFTING & DESIGN I

GR: 10,11,12, One year, Credit: 1

PREREQUISITE: Must have successfully completed at least one of the following introductory courses: Intro to Engineering Design, Intro to Electronics/Robotics, Intro to Applied Technology or permission of instructor or QAVTC director; concurrent enrollment in grade level math and science recommended.

This course is for students who are interested in careers in drafting, design, architecture, construction management, interior design, graphic arts, engineering and other related professions. Students will learn to make drawings and read blueprints in the same manner as professionals in the careers listed above. Students will learn to use computer aided drafting (CAD) to make drawings by computer. The classroom is equipped with professional CAD systems which include some of the latest and most powerful software. No previous experience with computers or drafting is needed.

The main requirement for enrollment in the course is a sincere desire to learn the "language of industry"....drafting. Success in college (technology, architecture, and engineering) or technical school and success on industrial jobs can be improved by completion of this course. All students will attempt the Solidworks Associate Certification exam at the end of the 1st semester.

VEL301 ELECTRONICS/ROBOTICS I

GR: 10,11,*12 One year, Credit: 1

PREREQUISITE: Must have successfully completed at least one of the following introductory courses: Intro to Electronics/Robotics, Intro to Engineering Design, Intro to Applied Technology or permission of instructor or QAVTC director; concurrent enrollment in grade level math and science recommended.

This program will provide training in the areas of electronics and electrical principles. Students will study DC and AC circuits and components. Labs will be constructed using resistors, capacitors, lamps, motors and switches. They will study the principles of renewable sources of energy and technologies. Students will also learn basic code using arduino controllers. The course will also develop and expand students' skills and knowledge so that they can design and develop robotic devices. Topics covered in the course may include mechanics, electrical and motor controls, pneumatics, computer basics, and programmable logic controllers. (* grade 12 with permission of QAVTC director)

VEL401 ELECTRONICS/ROBOTICS II

GR: 11,12 One year, Credit: 1

PREREQUISITE: Recommended that students have completed or be enrolled in Algebra I or Applied Mathematics. Preference will be given to students completing Intro to Electronics/Robotics.

The second-year program students will study digital techniques, logic circuits, and integrated

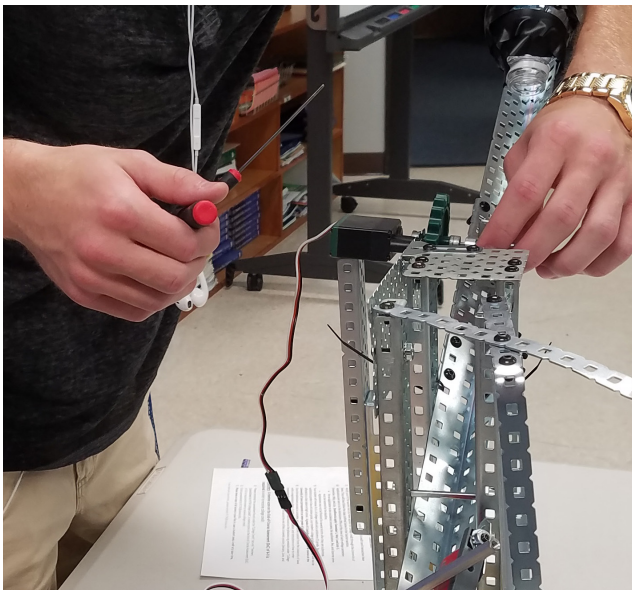
circuits. They will construct and analyze circuits using the latest techniques, components, and microprocessors trainers. Upon completion of this course, students will understand the technical operation of the computer. The course includes the testing, maintenance, and repair of equipment of systems such as communication systems, audio visual or video equipment, radios, televisions, tape recorders, stereos, and computers. Instruction and experience also include the use and care of related test equipment, hand tools and hardware, the use of technical manuals and data, and employer/employee relations. Learning experiences designed allow the student to acquire job-entry skills. The course will also develop and expand students' skills and knowledge so that they can design and develop robotic devices. Topics covered in the course may include mechanics, electrical and motor controls, pneumatics, computer basics, and programmable logic controllers.

VET303 DIGITAL ELECTRONICS (DE)

GR: 10,11,12, One year (grade weighted), Credit: 1
PREREQUISITE: Must have successfully completed at least one of the following introductory courses: Intro to Electronics/Robotics, Intro to Engineering Design, Intro to Applied Technology or permission of instructor or QAVTC director; concurrent enrollment in grade level math and science recommended.
Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation.

VMW303 Computer Integrated Manufacturing (CIM)

GR: 10,11, One year (grade weighted), Credit: 1
PREREQUISITE: Must have successfully completed at least one of the following introductory courses: Intro to Electronics/Robotics, Intro to Engineering Design, Intro to Applied Technology or permission of instructor or QAVTC director; concurrent enrollment in grade level math and science recommended.
Computer Integrated Manufacturing (CIM) is designed for students interested in manufacturing and automation (robotics, etc.). Students will study concepts of manufacturing planning, integration, and implementation of automation. The course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Utilizing an activity-project-problem-based approach, students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology.



To learn more about careers in this field click here: https://www.onetonline.org/find/career?c=13&g=Go

TRANSPORTATION, DISTRIBUTION & LOGISTICS

CAREERS

AUTO & DIESEL TECHNOLOGY
Auto Mechanic, Auto Service Technician, Diesel Mechanic, Diesel Service Technician

TRANSPORTATION, DISTRIBUTION, & LOGISTICS
Facility and Mobil Equipment Maintenance, Logistics and Management Services, Warehouse & Distribution Center Operations

AUTOMOTIVE & DIESEL CLASSES:

INTRO TO TRANSPORTATION TECHNOLOGIES
POWER TECHNOLOGY
INTRO TO APPLIED TECHNOLOGY
AUTOMOTIVE TECHNOLOGY I & II
DIESEL EQUIPMENT TECHNOLOGY I & II

I LIKE TO:

WORK WITH MY HANDS
PUT THINGS TOGETHER
FIND ANSWERS
USE POWER TOOLS

I AM:

MECHANICALLY INCLINED
CRITICAL THINKER
TECHNOLOGY-MINDED
STEP BY STEP THINKER
DETAIL ORIENTED

I LIKE TO LEARN ABOUT:

MATH & GEOMETRY
SCIENCES
MACHINES

AUTOMOTIVE AND DIESEL TECHNOLOGY

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	
INTRODUCTORY	9,10,11,12	VAT201	INTRO TO TRANSPORTATION TECHNOLOGIES	0.5
INTRODUCTORY	9,10,11,12	VAT101	POWER TECHNOLOGIES	0.5
INTRODUCTORY	9,10,11,12	VET101	INTRO TO APPLIED TECHNOLOGY	0.5
SKILL LEVEL	10,11,12	VAT301	AUTOMOTIVE TECHNOLOGY I	2.5
SKILL LEVEL	11,12	VAT401	AUTOMOTIVE TECHNOLOGY II	2.5
SKILL LEVEL	10,11,12	VAT303	DIESEL EQUIPMENT TECHNOLOGY I	2.5
SKILL LEVEL	11,12	VAT403	DIESEL EQUIPMENT TECHNOLOGY II	2.5

Prerequisites may apply. Please check the course description for information.

VAT201 INTRO TO TRANSPORTATION TECHNOLOGIES

***GR: 9,10,11*,12*, One-half year, Credit: .5**

PREREQUISITE: Concurrent enrollment in grade level math and English is recommended.

This course is split between our two transportation programs—Automotive Technology and Diesel Technology. Lab activities will include work on smaller equipment and vehicles. Specific course topics will include a basic overview of the various systems and principles of operation of internal combustion engines and drive systems. The course will also focus on safety, employability skills, applied academic skills and careers available in the field.

Automotive Technology: The technology being developed and utilized in today's automobiles is both exciting and challenging. This course is designed to acquaint the beginning-level student with some of this technology. Major emphasis will be placed on the electronics used in the automobiles of today. Basic maintenance of the automobile using proper tools and diagnostic procedures will also be covered.

Diesel Technology: Learning activities in this class provide students an introduction to powered equipment with a focus on diesel power and its variety of applications in the agriculture, construction, manufacturing and transportation industries. Students will also be introduced to the tools and equipment used to maintain, service and repair powered equipment. (* grades 11, 12 with permission of QAVTC director)

VAT101 POWER TECHNOLOGIES

GR: 9,10,11,12, One-half year, Credit: .5

PREREQUISITE: Concurrent enrollment in grade level math and English is recommended.
Power Technology is an instructional program that prepares individuals to troubleshoot, service, and repair a variety of small machines and technology, involving both two and four cycle engines used on portable power equipment. Planned activities will allow students to become knowledgeable of fundamental principles and technical skills related to troubleshooting, repairing, identifying parts and making precision measurements. Safety will be a key component of this class. Students will also be exposed to career opportunities related to power technology. (* grades 11, 12 with permission of QAVTC director)

VET101 INTRODUCTION TO APPLIED TECHNOLOGY

GR: 9,10, One-half year, Credit: .5
PREREQUISITE: Concurrent enrollment in grade level math and English is required, or permission of instructor or QAVTC Director.
Intro to Applied Technology provides an overview of tools, technology, and skills required in the following areas: auto and diesel technologies, construction technologies, manufacturing technologies, electronics and engineering design. This course focuses on the three dimensions of technological literacy: knowledge, problem solving, and skill development. The goal is for students to develop the characteristics of technology literate citizens. This course employs teaching, learning strategies and assessment instruments that enable students to build their own understanding of new ideas and deepen their understanding of "big ideas" regarding technology.

VAT301 AUTOMOTIVE TECHNOLOGY I

GR: 10,11,12, One year, Credit: 2.5
PREREQUISITE: Must have successfully completed at least one of the following introductory courses: Intro to Transportation Technologies, Power Technologies, Intro to Applied Technology, or permission of instructor or QAVTC director; concurrent enrollment in grade level math and English recommended.
Planned learning activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to auto mechanics, diesel mechanics, and aircraft mechanics. Instruction includes safety principles and practices, combustion engine principles, maintaining, servicing and repairing different types of transportation vehicles, as well as maintenance equipment. This course will emphasize the necessary technical information and "hands-on" experience on the following systems of the automobile: engine, electrical, fuel, suspension, steering, and brakes. It is a combination of classroom theory and shop application. Emphasis on the latest technology available on new vehicles will be stressed.

VAT401 AUTOMOTIVE TECHNOLOGY II

GR: 11,12, One year, Credit: 2.5
PREREQUISITE: Successfully completed Automotive Technology I or Diesel I, concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.
Planned learning activities will emphasize the development of more advanced knowledge and skill than those provided in Automotive Technology I. Technical skill experiences include instruction and activities in safety principles and practices, as well as continued development of skills associated with aircraft mechanics, auto mechanics, and diesel mechanics. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge. This advanced course emphasizes: manual transmissions, clutches, differentials, automatic transmissions, air-conditioning repair and diagnosis, and on board computer service and repair. It is a combination of classroom theory and shop applications. Emphasis on the latest technology available on new vehicles will be stressed.

VAT303 DIESEL EQUIPMENT TECHNOLOGY I

GR: 10,11,12, One year, Credit: 2.5
PREREQUISITE: Must have successfully completed at least one of the following introductory courses: Intro to Transportation Technologies, Power Technologies, Intro to Applied Technology, or permission of instructor or QAVTC director; concurrent enrollment in grade level math and English recommended.
This class offers students classroom instruction and laboratory experiences in diesel powered transportation and heavy equipment, such as used in the agriculture and construction industries. Learning activities prepare students to maintain and repair diesel engines and related heavy vehicle systems.

Specific course topics include: principles underlying diesel engines, analyzing electrical circuits and systems, troubleshooting and repairing cooling systems, testing and repairing air conditioning systems, reading and interpreting service manuals, hydraulic and air brake systems, and identifying the principles and components of fuel injection systems. The course will focus more on maintenance and light repairs as well as cover safety, employability skills and applied academic skills. The course and program will align with knowledge and skills required by an industry-recognized certification or credential.

VAT403 DIESEL EQUIPMENT TECHNOLOGY II

GR: 11,12, One year, Credit: 2.5

PREREQUISITE: Diesel Equipment Tech I/Auto Tech I. Concurrent enrollment in grade level math and English recommended or permission of instructor or QAVTC director.

This class builds upon the knowledge and skills learned in DET I by incorporating additional and more challenging major jobs incorporating troubleshooting, diagnostics, problem solving and completion of major repairs based on diagnostic findings and cost effectiveness. The lab will be operated to simulate an actual diesel equipment service facility. Off campus internships at local diesel service businesses will be incorporated into the program for selected students. During the second semester, students will be able to earn an industry-recognized diesel technician certification for the immediate/employment. Students will also be able to transfer DET I and DET II to JWCC Diesel Technology certificate.

To learn more about careers in this field click here: https://www.onetonline.org/find/career?c=16&g=Go