

Quincy Senior High School



CREATING OPPORTUNITIES,
INSPIRING ACHIEVEMENTS,
CELEBRATING SUCCESS.

2022-2023
CURRICULUM GUIDE

Quincy Public School District #172

Mission Statement

Educate students and teachers
to achieve personal excellence.

Quincy Senior High School

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Creating opportunities,
Inspiring achievements,
Celebrating success.

Quincy Senior High School &
Quincy Area Vocational Technical Center

ADMINISTRATORS

Jody Steinke, Principal
Bill Sanders, Assistant Principal
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Evie Morrison, QAVTC Director
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Todd Pettit, Director of Music

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 a 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.

DROPPING A CLASS:

Students are allowed to drop a class before Oct. 15 (Semester 1) and Feb. 15 (Semester 2) without penalty. This course must be replaced by a Study hall or a release. Drops after these dates will result in a grade of F being 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
3	Credits of Mathematics
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

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.

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 assignment.

EARLY GRADUATION

Students who meet requirements may graduate at the end of First Semester during their Senior year or at the end of their Junior year. Every student requesting early graduation in fewer than four years (eight semesters) should see their counselor. While early graduation is permitted, each decision must be approved on an individual basis and graduation requirements must be met.

Additional Information about Early Graduation

- An early graduate's GPA and class rank will be determined using the last completed semester.
- Junior graduates are not eligible for an Honors designation at Graduation. Honors graduates must complete seven (7) semesters.
- Junior graduates will be eligible to walk at the Graduation ceremony during the year they complete requirements. Junior graduates will not be eligible to walk at the Graduation ceremony in the year following their completion of requirements.
- Midterm senior graduates are able to attend prom and participate in Graduation.

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.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The State of Illinois requires that all students complete the FAFSA or have a parent opt out letter on file in order to graduate from high school. The FAFSA may be accessed at <https://studentaid.gov/h/apply-for-aid/fafsa>.

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, 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+

GENERAL GRADING INFORMATION

QHS GRADE SCALE				
A = 90-100%	B = 80-89%	C = 70-79%	D = 60-69%	F = 59% 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 four (4) performance-based assessments per semester per course, provided that the following conditions have been met:

1. Student is responsible for making arrangements with teacher for the retake - including determination by teacher of the required relearning activity(ies), appointment(s), extended 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 opportunity. 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.

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.

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.

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.

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 these situations is usually dependent on the following:

1. a clear understanding of the challenges that 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 courses carry more grade points because of their advanced rigor and work-

load. 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		HONOR COURSES	
ART332	AP Art History	ENG202	English II Honors
ART331	AP Studio Art: 2-D Design	GER421	German IV Honors
ENG331	AP Language and Composition	GER422	German Conversation Honors
ENG431	AP Literature and Composition	MAT422	Pre-Calculus Honors
GER431	AP German	SCI202	Chemistry Honors
MAT431	AP Statistics	SCI322	Human Anatomy and Physiology Honors
MAT432	AP Calculus AB	SCI323	Microbiology Honors
MAT433	AP Calculus BC	SCI325	Zoology Honors
SCI332	AP Chemistry	SOC402	Sociology Honors
SCI333	AP Physics	SOC403	Economics Honors
SCI334	AP Biology	SOC500	Abnormal Psychology Honors
SOC231	AP United States History	SPA421	Spanish IV Honors
SOC331	AP Government	SPA422	Spanish Conversation/Composition A Honors
SOC431	AP Psychology	SPA423	Spanish Conversation/Composition B Honors
SPA431	AP Spanish	VED303	Introduction to Education Honors
PROJECT LEAD THE WAY		VED304	Media & Technology in Education Honors
		VJO301	Yearbook Journalism Editorial Leadership
SCI330	Principles of Biomedical Science PLTW	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.	
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		

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.
4. Marching Band if the student is using the course for P.E. credit.

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 extracurricular 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.

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
English 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 Eligibility 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.

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.

EDUCATION

QHS is also entering into a dual credit partnership with JWCC for semester courses titled Introduction to Education (VED303) and Media & Technology in Ed-

ucation (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.

DUAL 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.

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

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

- 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.

JWCC COURSE	CREDIT HOUR	TYPE	QHS EQUIVALENT
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

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, education, health science, manufacturing, technology, transportation and more. Students enrolled in our CTE courses gain thorough technical knowledge, skills training and essential 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 pro-

gram 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 their related field of study.

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.



QHS ONLINE ACADEMY

QHS students may opt with permission of QHS Administration to take all QHS courses online using Edgenuity from home. Students enrolled in the QHS Online Academy would not need to attend classes on campus at QHS, though evening tutoring and computer lab time will be offered. The QHS Online Academy is self-paced and independent. While QHS staff will monitor progress and be available for questions, students will largely work independently. Students schedule will be developed with their counselor, and most students will be enrolled in 2-3 courses at a time. To make satisfactory progress, students should devote 5 or more hours daily (25 or

more weekly) to online coursework. QHS teachers in English, Math, Science, and Social Studies will be available for remote assistance at scheduled times during the regular school day. Most semester courses require 50 hours of screen time to complete. A student who regularly spend 5 hours a day should complete a semester course in 2-4 weeks. Online Academy students are required to take tests and assessments on site at QHS. Generally this means 3-5 hours per week on site.

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.

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

Summer school is available to students through a variety of programming to recover credit from previously failed classes or to take classes for the first attempt. Summer school programming is approved by the school board each April. Following approval, detailed information and registration becomes available through the QHS school counselors and summer school staff. Registration for summer school is open to county, Quincy Public, and Parochial students. Tuition is required for some summer programs. Edgenuity, our online computer-based learning program, is the primary method of instruction in summer school. The amount of credit earned by a student will be determined by the individual's pace and the amount of time spent actively

working on the course(s). Credit will be awarded upon successful completion of the course. Summer school grades completed before July 15th will be recorded on students' transcripts during 2nd semester of the previous school year. Summer school grades completed after July 15th will be recorded on first semester of the following school year.

DRIVER EDUCATION

Driver Education is composed of two courses, Driver Education Classroom and Driver Education Behind the Wheel. To be eligible to enroll in Driver 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.

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.

2022-2023 EDUCATIONAL BASE FEE IS \$80...PLUS ANY LAB FEES LISTED BELOW

Accounting I	\$10	Biology	\$15	Advanced Diesel Equipment Technology	\$25	Intro to Agriculture	\$10
Accounting II	\$10	Biology Honors	\$15	Digital Electronics (PLTW)	\$25	Intro to Auto Tech/ Small Engines	\$10
Ag Animal Science	\$20	Business Law	\$10	Digital Graphics, Digital Media, Animation	\$10	Intro to Biomedical Sciences	\$20
Ag Business Management	\$20	Business Management and Marketing	\$10	Drafting /Computer Aided Drafting I	\$20	Intro to Computer Science	\$20
Ag Leadership	\$20	Business Occ Experience	\$10	Drafting/Computer Aided Drafting II	\$20	Intro to Diesel Technology/ Welding	\$10
Ag Plant Science	\$20	Business Technology	\$10	Drawing	\$10	Intro to Electronics/ Construction	\$10
Supervised Ag Experience	\$20	Chemistry	\$15	Driver Education Behind the Wheel	\$250	Intro to Engineering Design	\$25
AP Art History	\$15	Child Care I/II	\$15	Electronics I	\$15	Intro to Tech-Transportation/ Engineering	\$10
AP Chemistry	\$20	Early Childhood Education	\$15	Electronics II	\$15	Microbiology	\$25
AP Bio	\$20	Child Development/ Parenting skills	\$10	Fundamentals of Chemistry and Physics	\$15	Painting	\$10
AP Physics	\$20	Culinary Arts I/II	\$25	Graphics Design I/II	\$25	PLTW	\$25
AP Studio Art 2-D Design (Art III)	\$15	Advanced Culinary Arts I	\$25	Graphic Design Advanced	\$25	Physics	\$15
Applications of Computers I	\$10	Computer Integrated Manufacturing	\$25	Health Occupations I	\$15	Principles of Engineering	\$25
Art I	\$15	Construction I/II	\$25	Health Occupations II & III	\$15	Principles of Biomedical Science	\$25
Art II	\$15	Advanced Construction	\$25	Honors Chemistry	\$20	Welding I/II Metalworking	\$25
Automotive Technology I/II	\$25	Cooperative Vocation Education (CVE)	\$10	Human Anatomy and Phys	\$20	Advanced Welding Metalworking	\$25
Advanced Automotive Technology	\$25	Diesel Equipment Technology I/II	\$25	Human Body Systems (PLTW)	\$20	Zoology	\$20

MUSIC FEES

Concert Band/ Concert Chorale	\$150	Concert Chorale	\$25	Concert Orchestra/ Concert Choir	\$50	Symphonic Strings	\$25
Colorguard/Pom Pon	\$25	Concert Orchestra	\$25	Piano Lab I/ Piano Lab II	\$20	Symphonic Strings/ Freshman Choral	\$50
Concert Band/Marching Band (competitive)	\$125	Freshman Chorale	\$25	Symphonic Band/ Varsity Chorale	\$125	Varsity Chorale	\$25
Concert Choir	\$25	Guitar Lab	\$20	Symphonic Band / Tradition	\$100		

ENGLISH

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/ Communication Arts or Recommendation of 8th grade ELA Reading/ Communication Arts teacher.

This is a course for those interested in attending a four-year college and enrolling in AP courses later in their high school career. 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 analyze literature that is selected for its cultural value, its superior writing, and its ability to improve critical reading skills. An emphasis will be placed on whole class selections, the analysis of literature, and the development of writing skills. Students will write in all major modes: argumentative, expository, narrative and research. (NCAA Core Course)

ENG201 ENGLISH II**GR: 10, One Year, Credit: 1***PREREQUISITE: English I.*

English II is the year-long 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. How literature is a reflection of culture and history will be explored. Students will have a mix of 'classic' novels, contemporary young adult novels, and short stories. This course will refine writing skills, focusing on analyses that seek to argue and inform or explain. Grammar and vocabulary are taught in the 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 en-

rolling 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. Students will build critical reading skills by interacting with and applying concepts from complex texts. 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. Foundational American documents as well as other 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 aligns to introductory college-level rhetoric and writing curriculum and is intended for 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 responsible 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 receive 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 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. (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 college the student attends. This course emphasizes reading, critical anal-

ysis, and appreciation of literature from various years and genres including poetry, 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.

All courses Algebra II and above require a graphing calculator. A TI-84 is recommended. Students may purchase their own or check one out from the QHS Math Department.

MAT101 ALGEBRA I**GR: 9, One year, Credit: 1***PREREQUISITE: Successful completion of Math 8.*

Algebra I is the first of three required courses for graduation that lays the foundation for student success in each subsequent mathematics course. Algebra I is designed to develop a thorough understanding of the frameworks of algebra and a deeper grasp of mathematics. Students will be introduced to variables, algebraic expressions, equations, inequalities and functions and their multiple representations. The course further explores algebra by solving and graphing linear and nonlinear equations, inequalities, solving systems, statistics and polynomials. The course will relate algebraic thinking and skills to real world applications and situations. (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. Nonlinear graphs, systems, quadratic equations, powers, 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. Independent thinking and learning are promoted emphasizing reading, writing, and problem solving. Linear and non-linear graphs, linear relations, 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. The TI-84+ graphing calculator is required. 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 overarching 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 (A or B) or Algebra II (A or B) or Algebra II Advanced (B or C).*

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 required. (NCAA Core Course)

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, combinations and permutations, parametric equations, analysis of functions, equations and inequalities, polynomials, rational functions, logarithmic functions, and trigonometric functions. (NCAA Core Course)

MAT431 ADVANCED PLACEMENT STATISTICS

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

PREREQUISITE: Successful completion of Pre-Calculus or Calculus or an A or B in Decision Making with Data. Teacher recommendation.

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. 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: A minimum grade of B in Pre-Calculus Honors; a grade of A in Pre-Calculus; teacher recommendation with grades B or below.

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+ 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: An A in AP Calculus AB or Teacher recommendation.

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+ 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.) 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)



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 the following: nature of science, evolution, cell function, genetics, some human anatomy, and ecosystems. Emphasis is given to both content acquisition and thinking skills 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: An A or B in 8th grade science; NWEA MAP score.*

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). 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 matter and its interactions; motion, and stability (vectors, projectiles, forces); energy (momentum, collisions, and rotation); waves and interactions (sound, electrostatics, electricity, and magnetism) with a mathematical treatment of each topic. Laboratory work will include both teacher designed and student designed experiments. Challenging real life problem-solving projects are included in this course. 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 and Physics.*

This course is designed to make connections between a variety of science disciplines including biology, earth science, 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 will begin to prepare for a career in medicine or health care, and they will be challenged to solve real world problems. Students will practice how to think creatively and critically to innovate in science and to gain practical experience tackling challenges that biomedical professionals face in the field. Students will work through real-world situations, cases, and problems, such as solving a medical mystery case, diagnosing and treating a patient, and responding to a medical outbreak. (NCAA Core Course)

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 Course)

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. Topics include kinematics, rotational motion, simple harmonic motion, sound, projectiles, energy, and momentum. Students will develop a deeper understanding of physics through laboratory (inquiry-based) investigations where they analyze results. 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 Course)

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. 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 World History from pre-history to the Early Modern Era. Topics include: Pre-History 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 Civilization from pre-history to the Early Modern Era. Topics include: Pre-History 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 preparatory 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.*

United States History is a year-long course. It begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the Civil War are addressed. Industrialization, urbanization, and the accompanying difficulties are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism,

and the place of the United States in an increasingly globalized and interconnected world.

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. 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 academic 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 the following: 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). Aside from learning fundamental concepts of economics, students will have the opportunity to apply them while starting their own businesses and making their own profits. Students can also qualify for funding in a 'Shark Tank' scenario with local business leaders which can provide funds for students' businesses. (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	SPA401	SPANISH FOR NATIVES
10,11,12	SPA421	SPANISH IV HONORS
11,12	SPA422	SPANISH CONVERSATION & COMPOSITION A HONORS
12	SPA423	SPANISH CONVERSATION & COMPOSITION B HONORS
11,12	SPA431	AP SPANISH

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

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

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 include the following: 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 Spanish-speaking 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. Students must earn credit for both semesters to go on to Spanish III. (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. Students must earn credit for both semesters to go on to Spanish IV. (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 variety of sources. 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 many authentic sources. (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	GENERAL P.E.
9,10,11,12	PES201	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 birth dates. Students who will be 15 yrs old before July 31, 2022, are encouraged to enroll for summer school. Students who will be 15 yrs old before Sept 30, 2022, are encouraged to enroll for first quarter. Students who will be 15 yrs old before Dec 31, 2022, are encouraged to enroll for second quarter. Students who will be 15 yrs old before Feb 28, 2023, are encouraged to enroll for third quarter. Students who will be 15 yrs old before May 31, 2023, 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 understand-

ing of fitness concepts and design a personal fitness program while developing an individualized level of health-related activities to complete assessments 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 due to health-related outcomes. Through the course, students will gain knowledge and the skills needed to develop a lifelong pattern of physical activity. By the end of the course, students will: improve their physical fitness by participating in activities on the equipment: treadmill, rowers, ellipticals, stationary bikes, and step machines. Students will also perform workouts such as HIIT (high intensity interval training) routines, circuit training, yoga, partner workouts, meditation, etc.

PEL301 GENERAL P.E.

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, floor hockey, and fitness walking. Fitness walking will be offered weekly with each unit. Instruction is also offered in a variety of team sports. Activities include but are not limited to the following: basketball, bowling, flag football, kickball, soccer, team handball, volleyball, badminton, and table tennis.

PES201 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 a personal fitness program while developing an individualized level of health related activities to complete assessments 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 a 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, Drum Fit, step aerobics, walking, and circuit training, HIIT workouts, and Just Dance.



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, VJO101

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

BUS201 CONSUMER EDUCATION

GR: 9,10,11,12, 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.

Applications of Computers 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 utilize Microsoft Office, Google Apps, and various online resources for use with lessons and collaborative projects. Ethical and social issues associated with using technology will be integrated throughout the course.

FINE ARTS

GRADE LEVEL	COURSE #	COURSES
9,10,11,12	ART101	ART I
9,10,11,12	ART110	CERAMICS
9,10,11,12	ART111	DRAWING
9,10,11,12	ART112	PAINTING
10,11,12	ART201	ART II
11,12	ART331	AP STUDIO ART: 2-D DESIGN
9, 10, 11,12	ART332	AP ART HISTORY
12	ART401	SENIOR INDEPENDENT STUDY IN ART
9,10,11,12	MUS101	SYMPHONIC BAND/TRADITIONAL BAND
9	MUS102	FRESHMAN CHORALE
10,11,12	MUS103	SYMPHONIC BAND/VARSITY CHORALE
9,10,11,12	MUS201	SYMPHONIC STRINGS
10,11,12	MUS202	VARSITY CHORALE
9	MUS203	SYMPHONIC STRINGS/FRESHMAN CHORALE
10,11,12	MUS301	CONCERT BAND
10,11,12	MUS302	CONCERT CHORALE
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	ELECTRIC BLUE SHOW CHOIR
10,11,12	MUS71	MADRIGAL CHOIR
9,10,11,12	MUS72	JAZZ BAND
10,11,12	MUS73	COMPANY BLUE SHOW CHOIR
9,10,11,12	MUS75	COLOR GUARD/POM PON
9,10,11,12	MUS501	MUSIC IN OUR LIVES
9,10,11,12	MUS502	FUNDAMENTALS OF MUSIC MUSIC THEORY I
9,10,11,12	MUS503	PIANO LAB I
9,10,11,12	MUS504	GUITAR LAB I
9,10,11,12	MUS505	PIANO LAB II

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 compositional 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.

ART110 CERAMICS**GR: 9,10,11,12 One-half year, Credit: .5***PREREQUISITE: None.*

Ceramics is an introductory course in ceramics covering the three basic methods of hand building. Students will produce ceramic artwork using pinch, slab, and coil techniques. Students will explore three-dimensional design while developing both useful and sculptural forms while learning the basic vocabulary of ceramics as well as methods of surface treatment, firing, and other related aspects. Art history, aesthetics and art criticism will be incorporated throughout the course. Creativity and quality craftsmanship are emphasized.

ART111 DRAWING**GR: 9,10,11,12 One-half year, Credit: .5***PREREQUISITE: None.*

Drawing is a key discipline of the visual arts. Students enrolled in this course will increase their confidence by developing essential rendering and quality composition skills to include landscapes, imaginative subjects, portrait, and figure drawing. In Art Drawing, hand/eye coordination will improve. Students receive drawing guidance and apply techniques to such drawing media as graphite, colored pencil, ink, charcoal, and pastels.

ART112 PAINTING**GR: 9,10,11,12 One-half year, Credit: .5***PREREQUISITE: None.*

This course is an introduction to the media and technical possibilities of painting. The emphasis is on paint handling, craftsmanship, color theory, two-dimensional composition, and theme. The student is encouraged to begin the process of self-awareness through the painting of diversified subjects such as portrait, landscape, and still-life.

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, print-

making, 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***PREREQUISITE: 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.

**ART332 ADVANCED PLACEMENT
ART HISTORY****GR: 9,10,11,12, One year (grade weighted), Credit: 1 History***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.

**ART401 SENIOR INDEPENDENT
STUDY IN ART****GR: 12, One-half year, Credit: .5 per semester***PREREQUISITE: Successful Completion of Art I, Art II, Art III/AP 2-D Design, and Approval of Instructor.*

This class is an independent studio experience for 12th grade art students who have successfully completed the prerequisite classes and wish to explore art media in collaboration with the instructor. Students will determine six separate projects for exploration and then work with the instructor on a one-on-one basis to learn technique and processes for the chosen materials. Students will develop and display their work at the end of the semester. Media that students may choose to explore include

drawing, painting, mixed media, printmaking sculpture and ceramics.

MUS101 SYMPHONIC BAND/ TRADITIONAL BAND

GR: 9,10,11,12, One year, 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.

MUS103 SYMPHONIC BAND/ VARSITY CHORALE

GR: 9, One year, Credit: 1

PREREQUISITE: Audition and approval by the teacher.

This co-curricular choir is for students who wish to participate in Symphonic Band as well as Varsity 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 Symphonic Band and Varsity Chorale. A performance contract must be signed.

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.

MUS203 SYMPHONIC STRINGS/ FRESHMAN CHORALE

GR: 9, One year, Credit: 1

PREREQUISITE: Audition and approval by the teacher.

This co-curricular choir is for students who wish to participate in Symphonic Strings as well as Freshman 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 Symphonic Strings and Freshman Chorale. A performance contract must be signed.

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 liter-

ature, 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 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 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 purchase outfits worn for performances and sign a performance contract.

MUS70 ELECTRIC BLUE SHOW CHOIR

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

PREREQUISITE: By audition.

The Electric Blue 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 COMPANY BLUE SHOW CHOIR

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

PREREQUISITE: By audition.

The Company Blue Treble Show Choir 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.

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.

MUS501: MUSIC IN OUR LIVES

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

PREREQUISITE: None.

Have you ever wondered how instruments work? Did you know that there is a difference between a soundtrack and a film score? Have you ever considered a career as an Artists & Repertoire "A & R" Representative, or a roadie? Have you ever heard of an opera horse handler or a bow hairdresser? Music is not just for music majors or professional musicians; it has opportunities for everybody. From shopping to the creation of musical instruments, from music history to psychology, this class will engage students in the effects of music in our everyday lives. Students will: 1) explore the various applications of music career choices, 2) discover and experiment with the process of inventing and creating musical instruments, 3) examine the development of music throughout different cultures, 4) evaluate the psychological effect of music in our lives today.

MUS502 - FUNDAMENTALS OF MUSIC THEORY I

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

PREREQUISITE: Student must be able to read music.

Students taking this course develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts through song construction, (3) understand harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive instruction in creativity techniques. Local or visiting artist will be invited to class for hands-on musical discovery and insight. Students will have the opportunity to experience live performances, by professionals, during and outside of the school day.

MUS503 - PIANO LAB I

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

PREREQUISITE: None.

Piano Lab I is open to any student, with or without previous piano experience, who wishes to learn basic piano skills. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) learn basic music theory and analysis; (3) basic history of music and composers; (4) make interpretive decisions and perform with musicianship. By the completion of semester course students would have been assessed at 10 times at different stages of piano technique, 2 class projects to enhance music knowledge, 2 written tests with a term ending class recital and music literacy sufficient that of Level 2. Attendance of live performances will be a part of the class. Local or visiting

pianist will be invited to class for hands-on musical discovery and insight.

MUS504 - GUITAR LAB I

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

PREREQUISITE: None.

This course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include correct posture, note reading, aural skills, flat-picking, singing songs, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation and performing experiences.

MUS505 - PIANO LAB II INTERMEDIATE

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

PREREQUISITE: Piano Lab I and have earned a letter grade C or higher; or have successfully completed 1 year of private piano lessons and audition with Instructor to demonstrate competency.

Building on Piano 1, student will learn advanced music piano skills and continue to work on music theory and notation literacy demonstrated through sight-reading. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) advance in their music theory and analysis literacy through sight-reading; (3) advance in their history of music and composers; (4) make interpretive decisions and perform with musicianship. By the completion of semester course, students would have been assessed a minimum of 8 times at different stages of piano technique, 1 class project to enhance music knowledge, 2 written tests with a repertoire (portfolio) minimum of 2 selections which can be developed and performed in a term ending class piano recital. Attendance of live performances will be a part of the class. Local or visiting pianist will be invited to class for hands-on musical discovery and insight.



ELECTIVES

GRADE LEVEL	COURSE #	COURSES
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.

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, motivational, 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 the end of their high school career. 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 Functioning (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

COLLEGE AND CAREER READINESS QUINCY SENIOR HIGH SCHOOL

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
LDMA1	ALGEBRA I	CCLS1	TRANSITIONAL LIFE SKILLS
LDMAT3	GEOMETRY	CCMAT1- CCMAT4	TRANSITIONAL MATH (I, II, III, IV)
LDMAT4	BUSINESS TECH MATH	CCSCI1 - CCSCI4	TRANSITIONAL SCIENCE (I, II, III, IV)
LDCE02	CONSUMER EDUCATION RESOURCE MANAGEMENT	CCSOC1	TRANSITIONAL WORLD HISTORY
LDHE1	HEALTH	CCSOC2	TRANSITIONAL US HISTORY
LDRES	RESOURCE	CCSOC3	TRANSITIONAL GOVERNMENT
		CCWEP1	TRANSITIONAL WORK EXPERIENCE PREP
		FAC 201	FUNCTIONAL COMMUNICATION SKILLS
CCADV1	TRANSITIONAL SELF-ADVOCACY	FALS1	FUNCTIONAL LIFE SKILLS
		FAPE1	ADAPTIVE PE
CCCE1	TRANSITIONAL COMMUNITY EX- PERIENCE	FAPS1	FUNCTIONAL PERSONAL SKILLS/LEISURE
CCCOM1	TRANSITIONAL COMPUTERS	FAVPS1	FUNCTIONAL VOCATIONAL PREPARATION
CCDEC1	PRE-DRIVERS EDUCATION	FAWEP	FUNCTIONAL WORK EXPERIENCE PREPARATION
CCENG1- CCENG4	TRANSITIONAL READING (I, II, III, IV)	SWE201	WORK EXPERIENCE
CCHEA1	TRANSITIONAL HEALTH	SWEC01	WORK EXPERIENCE / STEP (COMMUNITY)

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

LDMA1 ALGEBRA I**GR:9 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.

LDMAT3 GEOMETRY**GR: 10 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**GR: 11,12 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. Business Tech Math emphasizes personal finance, workforce, and career planning skills as part of the course work. Mathematics with business applications is designed to provide students with knowledge of how to apply basic mathematics to a variety of independent living situations (creating a budget, buying a car, buying a house, saving money, earning commission), in order to be successful employees and consumers after high school.

**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**One-half year, Credit: .5**

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**One year, Credit: 1**

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****12, 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.

**CCCE1 TRANSITIONAL COMMUNITY
EXPERIENCE****11, 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, house- hold chores and preparing simple meals. The class is designed to provide students with a basic under- standing of the many concepts needed to prepare for independent living. This course also meets the graduation requirement for consumer education.

CCCOM1 TRANSITIONAL COMPUTERS

9,10,11,12, 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 on-line 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

9,10,11,12, 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)

9,10,11,12, 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

11,12, 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

9, 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. 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)

9,10,11,12, 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)

9,10,11,12, 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/ Environ-

mental Science.

CCSOC1 TRANSITIONAL WORLD HISTORY

9,10,11,12, 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

9,10,11,12, 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

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

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

One year, Credit: 1

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.

CCTAN TRANSITION 12+ PROGRAM

12 or 12+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.

FAC201 FUNCTIONAL COMMUNICATION SKILLS

One year, Credit: 1

This course focuses on providing students with the tools to communicate on a basic level, ensuring that basic needs are met. Students will engage in conversation with other students and staff, receiving support to encourage receptive and expressive language. In addition to verbal communications, students will learn about non-verbal communication, such as body language, eye contact, listening, and personal space. Students will role play social interactions to practice using manners and behaving appropriately. Recommended as part of a self-contained program.

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 house-keeping, 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

9,10,11,12, 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 essential 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, allowing students to exit high school with the entry-level occupational skills needed for employment or to pursue a post-secondary degree or certificate in their related field of study.

QAVTC PROGRAM OVERVIEW	
ACCOUNTING AND BUSINESS TECHNOLOGY Accounting / Business Technology	55
AGRICULTURE, NATURAL RESOURCES, FOODS AND NUTRITION Agriculture & Natural Resources Culinary Arts Foods and Nutrition	59
GRAPHIC DESIGN & COMMUNICATION Graphic Design Journalism	63
HEALTH CARE TECHNOLOGY Health Care	67
HUMAN & PUBLIC SERVICES Child Care & Education Junior ROTC Law Enforcement	70
MANUFACTURING & BUILDING TRADES Construction Metalworking & Welding Fabrication	74
STEM - COMPUTER SCIENCE, ELECTRONICS, ENGINEERING & DESIGN Computer Aided Design Computer Technology / Science Electronics, Robotics & Engineering	79
TRANSPORTATION, DISTRIBUTION AND LOGISTICS Automotive Technology Diesel Technology	84
CTE COURSES OFFERED ON EDGENUITY	88

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

QAVTC TUESDAY AND 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 Tuesday and 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, Instructor	F216
GRAPHIC DESIGN Katelin Brown, Instructor	F112
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 Tom Eickelschulte 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 join 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.



Elizabeth Burner

2020-2021

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 interview the Rotary students of the month and select a student to become the Rotary student of the year. 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 experience for Seniors who are in their second or third year of a technical skills program. This program is reserved for Seniors who have met or are close to meeting their graduation requirements. Students will work directly with local employers to practice the skills and attain the experiences they need to find gainful employment after high school. Students will work with their instructor to identify an employer who will assist them in completing their work-based learning. Goals are typically set cooperatively by the student, the instructor, and the employer. 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 lab, while 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 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.
- Must have a good attendance record with all their education classes and their 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 & II

- Student who successfully complete Childcare I and II 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 Child Care I & II with a “C” or better.

HEALTH OCCUPATIONS

- Students who successfully complete Health Occ I can earn a CNA (certified nurse assistant) certificate and a CPR certificate.
- Students who successfully complete Careers in Health can earn their CPR certificate (Heartsaver Basic Life Support through the American Heart Association)
- 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 & II

- 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 and Advanced Diesel 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 certificate for each year of the course they complete.
Students will also be able to receive 4 credit hours towards CDL at JWCC.

ADVANCED METAL FABRICATION &



WELDING

- 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.

CAREERS

MANAGEMENT

Entrepreneur, 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 Analyst, 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

SOCIAL MEDIA MARKETING

SPORTS & ENTERTAINMENT MARKETING

BUSINESS MANAGEMENT & MARKETING

BUSINESS OCCUPATIONAL EXPERIENCE

CEO - CREATING ENTREPRENEURIAL OPPORTUNITIES

ACCOUNTING/ BUSINESS TECHNOLOGY

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	CREDITS
INTRODUCTORY	9,10,11	VBS101	BUSINESS TECHNOLOGY CONCEPTS	1.0
INTRODUCTORY	9,10,11,12	VBS202	BUSINESS LAW	0.5
INTRODUCTORY	9,10,11,12	VBS203	SOCIAL MEDIA MARKETING	0.5
INTRODUCTORY	9,10,11,12	VBS204	SPORTS MARKETING	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	VBS403	ACCOUNTING III	1.0
SKILL LEVEL	10, 11,12	VBS302	BUSINESS MANAGEMENT AND MARKETING	1.0
SKILL LEVEL	11,12	VBS402	BUSINESS OCCUPATIONAL EXPERIENCE	1.5
SKILL LEVEL	12	VBS501	CEO CREATING ENTREPRENEURIAL OPPORTUNITIES	2.0

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

VBS101 BUSINESS TECHNOLOGY CONCEPTS

GR: 9,10,11; One year; Credit: 1.0

PREREQUISITE: None.

Business Technology Concepts will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business (finance, management, marketing, 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 business computer applications, communication skills, business ethics, decision making, and problem solving. This course meets the graduation requirement for consumer education and provides job-relevant employability skills integrated with classroom instruction.

VBS202 BUSINESS LAW

GR: 9,10,11,12; One-half year; Credit: 0.5

PREREQUISITE: None.

This course introduces students to the laws and legal system that govern business in our society. Students will gain an understanding of the law of Torts and Contract and how the legal system impacts business. Topics include rights and duties within the business environment, contractual responsibility, protection of individual rights in legal relationships relative to warranties, product liability, secured and unsecured debts, negotiable instruments, agencies, employer-employee relations, property ownership and transfer, landlord and tenant, wills and estates, community property, social security, and taxation.

VBS203 SOCIAL MEDIA MARKETING

GR: 9, 10, 11, 12; One-half year; Credit: 0.5

PREREQUISITE: None; concurrent enrollment in grade-level math and English recommended.

Social Media Marketing addresses social media as a marketing tool and emphasizes social media tools, social media messages, and search engine optimization. Topics may include, but are not limited to, marketing information management (including marketing research), market planning, channel management, sales, promotion, product/service management, and pricing.

VBS204 SPORTS & ENTERTAINMENT MARKETING

GR: 9, 10, 11, 12; One-half year; Credit: 0.5

PREREQUISITE: None; concurrent enrollment in grade-level math and English recommended.

Sports and Entertainment Marketing introduces students to and helps them refine marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, and the sales or rental of supplies and equipment.

VBS301 ACCOUNTING I

GR: 9,10,11,12; One year; Credit: 1.0

PREREQUISITE: None; concurrent enrollment in grade level math and English recommended.

Accounting I introduces students pursuing a career in business, marketing, and management to the 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 aid management in decision making. Additional topics include basic fundamentals and terminology of accounting, the preparation of budgets and financial reports, operation of related business machines and equipment, and career opportunities in the accounting field.

VBS401 ACCOUNTING II

GR: 10,11,12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Accounting I; concurrent enrollment in grade-level math and English recommended.

Accounting II is a course that builds upon the foundation established in Accounting I. Students will develop a deeper knowledge of the principles of accounting with more emphasis on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and other business conditions. Skills are developed in the entry, retrieval, and statistical

analysis of business data using computers for accounting business applications.

VBS403 ACCOUNTING III

GR: 11,12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Accounting I and Account II; concurrent enrollment in grade-level math and English recommended.

Accounting III is a course that builds upon the foundation established in Accounting II. Students will develop a deeper knowledge of the principles of accounting with more emphasis on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and other business conditions. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications.

VBS302 BUSINESS MANAGEMENT AND MARKETING

GR: 10,11,12; One year; Credit: 1.0

PREREQUISITE: None; concurrent enrollment in grade level math and English recommended.

Business Management & Marketing focuses on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics include business management, market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, and entrepreneurship. Additional topics include human relations, computers, and economics. 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 year; Credit: 1.5

PREREQUISITE: Students must be 16 years of age or older.

Business Occupational Experience provides students with effective work-based skills and attitudes through practical, advanced instruction in school and on the job employment. Students are released from school for their paid work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. Topics include career education

opportunities, job-seeking skills, personal development, human relationships, legal protection and responsibilities, and economics. Goals are typically set cooperatively by the student, the instructor, and the employer.

VBS501 CEO CREATING ENTREPRENEURIAL OPPORTUNITIES

GR: 12, One year; Credit: 2.0

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.



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

CULINARY FOODS CLASSES:

FOODS AND NUTRITION I & II

CULINARY ARTS I & II

ADVANCED CULINARY ARTS

FOOD SERVICE WORK-BASED EXPERIENCE

AGRICULTURE & NATURAL RESOURCES

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	CREDITS
INTRODUCTORY	9,10,11	VAG101	INTRO TO AGRICULTURE INDUSTRY	1.0
SKILL LEVEL	10,11,12	VAG201	PLANT AND SOIL SCIENCE	1.0
SKILL LEVEL	10,11,12	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	1.5

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

VAG101 INTRO TO AGRICULTURE INDUSTRY

GR: 9, 10, 11; One year; Credit: 1.0

PREREQUISITE: None.

Intro to Agriculture Industry introduces students to the agriculture industry, its major components, the economic influence of agriculture at state, national, and international levels, and the scope and types of job opportunities in the agriculture field. Topics include basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, agricultural mechanics, computer, and workplace. 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.

VAG201 PLANT AND SOIL SCIENCE

GR: 10, 11, 12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Intro to Agriculture Industry, or permission of the instructor. Plant and Soil Science provides students with the knowledge and skills necessary for future employment in the agronomy or related agriculture industries. Major units of

instruction include scientific method, cellular biology, genetics, biotechnology, soil classifications, soil erosion and management, soil fertility, plant classification, plant anatomy and physiology, plant propagation, plant growth, photosynthesis, integrated pest management, grain, oil, forage, sugar, and fiber crop production methods, grain quality, grain storage, and grain transportation. Applied science and math skills and concepts will be stressed throughout the course through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. 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. This course may be used as science credit required for graduation but does not meet the NCAA science requirement for college athletics.

VAG301 ANIMAL SCIENCE

GR: 10, 11, 12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Intro to Agriculture Industry, or permission of the instructor. Animal Science will develop students' understanding of

livestock (beef, dairy, sheep, goats, and swine), poultry, and large (equine) animal industry. Topics of instruction include scientific investigations, genetics, animal anatomy and physiology, animal nutrition, animal reproduction, animal health, and meat science. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration and reinforcement of academic concepts. This course may be used as science credit required for graduation by does not meet the NCAA science requirement for college athletics.

VAG401 AGRI-BUSINESS MANAGEMENT

GR: 11, 12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Intro to Agriculture Industry, Plant and Soil Science, Animal Science, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

This course will provide students with the basic knowledge and skills necessary to manage personal finances and develop into a successful entrepreneur and/or businessperson. Instructional units include: business ownership types, starting an agribusiness, managing and operating an agribusiness, financing an agribusiness, managing personal finances, record keeping and financial management of an agribusiness, local, state, and federal taxes, agricultural law, and developing employability skills. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. 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. This course meets the graduation requirement for consumer education.

VAG501 AGRICULTURAL LEADERSHIP

GR: 11,12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Intro to Agriculture Industry, Plant and Soil Science, Animal Science, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

Agricultural Leadership helps students develop leadership skills with a focus on opportunities in the food, fiber, and natural resources industries. Topics may include human relationships and effective communication, decision-making and problem-solving, leadership qualities and styles, workplace skills, and teamwork and collaborative activities. Students will learn to lead

groups and teams, manage volunteers, exercise leadership ethics, and be able to demonstrate leadership in multicultural settings. 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: 11,12; One year; Credit: 1.5

PREREQUISITE: Successful completion of Intro to Agriculture Industry, Plant and Soil Science, Animal Science, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

This course is designed to establish, improve, and/or expand knowledge and skills in various agricultural 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 keep records of business agreements, budgets, inventories, daily activities, hours worked, income and expenses, total earnings, depreciation, and net worth. 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/fnd/career?c=1&g=Go>



CULINARY FOOD SERVICES

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	CREDITS
CULINARY ARTS				
YEAR 1				
SKILL LEVEL	10, 11, 12	VFS301	CULINARY ART I (SEMESTER 1)	1.25
SKILL LEVEL	10, 11, 12	VFS401	CULINARY ART II (SEMESTER 2)	1.25
YEAR 2				
SKILL LEVEL	11, 12	VFS501	ADVANCED CULINARY ARTS	2.5
YEAR 3				
SKILL LEVEL	12	VFS601	FOOD SERVICE WORK-BASED EXPERIENCE	2.5

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

CULINARY ARTS YEAR 1 - ENROLL IN BOTH:

VFS301 Culinary Arts I (semester 1) and

VFS401 Culinary Arts II (semester 2)

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

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

Culinary Arts provides students with culinary terminology, culinary math, and practical experiences needed for the development of culinary competencies and workplace skills. Safety and sanitation instruction and classroom application will prepare students for an industry recognized sanitation exam. Classroom experiences will develop skills to work in the front of the house, back of the house, and workstations. Additional content may include: event planning, customer service and relations, food service styles, baking and pastry arts, hors d'oeuvres, breakfast cookery, food cost accounting and inventory, consumer and industry trends, and individualized mastery of culinary techniques. Training experiences involve commercial equipment and facilities simulating those found in business and industry.

CULINARY ARTS YEAR 2 - ENROLL IN:

VFS501 ADVANCED CULINARY ARTS

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

PREREQUISITE: Successful completion of Culinary Arts Year 1; concurrent enrollment in grade-level math and

English recommended.

This course is a continuation of and builds on the skills and concepts introduced in Culinary Arts Year 1. Students specialize in a particular type of cooking or culinary style. Examples of such specialty fields include baking, pastry arts, various international cuisines, and so on. All learning experiences are designed to allow students to acquire job-entry skills and knowledge through classroom lessons and lab experiences with emphasis on the latest industry trends.

CULINARY ARTS YEAR 3 - ENROLL IN: VFS601 FOOD SERVICE WORK-BASED EXPERIENCE

GR: 12; One year; Credit: 2.5

PREREQUISITE: Successful completion of Culinary Arts Year 2 or Year 1 with permission of the instructor.

Food Service Work-Based Experience provides students with work experience in fields related to culinary arts and food service. Goals are typically set cooperatively by the student, the instructor, and the employer.

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

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, Costume 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
ADVANCED GRAPHIC DESIGN
GRAPHIC DESIGN WORK-BASED EXPERIENCE
GRAPHICS LANGUAGE

JOURNALISM CLASSES:

BROADCAST JOURNALISM
YEARBOOK JOURNALISM

GRAPHIC DESIGN

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	CREDITS
INTRODUCTORY	9, 10, 11	VGD101	DIGITAL GRAPHICS	0.5
INTRODUCTORY	9, 10, 11	VGD102	DIGITAL MEDIA	0.5
INTRODUCTORY	9, 10, 11	VCS103	3D MODELING AND ANIMATION	0.5
GRAPHIC DESIGN				
YEAR 1				
SKILL LEVEL	10, 11, 12	VGD301	GRAPHIC DESIGN I (SEMESTER 1)	1.25
SKILL LEVEL	10, 11, 12	VGD401	GRAPHIC DESIGN II (SEMESTER 2)	1.25
YEAR 2				
SKILL LEVEL	11, 12	VGD501	ADVANCED GRAPHIC DESIGN	2.5
YEAR 3				
SKILL LEVEL	12	VGD601	GRAPHIC DESIGN WORK-BASED EXPERIENCE	2.5
SKILL LEVEL	12	VGD510	GRAPHICS (Graphic Design 1.5) LANGUAGE (English IV 1 credit)	1.5 1

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

VGD101 DIGITAL GRAPHICS

GR: 9, 10, 11; One-half year; Credit: 0.5

PREREQUISITE: None

Digital Graphics introduces students to artistic techniques used to effectively communicate ideas via illustration, color, balance, proportion in design, and other forms of digital or printed media. Topics covered may include concept design, layout, paste-up, and techniques such as three-dimensional visualization, sketching, engraving, etching, silkscreen, lithography, offset, drawing, collage, and computer graphics. Safety and graphic design career opportunities will be incorporated throughout this class.

VGD102 DIGITAL MEDIA

GR: 9, 10, 11; One-half year; Credit: 0.5

PREREQUISITE: None

Digital Media introduces students to use the computer to produce visual imagery and to apply graphic techniques

to various fields, such as advertising, TV/video, and architecture. Topics include modeling, simulation, animation, photography, graphic arts, telecommunications, and image retouching. Safety and graphic design career opportunities will be incorporated throughout this class.

VCS103 3D MODELING AND ANIMATION

GR: 9, 10, 11; One-half year; Credit: 0.5

PREREQUISITE: None.

3D Modeling and Animation provides opportunities to learn design skills for 2D and 3D animation and architecture on the iMac. Topics include computer game design, animation, artistic concepts, digital imaging, coding, scripting, multimedia production, and game play strategies. Students will be exposed to the latest software programs, computer systems, and graphic output devices used in industry.

GRAPHIC DESIGN YEAR 1 - ENROLL IN BOTH:
VG D301 GRAPHIC DESIGN I (SEMESTER 1)
VG D401 GRAPHIC DESIGN II (SEMESTER 2)
GR: 10, 11, 12; One year; Credit: 2.5

PREREQUISITE: None; concurrent enrollment in grade-level math and English recommended.

Graphic Design provides learning experiences common to all graphic communication occupations. Topics include use of color, balance and proportion in design, 3D visualization, sketching, design procedures, layout, selection of type styles, selection of appropriate drawing tools and media, stencil preparation, 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, lithography, offset presswork, and emphasizes computer use as a graphics communication tool. This course combines computer applications and hands-on activities with an emphasis on the latest technology and equipment used in the graphic arts industry.

GRAPHIC DESIGN YEAR 2 - ENROLL IN:
VG D501 ADVANCED GRAPHIC DESIGN

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

PREREQUISITE: Successful completion of Graphic Design Year 1; concurrent enrollment in grade-level math and English recommended.

This course is a continuation of and builds on the skills and concepts introduced in Graphic Design Year 1. Students work in a project-based environment to complete a variety of production jobs such as catalogs, publications, marketing materials, web sites, presentations, graphic sketches, designs, and copy layouts for online and printed content. All learning experiences are designed to allow students to acquire job-entry skills and knowledge through classroom lessons and shop applications with emphasis on the latest technology used in the industry.

GRAPHIC DESIGN YEAR 3 - ENROLL IN:
VG D601 GRAPHIC DESIGN
WORK-BASED EXPERIENCE

GR: 12; One year; Credit: 2.5

PREREQUISITE: Successful completion of Graphic Design Year 2 or Year 1 with permission of the instructor.

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.

VG D510 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	CREDITS
INTRODUCTORY	9, 10, 11, 12	VJO101	YEARBOOK JOURNALISM	1.0
INTRODUCTORY	9, 10, 11, 12	VJO201	BROADCAST JOURNALISM	1.0
	11, 12	VJO301	YEARBOOK JOURNALISM EDITORIAL LEADERSHIP	1.0

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

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)

VJO301 YEARBOOK JOURNALISM/ EDITORIAL LEADERSHIP

GR: 11,12, One year, Credit: 1(Grade Weighted)

PREREQUISITE: Completion of 1 year of Quippi as a staffer. As well as completion, and acceptance of editor application.

This course builds upon the skills and concepts introduced in Yearbook Journalism. Course content includes layout and design, journalistic writing, and photography. In addition to course content, students enrolled in this course will work as project managers to oversee the progress and completion of all tasks related to the completion of the yearbook. Responsibilities include creating lessons for their peers on deficit areas, as well as conferencing with staffers, and providing feedback regarding progress on their page assignments. They are responsible for creating marketing campaigns for the yearbook and ad sales. Editors are responsible for creating the structure, theme, and content within the yearbook and the course.

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	CREDITS
INTRODUCTORY	9, 10, 11	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

Careers in Health Care exposes students to the variety of opportunities available within the health care industry (such as nursing, therapy, vision and dental care, and lab technology), which include classroom and community-based activities. This course meets the graduation requirement for health education.

Instructional topics include:

- Overview of Health Care Careers
- Introduction to Being a Health Care Worker
- Health Care Agencies and Facilities
- Ethical Roles and Responsibilities
- Medical Terminology
- Computers and Medical Math
- Introduction to Anatomy and Physiology
- Safety
- CPR (Cardiopulmonary Resuscitation) Course
- Infection Control and Sanitation
- Nutrition
- Introduction to Nurse Assistant Skills
- Leadership Development
- Health Occupations Students of America-HOSA
- Community Resources and Guest Speakers.

HEALTH OCCUPATIONS YEAR 1 -ENROLL IN: VHO201 HEALTH OCCUPATIONS I

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

None; concurrent enrollment in grade-level math and English recommended. Note: TB test required for clinical sessions and background check required for employment.

Health Occupations includes theory and clinical lab components common to health care careers. At the completion of this course, students will meet the instructional and clinical requirements to take the Certified Nursing Assistant (CNA) exam. CNA certification enables students to be employed in the health care industry. This course meets the graduation requirement for health education. Post-secondary nursing articulation credit may be earned upon successful completion of this course.

Instructional topics include:

- Health Care System and Resources
- Ethics and Legal Aspects
- Medical Terminology
- Patient Care/Nurse Assistant Skills
- Health Care Team Member Roles
- Introduction to Anatomy and Physiology
- Safety
- CPR (Cardiopulmonary Resuscitation) Certification
- Infection Control and Sanitation
- Employability Skills
- Leadership Development
- Health Occupations Students of America-HOSA
- Community Resources and Guest Speakers
- Health Career Information and Decision Making

HEALTH OCCUPATIONS YEAR 2 - ENROLL IN: VHO301 HEALTH OCCUPATIONS II

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

PREREQUISITE: Successful completion of Health Occupations Year 1; concurrent enrollment in grade-level math and English recommended. Note: TB test required for clinical sessions and background check required for employment.

This course is a continuation of and builds on the skills and concepts introduced in Health Occupations Year 1. Advanced topics may include the study of the biological, economic, psychological, social, health, and special nutritional needs; fitness and maintenance of body processes; aspects of the aging process; activities of daily living; rehabilitation activities; diagnostic and treatment procedures; patient/client care procedures; and special nursing care needs. All learning experiences are designed to allow students to acquire skills and knowledge of various health care careers through classroom lessons and clinical lab sessions with emphasis on the latest technology and industry trends. Job shadowing is offered in a variety of health care careers.

HEALTH OCCUPATIONS YEAR 3 - ENROLL IN: VHO401 HEALTH OCCUPATIONS WORK-BASED EXPERIENCE

GR: 12; One year; Credit: 2.5

PREREQUISITE: Successful completion of Health Occupations Year 2 or Year 1 with permission of the instructor.

Health Occupations Work-Based Experience provides students with work experience in fields related to the health care industry. Goals are typically set cooperatively by the student, the instructor, and the employer.

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



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

CHILD CARE I & II

EARLY CHILDHOOD EDUCATION

INTRO TO EDUCATION

MEDIA & TECHNOLOGY IN EDUCATION

EARLY EDUCATION WORK-BASED EXPERIENCE

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	CREDITS
INTRODUCTORY	9, 10, 11	VED201	CHILD DEVELOPMENT & PARENTING	0.5
INTRODUCTORY	11, 12	VED303	INTRO TO EDUCATION	0.5
INTRODUCTORY	11, 12	VED304	MEDIA & TECHNOLOGY IN EDUCATION	0.5
CHILD CARE				
YEAR 1				
SKILL LEVEL	10,11,12	VED301	CHILD CARE I (SEMESTER 1)	1.25
SKILL LEVEL	10,11, 12	VED401	CHILD CARE II (SEMESTER 2)	1.25
YEAR 2				
SKILL LEVEL	11, 12	VED501	EARLY CHILDHOOD EDUCATION	2.5
YEAR 3				
SKILL LEVEL	12	VED601	EARLY CHILDHOOD WORK-BASED EXPERIENCE	2.5

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

VED201 CHILD DEVELOPMENT & PARENTING

GR: 9,10,11; One-half year; Credit: 0.5

PREREQUISITE: None.

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Emphasis will be placed on keeping children healthy and safe as they develop and grow. Students will explore opportunities in human services and education-related careers.

VED303 INTRODUCTION TO EDUCATION

GR: 11,12; One-half year; Credit: 0.5

(grade weighted)

PREREQUISITE: Junior or Senior Status.

This course provides opportunity for students to develop skills to teach and guide others. Coursework includes opportunity for students to create and develop teaching objectives, design lesson plans, and experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. Students will explore opportunities in education careers and observe QPS K-12 classroom environments.

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

GR: 11,12; One-half year; Credit: 0.5

(grade weighted).

PREREQUISITE: Successful completion of Intro to Education or permission of the instructor.

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.

CHILD CARE YEAR 1 - ENROLL IN BOTH: VED301 CHILD CARE I (SEMESTER 1) AND VED401 CHILD CARE II (SEMESTER 2)

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

PREREQUISITE: Successful completion of Child Development & Parenting, Intro to Education, Intro to Human Growth & Development (Edgenuity), or permission of the instructor.

Child Care provides students with knowledge about the physical, mental, emotional, and social growth and development of children through preschool age. Main topics include the fundamentals of working with infants, toddlers, and older children; providing healthy environments; evaluating childcare settings; and examining the practices, regulations, and opportunities in the childcare industry. Practical experiences include working with children in an on-campus preschool, observing children at play, developing learning activities, recognition of childhood diseases, abuse, and neglect, and first aid/emergency training. Emphasis is placed on career opportunities, communication skills, and human relations. Students who complete required coursework can earn an Early Childhood Education Level I Credential from INCCRRA.

CHILD CARE YEAR 2 - ENROLL IN: VED501 EARLY CHILDHOOD EDUCATION

GR: 11, 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 is a continuation of and builds on the skills and concepts introduced in Child Care Year 1. Course content includes child development, care, and education issues. Project-based learning experiences include planning and implementing developmentally appropriate activities, actual work with children in an on-campus preschool, basic health and safety practices, and legal requirements of teaching young children. Students will research the requirements of early childhood education careers and develop/expand their career portfolio.

CHILD CARE YEAR 3 - ENROLL IN: VED601 EARLY CHILDHOOD EDUCATION WORK-BASED EXPERIENCE

GR: 12; One year; Credit: 2.5


PREREQUISITE: Successful completion of Child Care Year 2 or Year 1 with permission of the instructor.

Early Childhood Education Work-Based Experience provides students with work experience in fields related to early childhood education. Goals are typically set cooperatively by the student, the instructor, and the employer.

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



PUBLIC SERVICE



COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	CREDITS
SKILL LEVEL	9,10,11,12	JROTC1	INTRODUCTION TO MILITARY	1
	10,,11,12	JROTC2	MILITARY STUDIES	1

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

JROTC1 INTRODUCTION TO MILITARY

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

PREREQUISITE: None

This is an introductory course focusing on leadership, citizenship, and basic military concepts. Topics range from time management, to current events, and leadership styles/techniques. Military subjects include rank, insignia, and unit structure. Additional lessons address several of the branches of the U.S. Army, a brief history of major conflicts, and an overview of specific types of units.

JROTC2 MILITARY STUDIES

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

PREREQUISITE: JROTC1 Introduction to Military

This is a follow-on course to Introduction to Military Studies. It is actually conducted with the introductory course. The experienced students can expect to lead by example and sometimes take charge of small groups of first year students. Additionally, they are required to complete a major project each semester to present to the class. These projects may range from more in-depth discussions of specific military subjects to service projects completed for Quincy High School.



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
CONSTRUCTION TRADES I & II
ADVANCED CONSTRUCTION TRADES
CONSTRUCTION WORK-BASED EXPERIENCE

METALWORK & WELDING CLASSES:

INTRO TO METALWORKING & WELDING FABRICATION
COMPUTER INTEGRATED MANUFACTURING
METALWORK & WELDING FABRICATION I & II
ADVANCED METALWORK & WELDING FABRICATION
METALWORK & WELDING WORK-BASED EXPERIENCE

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	CREDITS
INTRODUCTORY	9, 10, 11	VCN201	INTRO TO CONSTRUCTION	0.5
			CONSTRUCTION TRADES	
			YEAR 1	
SKILL LEVEL	10, 11, 12	VCN301	CONSTRUCTION TRADES I (SEMESTER 1)	1.25
SKILL LEVEL	10,11, 12	VCN401	CONSTRUCTION TRADES II- (SEMESTER 2)	1.25
			YEAR 2	
SKILL LEVEL	11, 12	VCN501	ADVANCED CONSTRUCTION TRADES	2.5
			YEAR 3	
SKILL LEVEL	12	VCN601	CONSTRUCTION WORK-BASED EXPERIENCE	2.5

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

VCN201 INTRO TO CONSTRUCTION

GR: 9, 10, 11; One-half year; Credit: 0.5

PREREQUISITE: None.

Intro to Construction introduces students to the opportunities available in construction-related trades, such as carpentry, masonry, air conditioning/refrigeration, plumbing, and wood-working. Students learn about the processes involved in construction projects and engage in a variety of small projects. Safety and construction career opportunities will be key components of this class.

CONSTRUCTION TRADES

YEAR 1 - ENROLL IN BOTH:

VCN301 CONSTRUCTION TRADES I (SEMESTER 1) AND

VCN401 CONSTRUCTION TRADES II (SEMESTER 2)

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

PREREQUISITE: Successful completion of Intro to Construction, or permission of the instructor; concurrent enrollment in grade-level math and English recommended. Construction Trades provides students with experiences related to the framing, erection, installation, and main-

tenance of residential buildings and related fixtures. Learning activities include blueprint reading, floor plans, foundation layout, concrete and masonry work, carpentry, plumbing, electrical, and finish work using hand tools, power tools, ladders, scaffolding, and safety harnesses. This course combines classroom lessons, shop application, and building site work with emphasis on the latest technology and industry trends.

CONSTRUCTION TRADES

YEAR 2 - ENROLL IN:

VCN501 ADVANCED CONSTRUCTION TRADES

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

PREREQUISITE: Successful completion of Construction Trades Year 1; concurrent enrollment in grade-level math and English recommended.

This course is a continuation of and builds on the skills and concepts introduced in Construction Trades Year 1. Advanced topics include joining pipes, building water lines and drains, installing plumbing fixtures and systems, installing switch and outlet boxes, preparing foundations and footings, local, state, and national building codes, cost estimating, and advanced building

and construction methods. All learning experiences are designed to allow students to acquire job-entry skills and knowledge through classroom lessons and shop applications with emphasis on the latest technology and industry trends.

VCN601 CONSTRUCTION WORK-BASED EXPERIENCE

GR: 12, One year, Credit: 2.5

PREREQUISITE: Advanced Construction, 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	CREDITS
INTRODUCTORY	9, 10, 11	VMW201	INTRO TO METALWORKING & WELDING FABRICATION	0.5
SKILL-LEVEL	10, 11, 12	VMW303	COMPUTER INTEGRATED MANUFACTURING	1.0
METALWORK & WELDING FABRICATION				
YEAR 1				
SKILL-LEVEL	10, 11, 12	VMW301	METALWORKING & WELDING FABRICATION I (SEMESTER 1)	1.25
SKILL-LEVEL	10, 11, 12	VMW401	METALWORKING & WELDING FABRICATION II (SEMESTER 2)	1.25
YEAR 2				
SKILL-LEVEL	11, 12	VMW501	ADVANCED METALWORK & WELDING FAB	2.5
YEAR 3				
SKILL-LEVEL	12	VMW601	METALWORK & WELDING WORK-BASED EXP	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; One-half year; Credit: 0.5

PREREQUISITE: None

Intro to Metalwork & Welding Fabrication introduces students to the properties, uses, and applications of various metals, machine tools and equipment, and various processes used to join and cut metals. Students learn how to read blueprints, create metal parts, use lathes, milling machines, shapers, and grinders, and practice the techniques of metal cutting and oxyacetylene flame, arc and MIG welding. Safety and manufacturing career opportunities will be key components of this class.

VMW303 COMPUTER INTEGRATED MANUFACTURING (CIM)

GR: 10, 11, 12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Intro to Metalwork & Welding Fabrication, Intro to Electronics/Robotics, or Intro to Engineering, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

Computer Integrated Manufacturing involves the study of robotics and automation in manufacturing. Project-based topics include analyzing, designing, and building manufacturing systems using computer modeling skills, and 3D design models. Course topics may

also include fundamental concepts of robotics, automated manufacturing, and design analysis.

METALWORK & WELDING FABRICATION

YEAR 1 - ENROLL IN BOTH:

VMW301 METALWORK & WELDING FABRICATION I (SEMESTER 1) & VMW401 METALWORK & WELDING FABRICATION II (SEMESTER 2)

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

PREREQUISITE: Successful completion of Intro to Metalwork & Welding Fabrication, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

Metalwork & Welding Fabrication provides students with experiences related to a variety of manufacturing related occupations. Learning activities include reading blueprints, applying safety practices, selecting materials, performing precision measurement, and operating a variety of tools used for separating, forming, and combining materials. Specific skill work includes work with lathes, milling machines, surface grinders, drill presses, and band saws and performing arc, TIG, and MIG welding. This course combines classroom lessons and shop application with emphasis on safety protocols and the latest technology and industry trends.

Metalworking: This segment teaches skills in planning, machining, and finishing. Students will use saws, grinders, drill presses, milling machines, lathes, shears, and brakes.

Welding: This segment will focus on Arc welding and will also feature MIG welding, plasma and oxy-fuel cutters and brazing torches.

METALWORK & WELDING FABRICATION

YEAR 2 - ENROLL IN:

VMW501 ADVANCED METALWORK & WELDING FABRICATION

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

PREREQUISITE: Successful completion of Metalwork & Welding Fabrication Year 1; concurrent enrollment in grade-level math and English recommended.

This course is a continuation of and builds on the skills and concepts introduced in Metalwork & Welding Fabrication Year 1. This course offers students the opportunity to specialize in specific areas of manufacturing such as machine tool set-up and operation, welding, quality control, automated machining, and sheet metal fabrication. Advanced instructional units include metallurgy and heat treatment of metal, advanced machining, numerical control machining, advanced work with mills, lathes, grinders, and band saws, and advanced welding such as horizontal, vertical, overhead, and circular

techniques. All learning experiences are designed to allow students to acquire job-entry skills and knowledge through classroom lessons and shop applications with emphasis on the latest technology and industry trends.

METALWORK & WELDING FABRICATION

YEAR 3 - ENROLL IN:

VMW601 METALWORK & WELDING WORK- BASED EXPERIENCE

GR: 12; One year; Credit: 2.5

PREREQUISITE: Successful completion of Metalwork & Welding Fabrication Year 2 or Year 1 with permission of the instructor.

Metalwork and Welding Work-Based Experience provides students with work experience in fields related to welding, machine technologies, metalwork, or manufacturing fields. Goals are typically set cooperatively by the student, the instructor, and the employer.

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



STEM

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

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 ENGINEERING DESIGN

PRINCIPLES OF ENGINEERING

ELECTRONICS/ROBOTICS I & II

DIGITAL ELECTRONICS

MECHANICAL DRAFTING I & II

COMPUTER TECHNOLOGY/ SCIENCE

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	CREDITS
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	VCS201	INTRO TO WEB PAGE DESIGN	0.5
SKILL-LEVEL	10, 11, 12	VCS202	COMPUTER SCIENCE ESSENTIALS	1.0
SKILL-LEVEL	11, 12	VCS301	COMPUTER IT 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: 0.5

PREREQUISITE: None

Intro to Computer Science introduces students to the conceptual underpinnings of computer science through an exploration of human computer interaction, computer programming, data modeling, and robotics. Students problem solve, design, model, simulate, and analyze data while creating simple apps for mobile devices using MIT App Inventor® and introductory elements of text-based programming to create strategy games in Python®.

VCS102 APPLICATIONS OF COMPUTERS I

GR: 9, 10, 11, 12; One-half year; Credit: 0.5

PREREQUISITE: None

Applications of Computers 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 utilize Microsoft Office, Google Apps, and various online resources for use with lessons and collaborative projects. Ethical and social issues associated with using technology will be integrated throughout the course.

VCS201 INTRO TO WEB PAGE DESIGN

GR: 9, 10, 11, 12; One-half year; Credit: 0.5

PREREQUISITE: None.

Web Page Design introduces students to the building blocks used to create websites. This course includes hands-on and interactive skill-building projects using web development software tools and online training courses. Students will build web pages with HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Students will also learn design and layout techniques, site creation and management with folders and files, create hyperlinks, and learn image editing techniques. The HTML markup code is used to display the content of a web page while CSS adds the style and design aspects. Software used includes Adobe Dreamweaver and Adobe Photoshop.

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 programming. 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 IT EXPERIENCE

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

PREREQUISITE: Students must be age 16 or older and have fulfilled graduation required ½ credit of computers (i.e. Applications of Computers, Computer Science, Intro to Webpage Design).

This course is designed for students desiring to meet the following objectives: (1). gain knowledge and experience in the Information Technology field (2). assist in the troubleshooting and maintenance of computers under the guidance of the instructor and QPS Technology Department; and (3). development of interpersonal skills needed for employment in today's workplace. Students will be enrolled in the Google IT Support Certificate program. This is a hands-on, online course which covers the fundamentals of IT support, including hardware and software troubleshooting, customer service, networking, operating systems, and security. Students can earn this Google IT Support Certificate upon completion of this course.

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	CREDITS
INTRODUCTORY	9, 10, 11	VET201	INTRO TO ELECTRONICS/ ROBOTICS	0.5
INTRODUCTORY	9, 10, 11	VEN101	INTRO TO ENGINEERING DESIGN	1.0
SKILL-LEVEL	10, 11, 12	VEN201	PRINCIPLES OF ENGINEERING	1.0
SKILL-LEVEL	10, 11, 12	VET301	ELECTRONICS/ROBOTICS I	1.0
SKILL-LEVEL	11, 12	VET401	ELECTRONICS/ROBOTICS II	1.0
SKILL-LEVEL	10, 11, 12	VET303	DIGITAL ELECTRONICS	1.0
SKILL-LEVEL	10,11,12	VEN301	MECHANICAL DRAFTING I	1.0
SKILL-LEVEL	11,12	VEN401	MECHANICAL DRAFTING II	1.0

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

VET201 INTRO TO ELECTRONICS/ROBOTICS

GR: 9, 10, 11; One-half year; Credit: 0.5

PREREQUISITE: None.

Intro to Electronics and Robotics introduces students to the study of electricity and electronics. Students will construct basic electrical circuits using bulbs, flashing LED's, and solar cells. Safety and electrical career opportunities will be key components of this class.

VEN101 INTRODUCTION TO ENGINEERING DESIGN

GR: 9, 10, 11; One year; Credit: 1.0 (grade weighted)

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

Intro to Engineering Design introduces students to the design process, research, analysis, teamwork, communication methods, engineering standards, global and human impacts, and technical documentation of engineering processes. Students solve problems by applying a design development using modeling software, then develop, analyze, and test their product solution models. Safety and engineering career opportunities will be key components of this class.

VEN201 PRINCIPLES OF ENGINEERING

GR: 10, 11, 12; One year; Credit: 1.0 (grade weighted)

PREREQUISITE: Successful completion of Intro to Engineering Design or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

Principles of Engineering provides students with an understanding of the engineering/technology field. Students typically explore how engineers use various technology systems, design concepts, and manufacturing processes to solve problems; they may also gain an appreciation of the social and political consequences of technological change.

VET301 ELECTRONICS/ROBOTICS I

GR: 10, 11, 12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Intro to Engineering Design, Intro to Electronics/Robotics, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

This course provides training in electronics and electrical principles. Students will study DC and AC circuits and components using resistors, capacitors, lamps, motors, and switches. Additional topics include the principles of renewable sources of energy and technology, basic code using Arduino controllers, robotic

devices, electrical controls, and computer basics. Safety and electrical career opportunities will be key components of this class.

VET401 ELECTRONICS/ROBOTICS II

GR: 11, 12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Electronics/Robotics I or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

This course is a continuation of and builds on the skills and concepts introduced in Electronics/Robotics I. Advanced instructional units include the study of digital techniques, logic circuits, integrated circuits, motor controls, pneumatics, and programmable logic controllers. Students will construct and analyze circuits using the latest techniques, components, and microprocessor trainers. Additional topics include testing, maintaining, and repairing electronic equipment and systems such as robotic systems, communication systems, audio equipment, radios, televisions, and computers. All learning experiences are designed to prepare students for further technical education or job-entry skills and knowledge through classroom lessons and applications with emphasis on the latest technology and industry trends.

VET303 DIGITAL ELECTRONICS

GR: 10, 11, 12; One year; Credit: 1.0 (grade weighted)

PREREQUISITE: Successful completion of Intro to Engineering Design, Intro to Electronics/Robotics, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

Digital Electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, computers, digital cameras, and high-definition televisions. The major focus of this course is to introduce students to the process of combinational and sequential logic design, communication methods, engineering standards, teamwork and technical documentation to develop electronic circuits and devices.

VEN301 MECHANICAL DRAFTING I

GR: 10, 11, 12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Intro to Engineering Design, Intro to Electronics/Robotics, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

This course is for students interested in careers in drafting, design, architecture, construction management, engineering, and other related fields of study. Students will read blueprints, prepare preliminary drawings, and produce precise detailed mechanical scale drawings using computer aided drafting (CAD) in 2D and 3D. Safety and drafting career opportunities will be key components of this class.

VEN401 MECHANICAL DRAFTING II

GR: 11, 12; One year; Credit: 1.0

PREREQUISITE: Successful completion of Mechanical Drafting I or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

This course is a continuation of and builds on the skills and concepts introduced in Mechanical Drafting I. Advanced instructional units include producing renderings and project time schedules, producing structural working drawings, and producing electrical and electronic working drawings. Additional skills include determining the requirements of a specific drafting job, preparing preliminary and detailed drawings, and producing mechanical working drawings. All learning experiences are designed to prepare students for further technical education or job-entry skills and knowledge through classroom lessons and applications with emphasis on the latest technology and industry trends.

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



CAREERS

AUTO & DIESEL TECHNOLOGY

Auto Mechanic, Auto Service Technician, Diesel Mechanic, Diesel Service Technician

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

Facility and Mobile Equipment Maintenance,
Logistics and Management Services, Warehouse &
Distribution Center Operations

AUTOMOTIVE & DIESEL CLASSES:

INTRO TO SMALL ENGINE REPAIR
AUTOMOTIVE TECHNOLOGY I & II
ADVANCED AUTOMOTIVE TECHNOLOGY
AUTO TECHNOLOGY WORK-BASED EXPERIENCE
DIESEL EQUIPMENT TECHNOLOGY I & II
ADVANCED DIESEL EQUIPMENT TECHNOLOGY
DIESEL EQUIPMENT WORK-BASED EXPERIENCE

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	CREDITS
INTRODUCTORY	9,10,11	VAT201	INTRO TO AUTO AND DIESEL TECHNOLOGY	0.5
INTRODUCTORY	9,10,11	VAT101	INTRO TO SMALL ENGINE REPAIR	0.5
AUTOMOTIVE TECHNOLOGY				
YEAR 1				
SKILL LEVEL	10,11,12	VAT301	AUTOMOTIVE TECHNOLOGY I (SEMESTER 1)	1.25
SKILL LEVEL	11,12	VAT401	AUTOMOTIVE TECHNOLOGY II (SEMESTER 2)	1.25
YEAR 2				
SKILL LEVEL	11,12	VAT501	ADVANCED AUTOMOTIVE TECHNOLOGY	2.5
YEAR 3				
SKILL LEVEL	12	VAT601	AUTOMOTIVE TECHNOLOGY WORK-BASED EXPERIENCE	2.5
DIESEL EQUIPMENT TECHNOLOGY				
YEAR 1				
SKILL LEVEL	10,11,12	VAT303	DIESEL EQUIPMENT TECHNOLOGY I	1.25
SKILL LEVEL	10,11,12	VAT403	DIESEL EQUIPMENT TECHNOLOGY II	1.25
YEAR 2				
SKILL LEVEL	11,12	VAT503	ADVANCED DIESEL EQUIPMENT TECHNOLOGY	2.5
YEAR 3				
SKILL LEVEL	12	VAT603	DIESEL EQUIPMENT WORK-BASED EXPERIENCE	2.5

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

VAT201 INTRO TO AUTO AND DIESEL TECHNOLOGY

GR: 9, 10, 11; One-half year; Credit: 0.5

PREREQUISITE: None

This course is split between our Auto Tech and Diesel Tech programs. 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. This course will also focus on safety and career opportunities in auto and diesel technologies.

Automotive Technology: Major emphasis will be placed on automotive electronics, basic automotive prevention and maintenance, and automotive troubleshooting using proper tools and diagnostic procedures.

Diesel Technology: Major emphasis will be placed on diesel power and its variety of applications in agriculture, construction, manufacturing, and transportation industries. Students will be introduced to the tools and equipment used to maintain, service, and repair powered equipment.

VAT101 INTRO TO SMALL ENGINE REPAIR

GR: 9, 10, 11; One-half year; Credit: 0.5

PREREQUISITE: None

Small engine repair introduces students to small engine diagnostics, troubleshooting, service, and repair of a variety of small internal-combustion engines, involving both two- and four-cycle engines used on portable power equipment. Students will gain knowledge in fundamental principles and technical skills related to troubleshooting, repairing, identifying parts, and making precision measurements. Safety and engine repair career opportunities will be key components of this class.

AUTOMOTIVE TECHNOLOGY

YEAR 1 - ENROLL IN:

VAT301 AUTOMOTIVE TECHNOLOGY I (SEMESTER 1) &

VAT 401 AUTOMOTIVE TECHNOLOGY II (SEMESTER 2)

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

PREREQUISITE: Successful completion of *Intro to Auto and Diesel Technology* or *Intro to Small Engine Repair*, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

Automotive Technology introduces students to the basic skills needed to inspect, maintain, and repair automobiles and light trucks that run on gasoline, electricity, hybrid electric, or alternative fuels. Instructional units include engine performance, automotive electrical system, integrated computer systems, lubrication, exhaust and emission control, steering and suspension, fuel systems, cooling system, braking, power train, traditional and hybrid batteries, and high- and low-voltage

systems. This course combines classroom lessons and shop application with emphasis on the latest technology available on new vehicles.

AUTOMOTIVE TECHNOLOGY

YEAR 2 - ENROLL IN:

VAT501 ADVANCED AUTOMOTIVE TECHNOLOGY

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

PREREQUISITE: Successful completion of *Automotive Technology Year 1* or *Diesel Equipment Technology Year 1*; concurrent enrollment in grade-level math and English recommended.

This course is a continuation of and builds on the skills and concepts introduced in Automotive Technology Year 1 or Diesel Equipment Technology Year 1. Advanced instructional units include alternate fuel systems, computerized diagnostics, drive train, manual transmissions, clutches, differentials, automatic transmissions, air-conditioning repair, and overall automobile performance. All learning experiences are designed to allow students to acquire job-entry skills and knowledge through classroom lessons and shop applications with emphasis on the latest technology available on new vehicles.

AUTOMOTIVE TECHNOLOGY

YEAR 3 - ENROLL IN:

VAT601 AUTOMOTIVE TECHNOLOGY WORK-BASED EXPERIENCE

GR: 12; One year; Credit: 2.5

PREREQUISITE: Successful completion of *Automotive Technology Year 2* or *Year 1* with permission of the instructor.

Automotive Technology Work-Based Experience provides students with work experience in fields related to the operation and maintenance of automotive gasoline or hybrid powered vehicles. Goals are typically set cooperatively by the student, the instructor, and the employer.

DIESEL EQUIPMENT TECHNOLOGY

YEAR 1 - ENROLL IN BOTH:

VAT303 DIESEL EQUIPMENT TECHNOLOGY I (SEMESTER 1) &

VAT403 DIESEL EQUIPMENT TECHNOLOGY II (SEMESTER 2)

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

PREREQUISITE: Successful completion of *Intro to Auto and Diesel Technology* or *Intro to Small Engine Repair*, or permission of the instructor; concurrent enrollment in grade-level math and English recommended.

Diesel Technology prepares students to maintain and repair diesel engines and related systems. Specific course topics include principles underlying diesel engines,

analyzing electrical circuits and systems, troubleshooting and repairing cooling systems, testing and repairing air conditioning charging systems, and reading and interpreting service manuals. Students will maintain and repair a variety of applications including diesel trucks, tractors, all-terrain vehicles, motorcycles, generators, and diesel-powered agriculture, construction, and manufacturing equipment. This course combines classroom lessons and shop application with emphasis on the latest technology used in the industry.

DIESEL EQUIPMENT TECHNOLOGY

YEAR 2 - ENROLL IN:

VAT503 ADVANCED DIESEL EQUIPMENT TECHNOLOGY

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

PREREQUISITE: Successful completion of Diesel Equipment Technology Year 1 or Automotive Technology Year 1; concurrent enrollment in grade-level math and English recommended.

This course is a continuation of and builds on the skills and concepts introduced in Diesel Equipment Technology Year 1 or Automotive Technology Year 1. Advanced instructional units include diagnosis and service of diesel equipment systems, hydraulics, electrical systems, air conditioning systems, and diesel-powered agriculture, construction, and manufacturing equipment. All learning experiences are designed to allow students to acquire job-entry skills and knowledge through classroom lessons and shop applications with emphasis on the latest technology used in the industry.

DIESEL EQUIPMENT TECHNOLOGY

YEAR 3 - ENROLL IN:

VAT603 DIESEL EQUIPMENT WORK-BASED EXPERIENCE

GR: 12; One year; Credit: 2.5

PREREQUISITE: Successful completion of Diesel Equipment or Automotive Technology Year 2 or Year 1 with permission of the instructor.

Diesel Equipment Work-Based Experience provides students with work experience in fields related to the operation and maintenance of diesel-powered vehicles and equipment. Goals are typically set cooperatively by the student, the instructor, and the employer.

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



CAREER AND TECHNICAL EDUCATION (CTE) COURSES OFFERED ON EDGENUITY

While QAVTC advocates for hands on learning experiences, we realize that not all students are able to fit our courses into their schedules. Therefore, we offer the following introductory courses on Edgenuity. These introductory courses are designed to introduce 9th and 10th graders to various career opportunities and fields of study. We encourage students who take a CTE Edgenuity course to further their knowledge and experience with a hands-on introductory or skill-level course offered in our QAVTC labs.

COURSE LEVEL	GRADE LEVEL	COURSE #	COURSES	CREDITS
INTRODUCTORY	9, 10, 11	OCV900	CAREER EXPLORATION	0.5
INTRODUCTORY	9, 10, 11	OCV902	INTRO TO CAREERS IN ARCHITECTURE AND CONSTRUCTION	0.5
INTRODUCTORY	9, 10, 11	OCV904	INTRO TO CAREERS IN ARTS AND COMMUNICATION	0.5
INTRODUCTORY	9, 10, 11	OCV906	INTRO TO CAREERS IN BUSINESS AND FINANCE	0.5
INTRODUCTORY	9, 10, 11	OCV908	INTRO TO CAREERS IN TRANSPORTATION	0.5
INTRODUCTORY	9, 10, 11	OCV910	INTRO TO HUMAN GROWTH AND DEVELOPMENT	0.5
INTRODUCTORY	9, 10, 11	OCV912	INTRO TO INFORMATION TECHNOLOGY SERVICES	0.5
INTRODUCTORY	9, 10, 11	OCV914	INTRO TO TECHNOLOGY AND ENGINEERING (STEM)	0.5
INTRODUCTORY	9, 10, 11	OCV916	INTRO TO BUSINESS LAW	0.5
INTRODUCTORY	9, 10, 11	OCV918	MARKETING AND SALES FOR TOURISM AND HOSPITALITY	0.5
INTRODUCTORY	9, 10, 11	OCV920	ENGINEERING AND DESIGN	

OCV900 CAREER EXPLORATION**GR: 9,10,11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore career options that align to their personal interests. Students identify and evaluate personal goals, interests, priorities, aptitudes, and interests with the goal of helping them make informed decisions about potential career opportunities. Course topics include general workplace skills, communication skills, teamwork, and problem solving.

OCV902 INTRO TO CAREERS IN ARCHITECTURE AND CONSTRUCTION**GR: 9, 10, 11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore the fields of architecture and construction technology. Topics include product design, research and development, production planning, site preparation, foundations, building structures, installing utilities, finishing, tools and equipment, computers, safety procedures, and career opportunities in architecture and construction.

OCV904 INTRO TO CAREERS IN ARTS AND COMMUNICATION**GR: 9, 10, 11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore the fields of arts and communication technology. Topics include film, audio/video technology, performing arts, visual arts, printing technology, graphic arts, computer design, photography, journalism, broadcasting, telecommunication, safety procedures, and career opportunities in arts and communication.

OCV906 INTRO TO CAREERS IN BUSINESS AND FINANCE**GR: 9, 10, 11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore the fields of business and finance. Topics include financial overview, financial services, securities analysis, investments, banking services, risk management, consumerism, management, insurance, and career opportunities in business and finance.

OCV908 INTRO TO CAREERS IN TRANSPORTATION**GR: 9, 10, 11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore the fields of transportation, logistics, and distribution. Topics in-

clude transportation, automobile service, warehousing, distribution, inventory, automation, safety procedures, and career opportunities in transportation.

OCV910 INTRO TO HUMAN GROWTH AND DEVELOPMENT**GR: 9, 10, 11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore human growth from birth through adolescence. Topics include life cycle expectations and issues, community services, roles, responsibilities, and functions of families, and career opportunities in a variety of human and family service careers.

OCV912 INTRO TO INFORMATION TECHNOLOGY SERVICES**GR: 9, 10, 11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore the fields of IT support and services industry. Topics include uses of computers, peripherals, mobile devices, IT support, industry language, computer applications and software, and career opportunities related to computer hardware and software industries.

OCV914 INTRO TO TECHNOLOGY AND ENGINEERING (STEM)**GR: 9, 10, 11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore the fields of Science, Technology, Engineering, and Mathematics. Topics include fundamental principles, application, processes, problem solving, and concepts of STEM careers.

OCV916 INTRO TO BUSINESS LAW**GR: 9, 10, 11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore laws that govern business in our society, organization and operation of the legal system's impact on business, the rights and duties within the business environment, and contractual responsibility and protection of individual rights in legal relationships.

OCV918 MARKETING AND SALES FOR TOURISM AND HOSPITALITY**GR: 9, 10, 11; One-half year; Credit: 0.5***PREREQUISITE: None.*

This course allows students to explore the study of tourism and hospitality marketing and sales. Topics include basic principles of marketing, advertising, sales

techniques, public relations, and career opportunities related to hospitality and tourism.

OCV920 ENGINEERING AND DESIGN

GR: 9, 10, 11; One-half year; Credit: 0.5

PREREQUISITE: None.

This course allows students to explore engineering design concepts, problem-solving, and critical thinking skills. Topics include engineering design, reverse engineering process, sustainability, environmental life cycle, and engineering career opportunities.



