



CRETE-MONEE HIGH SCHOOL COURSE GUIDE

Potential • Responsibility • Intelligence • Determination • Excellence

2024 - 2025



4 Typical Schedule by Grade

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- 6 Agriculture, Food & Natural Resources
- 7 Architecture & Construction
- 8 Arts, A/V Technology & Communications
- 9 Business Management & Administration
- 10 Education & Training
- 11 Finance
- 12 Government & Public Administration
- 13 Health Science
- 14 Hospitality & Tourism
- 15 Human Services
- 16 Information Technology
- 17 Law, Public Safety, Corrections & Security
- 18 Manufacturing
- 19 Marketing
- 20 Science, Technology, Engineering & Mathematics
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typical schedule *by grade*

9	10	11	12
English	English	English	English
Algebra	Algebra II	Math course <i>(Geometry recommended)</i>	Math course
Physics First/ Biology (H) or Chemistry (H)	Chemistry	Biology or H. Physics	Science or elective
Experiences in Social Studies/ AP Government	World History/ AP Econ	U.S. History	Elective
P.E./Health	P.E.	P.E.	P.E.
Elective	Elective	Elective	Elective
	Driver Education		

Career Clusters are groupings of occupations used as an organizing tool for course selection. The career clusters are designed to help students find courses that are aligned to student interests and possible career choices. Instruction in a career cluster prepares learners for a full range of career opportunities within the career cluster, focusing on critical knowledge and skills that are transferable as new opportunities arise and the industry changes. Nationally, 16 career clusters are recognized with 79 career pathways that are sub-groupings of occupations. This collection of career clusters and pathways present a way to categorize thousands of occupations currently available. Programs of study represent a sequence of instruction that prepares students for post-secondary goals and interests. Every student will create a program of study/4-year plan with his/her counselor.

The Career Clusters framework is an approach used by schools to orient career exploration and career guidance, select curriculum offering, show relevance of academic courses, and engage community civic and business leaders in partnerships. Career Clusters are valuable in supporting effective transitions between secondary and postsecondary education by impacting the design of programs of study offered by a school. (www.careerctech.org)

Each Career Cluster™ represents a distinct grouping of occupations and industries based on the knowledge and skills they require. The 16 Career Clusters™ and related Career Pathways provide an important organizing tool for schools to develop more effective programs of study (POS) and curriculum.

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics



Agriculture, Food & Natural Resources careers encompass the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

5 PATHWAYS:

1. Food Products and Processing Systems
2. Plant Systems
3. Animal Systems
4. Power, Structural, & Technical Systems
5. Natural Resource Systems

ALIGNED CO-CURRICULAR ACTIVITIES:

- Science Club
- Math Team

CAREER OPPORTUNITIES:

- Agricultural Educator
- Aquaculturalist
- Botanist
- Ecologist
- Environmental Engineer
- Farm Manager
- Fish and Game Manager
- Park Manager
- Plant Pathologist
- Produce Buyer
- Recycling Technician
- Wildlife Manager
- Meat Cutter

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Accounting I/II AP Biology
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	AP Chemistry AP Environmental Business Math
	11	Junior English	Geometry	Biology/ Physics	U.S. History	Earth and Space Management
	12	Senior English	Math Elective	Science Elective		Principles of Bio Medical Human Body Systems Science Small Business
All plans of study must meet local and state high school graduation requirements and college entrance requirements.						



Architecture and Construction careers encompass designing, planning, managing, building and maintaining the built environment.

3 PATHWAYS:

1. Design/ Pre-Construction
2. Construction
3. Maintenance

ALIGNED CO-CURRICULAR ACTIVITIES:

- Art Club
- Math Team
- Science Club
- Technical Theater Club

CAREER OPPORTUNITIES:

- Architect
- General Contractor
- Carpenter
- Heating, Ventilation, Air Conditioning
- Civil Engineer
- Refrigeration
- Mechanic
- Construction Foreman
- Interior Design
- Contractor
- Painter
- Demolition Engineer
- Plumber
- Drafter
- Project Estimator
- Drywall Installer
- Roofer
- Electrician
- Safety Director
- Electronic Systems Technician
- Project Inspector
- Equipment Manager
- Sheet Metal Worker

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	PLTW: Digital Electronics
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	PLTW: Engineering Design and Development
	11	Junior English	Geometry	Biology/ Physics	U.S. History	PLTW: Introduction to Engineering
	12	Senior English	Math Elective			PLTW: Principals of Engineering Carpentry I and II Metals I /II Geometry in Carpentry

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Arts, A/V Technology & Communications careers encompass designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

6 PATHWAYS:

1. Audio & Video Technology & Film
2. Printing Technology
3. Visual Arts
4. Performing Arts
5. Journalism and Broadcasting
6. Telecommunications

ALIGNED CO-CURRICULAR ACTIVITIES:

- Technical Theater Club
- Art Club
- E-Journalism Club
- Show Choir
- Drama Club
- Color Guard
- Band
- Yearbook

CAREER OPPORTUNITIES:

- Actor
- Audio-Video Designer
- Audio-Video Engineer
- Broadcast Technician
- Commercial Artist
- Computer Animator
- Curator/Gallery Manager
- Director and Coach
- Fashion Designer
- Journalist
- Lithographer
- Musician
- Photographer
- Printing Equipment Operator
- Telecommunications Technician
- Videographer
- Web Page Designer

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	AP 2D Art & Design AP Language & Composition AP Literature & Composition
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	AP Music Theory AP Seminar Art I & II
	11	Junior English	Geometry	Biology/ Physics	U.S. History	Band Broadcasting Ceramics
	12	Senior English	Math Elective			Choir Drama Journalism Show Choir Website Design

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Business Management & Administration careers encompass functions essential to efficient and productive business operations, including planning, organizing, directing, and evaluating business functions.

6 PATHWAYS:

1. Management
2. Business Financial Management and Accounting
3. Human Resources
4. Business Analysis
5. Marketing & Communications
6. Administrative and Information Support

ALIGNED CO-CURRICULAR ACTIVITIES:

- Math Team
- Foreign Language Club
- E-Journalism Club

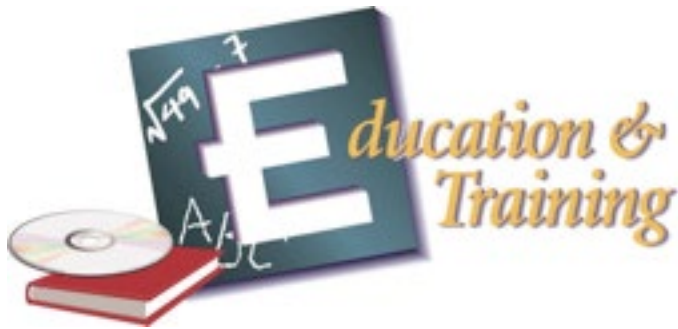
CAREER OPPORTUNITIES:

- Administrative Assistant
- Advertising Sales Person
- Auditor
- Business Consultant
- Certified Public Accountant
- Corporate Trainer
- E-Commerce Analyst
- Entrepreneur
- Facilities Manager
- Finance Director
- Human Resources
- Manager
- Investment Executive
- Marketing Analyst
- Medical Transcription
- Office Manager
- Sales Representative
- OSHA/ADA Compliance Officer
- Personnel Recruiter
- Public Relations Manager
- Wholesale and Retail Buyer

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Business Math
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Interrelated Cooperative Education I/II
	11	Junior English	Geometry	Biology/ Physics	U.S. History	Small Business Management
	12	Senior English	Math Elective			Accounting I & II Statistics Web Design I/II

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Education and Training careers encompass planning, managing and providing education and training services, and related learning support services.

3 PATHWAYS:

1. Administration and Administrative Support
2. Professional Support Services
3. Teaching/ Training

ALIGNED CO-CURRICULAR ACTIVITIES:

- Diversity Club
- Scholastic Bowl
- Foreign Language Club
- Peer Mediation
- Speech Team
- Student Government
- National Honor Society

CAREER OPPORTUNITIES:

- Administrator
- Coach
- High School Teacher
- Assessment Specialist
- College/University Faculty
- Middle School Teacher
- Career Tech Administrator
- Counselor
- Principal
- Child Care Worker
- Curriculum Developer
- Speech-Language Pathologist
- Clinical Psychologist
- Elementary Teacher

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	AP Language & Composition AP ResearchAP Seminar
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Computer Concepts and Software Applications
	11	Junior English	Geometry	Biology/ Physics	U.S. History	Spanish + ASL Foundations of Education
	12	Senior English	Math Elective			Technology in Education Web Design I/II

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Finance careers encompass planning, services for financial and investment planning, banking, insurance, and business financial management.

5 PATHWAYS:

1. Securities and Investments
2. Business Finance
3. Banking Services
4. Insurance
5. Accounting

ALIGNED CO-CURRICULAR ACTIVITIES:

- Student Government
- Math Team
- Foreign Language Club

CAREER OPPORTUNITIES:

- Abstractor
- Accountant
- Actuary
- Bill and Account Collector
- Commodities Representative
- Controller
- Credit Analyst
- Debt Counselor
- Economist
- Financial Planner
- Foreign Exchange Manager
- Fund Raiser
- Insurance Banker
- Internal Auditor
- Loan Officer
- Non-Profit Manager
- Tax Examiner
- Title Researcher and Examiner
- Treasurer
- Trust Officer
- Underwriter

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Accounting I/II Business Math
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Calculus
	11	Junior English	Geometry	Biology/ Physics	U.S. History	Economics Small Business Management
	12	Senior English	Math Elective			Statistics

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Government and Public Administration careers encompass executing governmental functions to include Governance; National Security; Foreign Services; Planning; Regulations; and Management and Administration at the local, state and federal levels.

7 PATHWAYS:

1. Governance
2. National Security
3. Foreign Services
4. Planning
5. Revenue and Taxation
6. Regulation
7. Public Management and Administration

ALIGNED CO-CURRICULAR ACTIVITIES:

- Foreign Language Club
- National Honor Society
- Speech Team
- Student Government

CAREER OPPORTUNITIES:

- Ambassador
- Bank Examiner
- City Manager
- Combat Control Officer
- Commissioner
- Cryptographer
- Elected Official
- Election Supervisor
- Foreign Service Officer
- Immigration Officer
- Intelligence Analyst
- Internal Revenue Investigator
- Lobbyist
- National Security Advisor
- Planner
- Policy Advisor
- Tax Policy Analyst

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Accounting I/II African-American History
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	AP Economics AP Human Geography AP US Government and Politics
	11	Junior English	Geometry	Biology/ Physics	U.S. History	AP US History Contemporary Global Issues
	12	Senior English	Math Elective			Law in American Society Leadership Seminar Small Business Management Spanish

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Health Science careers encompasses planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development.

5 PATHWAYS:

1. Therapeutic Services
2. Diagnostic Services
3. Health Informatics
4. Support Services
5. Biotechnology Research and Development

ALIGNED CO-CURRICULAR ACTIVITIES:

- Science Club
- Math Team
- S.A.D.D.

CAREER OPPORTUNITIES:

- Athletic Trainer
- Biochemist
- Biostatistician
- Dental Hygienist
- EMT/ Paramedic
- Geneticist
- Health Information Coder
- Home Health Aide
- Lab Technician
- Nutritionist
- Occupational Therapist
- Phlebotomist
- Physician
- Psychologist
- Radiographer
- Radiologist
- Recreation Therapist
- Registered Nurse
- Research Scientist
- Speech/Language Path
- Toxicologist
- Veterinarian

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDEE ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	AP Biology AP Chemistry
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	PLTW: Biomedical Interventions PLTW: Human Body Systems
	11	Junior English	Geometry	Biology/ Physics	U.S. History	PLTW: Medical Intervention
	12	Senior English	Math Elective	Science Elective		PLTW: Principles of Biomedical Sciences

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Hospitality and Tourism careers encompass the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

4 PATHWAYS:

1. Restaurants and Food/Beverage Services
2. Lodging
3. Travel & Tourism
4. Recreation, Amusement and Attractions

ALIGNED CO-CURRICULAR ACTIVITIES:

- Drama Club
- Snowball Club

CAREER OPPORTUNITIES:

- Baker
- Bartender
- Casino Manager
- Caterer
- Concierge
- Director of Tourism Department
- Event Planner
- Executive Chef
- Facilities Manager
- Maitre d'
- Museum Director
- Reservations Manager
- Restaurant Owner/Manager
- Sports Promoter
- Theme Park Manager
- Tour and Travel Guide
- Travel Agent

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Accounting I/II Computer Concepts and Software Applications
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Journalism
	11	Junior English	Geometry	Biology/ Physics	U.S. History	Small Business Management Spanish
	12	Senior English	Math Elective			Web Design I/II Exploring Food and Agriculture Food Science

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Human Services careers encompass preparing individuals for employment in career pathways that relate to families and human needs.

5 PATHWAYS:

1. Early Childhood Development and Services
2. Counseling and Mental Health Services
3. Family and Community Services
4. Personal Care Services
5. Consumer Services

ALIGNED CO-CURRICULAR ACTIVITIES:

- Snowball Club
- S.A.D.D
- Speech Team
- Student Government

CAREER OPPORTUNITIES:

- Buyer
- Certified Financial Planner
- Community Service Director
- Consumer Advocate
- Cosmetologist
- Counselor
- Emergency and Relief Worker
- Esthetician
- Funeral Director
- Licensed Professional
- Market Researcher
- Massage Therapist
- Personal Fitness Trainer
- School Counselor/ Psychologist
- Small Business Owner

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDEE ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Psychology/Sociology Small Business Management
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Spanish
	11	Junior English	Geometry	Biology/ Physics	U.S. History	
	12	Senior English	Math Elective			

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Information Technology careers encompass building linkages in IT occupations framework: for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

4 PATHWAYS:

1. Network Systems
2. Information Support and Services
3. Web and Digital Communications
4. Programming and Software Development

ALIGNED CO-CURRICULAR ACTIVITIES:

- Math Team
- National Honor Society
- Science Club
- Technical Theater Club

CAREER OPPORTUNITIES:

- Animator
- Database Administrator
- Data Systems Designer
- E-Business Specialist
- Game Developer
- Information Technology Engineer
- Media Specialist
- Network Administrator
- Network Security Analyst
- PC Support Specialist
- Programmer
- Software Applications Specialist
- Systems Administrator
- Telecommunications Network Technician
- User Support Specialist
- Virtual Reality Specialist
- Web Architect/ Designer

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Computer Concepts and Software Applications
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Computer Operations and Programming
	11	Junior English	Geometry	Biology/ Physics	U.S. History	Tech Support Internship
	12	Senior English	Math Elective			Web Design I/II AP Computer Science A AP Computer Science Principles

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Law, Public Safety, Corrections and Security careers encompass planning, monitoring, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

5 PATHWAYS:

1. Corrections Services
2. Emergency and Fire
3. Management Services
4. Security and Protective Services
5. Legal Services

ALIGNED CO-CURRICULAR ACTIVITIES:

- Student Government
- S.A.D.D

CAREER OPPORTUNITIES:

- Attorney
- Bomb Technician
- Corrections Officer
- Court Reporter
- Criminal Investigator
- EMT
- Federal Marshall
- Firefighter
- Gaming Surveillance Specialist
- Hazardous Materials Responder
- Loss Prevention Specialist
- Paralegal
- Park Ranger
- Police and Patrol Officer
- Probation/Parole Officer
- Public Information Officer
- Security Director
- Youth Services Worker

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Economics Law in American Society
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Leadership Seminar Psychology/Sociology
	11	Junior English	Geometry	Biology/ Physics	U.S. History	Spanish
	12	Senior English	Math Elective			

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Manufacturing careers encompass planning, managing and performing the processing of materials into intermediate and final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

6 PATHWAYS:

1. Productions
2. Manufacturing Production Process Development
3. Maintenance, Installation & Repair
4. Quality Assurance
5. Logistics & Inventory Control
6. Health, Safety & Environmental Assurance

ALIGNED CO-CURRICULAR ACTIVITIES:

- Science Club
- Math Team

CAREER OPPORTUNITIES:

- Assembler
- Boilermaker
- Design Engineer
- Environmental Engineer
- Foundry Worker
- Freight, Stock & Material Mover
- Health & Safety Representative
- Industrial Machinery Mechanic
- Inspector
- Labor Relations Manager
- Logistician
- Manufacturing Technician
- Pattern and Model Maker
- Production Manager
- Quality Control Technician
- Safety Engineer
- SPC Coordinator
- Tool and Die Maker
- Traffic Manager
- Welder

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Calculus Metalworking I + II
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	PLTW: Digital Electronics
	11	Junior English	Geometry	Biology/ Physics	U.S. History	PLTW: Engineering Design & Development
	12	Senior English	Math Elective			PLTW: Introduction to Engineering PLTW: Principals of Engineering Statistics
All plans of study must meet local and state high school graduation requirements and college entrance requirements.						



Marketing, Sales and Service careers encompass planning, managing, and performing marketing activities to reach organizational objectives.

5 PATHWAYS:

1. Marketing Management
2. Professional Sales
3. Merchandising
4. Marketing Communication
5. Marketing Research

ALIGNED CO-CURRICULAR ACTIVITIES:

- Art Club
- Drama Club
- Speech Team
- E-Journalism Club
- Student Government

CAREER OPPORTUNITIES:

- Copywriter/Designer
- E-Commerce Director
- Entrepreneur
- Field Marketing Representative
- Forecasting Manager
- Interactive Media Specialist
- Inventory Manager/Analyst
- Logistics Manager
- Merchandise Buyer
- Online Marketing Researcher
- Promotions Manager
- Public Relations Manager
- Retail Marketing Manager
- Sales Executive
- Shipping/Receiving Clerk
- Telemarketer
- Trade Show Manager
- Warehouse Manager
- Webmaster

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	Desktop Publishing Psychology/Sociology
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Journalism Small Business Management
	11	Junior English	Geometry	Biology/ Physics	U.S. History	Business Math
	12	Senior English	Math Elective			Statistics Web Design I/II
All plans of study must meet local and state high school graduation requirements and college entrance requirements.						



Science, Technology, Engineering and Mathematics careers encompass planning, managing, and providing scientific research and professional and technical services (e.g., physical science, engineering) including laboratory and testing services, and research and development services.

2 PATHWAYS:

1. Engineering and Technology
2. Science and Math

ALIGNED CO-CURRICULAR ACTIVITIES:

- Math Team
- National Honor Society
- Scholastic Bowl
- Science Club

CAREER OPPORTUNITIES:

- Aerospace Engineer
- Agricultural Engineer
- Analytical Chemist
- Anthropologist
- Architectural Engineer
- Astrophysicist
- Biomedical Engineer
- CAD Technician
- Civil Engineer
- Ecologist
- Geologist
- Geothermal Engineer
- Mathematician
- Math Teacher
- Metallurgist
- Statistician
- Survey Technician
- Zoologist

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	AP Biology AP Chemistry AP Environmental Science
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Calculus Computer Operations and Programming PLTW: Digital Electronics PLTW: Engineering Design & Development
	11	Junior English	Geometry	Biology/Physics	U.S. History	PLTW: Human Body Systems PLTW: Introduction to Engineering
	12	Senior English	Math Elective			PLTW: Medical Interventions PLTW: Principals of Engineering PLTW: Principles of Biomedical Sciences Statistics

All plans of study must meet local and state high school graduation requirements and college entrance requirements.



Transportation, Distribution and Logistics careers encompass planning, management, and movement of people, material and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

7 PATHWAYS:

1. Transportation Operations
2. Logistics Planning and Management Services
3. Warehousing and Distribution Center Operations
4. Facility and Mobile Equipment Maintenance
5. Transportation Systems/ Infrastructure Planning, Management and Regulation
6. Health, Safety, and Environmental Management
7. Sales and Service

ALIGNED CO-CURRICULAR ACTIVITIES:

- Science Club
- Math Team

CAREER OPPORTUNITIES:

- Air-Traffic Controller
- Airplane Pilot
- Avionic Technician
- Cargo-Freight Agent
- Customs Inspector
- Environment Management
- Equipment Mechanic
- Facility Engineer
- International Logistics
- Marine Captain
- Port Manager
- Safety Analyst
- Storage/Distribution Manager
- Transportation Manager
- Truck Driver
- Urban/Regional Planner
- Warehouse Manager

COURSE OF STUDY PLAN

EDUCATION	GRADE	ENGLISH/ LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	REDOMMENDED ELECTIVES
High School	9	Freshman English	Algebra I	Biology (H)/ Physics First	Experiences in Social Studies	AP Environmental Science Business Math
	10	Sophomore English	Algebra II/ Trigonometry	Chemistry	World History	Construction Math Small Business Management
	11	Junior English	Geometry	Biology/ Physics	U.S. History	AP Computer Science A
	12	Senior English	Math Elective			

All plans of study must meet local and state high school graduation requirements and college entrance requirements.

career/technical *department*

The Career/Technical Department's mission is to help prepare students to succeed in high demand occupations within the 21st century's competitive global economy by promoting quality instructional partnerships with business, industry, and the community. We will also provide students with opportunities to earn dual credit and industry credentials.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
6051/6052	Computer Concepts and Software Applications I/II	1	✓	✓	✓	✓	Successful completion of 1+ tech classes or department recommendation
6055	Computer Operations and Programming	1	✓	✓	✓	✓	
6056	Tech Support	1		✓	✓	✓	
6090	Website Design I/II	1		✓	✓	✓	
6100	Small Business Management	1			✓	✓	
6110	Accounting I/II	1			✓	✓	
6131	Metalworking I	1		✓	✓	✓	Completion of OSHA during the summer
6132	Metalworking II	1			✓	✓	Successful completion of Metalworking I
6175	Prairie State Early College Institute	3				✓	Administrative approval
6180	Kankakee Area Career Center	3			✓	✓	Successful application process
1147M and 1147T	Carpentry I (Geometry in Carpentry)	1			✓		Must take with Geometry in Carpentry
6191	Carpentry II	1			✓	✓	Successful completion of Carpentry I
6140	PLTW: Introduction to Engineering Design (H)	1	✓	✓	✓	✓	Enrolled in or passed Algebra I
6145	PLTW: Principles of Engineering (H)	1		✓	✓	✓	"C" average or better in PLTW: Introduction to Engineering Design (H)
6170	PLTW: Digital Electronics (H)	1			✓	✓	"C" average or better in PLTW: Principles of Engineering (H)
6185	PLTW: Engineering Design and Development (H)	1				✓	"C" average or better in PLTW: Digital Electronics (H) recommended
6210	Accounting Workplace Experience	1			✓	✓	Computer Concepts & Accounting I – can be taken concurrently with Accounting I
6211	Business Management Workplace Experience	1			✓	✓	Computer Concepts & Small Business Management – can be taken concurrently with SBM
6212	Manufacturing Workplace Experience	1			✓	✓	Metals I and II – can be taken concurrently with Metals II

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
6213	Naval Workplace Experience	1		✓	✓	✓	NJROTC I and II – can be taken concurrently with NJROTC II
6214	Engineering Workplace Experience	1			✓	✓	Introduction to Engineering Design & Principles of Engineering – can be taken concurrently with POE
6215	Information Technology Workplace Experience	1			✓	✓	<p>For Computer Programming Concentration: Computer Concepts and Computer Programming – can take concurrently with CP course</p> <p>For Computer Networking Concentration: Computer Concepts and Tech Support – can take concurrently with Tech Support course</p> <p>For Web Page Design Concentration: Computer Concepts and Web Design – can take concurrently with WD course</p>
6216	Education and Training Workplace Experience	1			✓	✓	Foundations of Teaching and Education Methodology – can be taken concurrently with Education Methodology
6200	Foundations of Teaching I	.5		✓	✓	✓	Enroll in Technology In Education Sem 2
6201	Foundations of Teaching II	.5		✓	✓	✓	Completion of Foundations of Teaching I
6203	Technology in Education	.5			✓	✓	Successful completion of Foundations of Teaching II
6204	Communication for Teachers: Classroom Management	.5			✓	✓	Completion of Technology in Education
6240	Broadcasting Tech I	1		✓	✓	✓	
6241	Broadcasting Tech II	1			✓	✓	Successful completion of Broadcasting I
6243	Sports Broadcasting	1			✓	✓	Successful completion of Broadcasting I and availability to attend sporting events
6244	Podcasting				✓	✓	Successful completion of Broadcasting I
6300	Photo Imaging	1			✓	✓	
6129	Sports and Entertainment Marketing	1			✓	✓	
6156	Career Exploration	1			✓	✓	

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
7076	NJROTC: Naval Science I	1	✓	✓	✓	✓	
7077	NJROTC: Naval Science II	1		✓	✓	✓	Successful completion of Naval Science I
7078	NJROTC: Naval Science III	1			✓	✓	Successful completion of Naval Science II
7079	NJROTC: Naval Science IV	1				✓	Successful completion of Naval Science III
7079D	ROTC Drill	1	✓	✓	✓	✓	Enrolled in Naval Science
2025C	Exploring Food & Agriculture	1	✓	✓	✓	✓	
2026C or 2026S	Food Science			✓	✓	✓	Successful completion of Exploring Food & Agriculture

PROJECT LEAD THE WAY: INTRODUCTION TO ENGINEERING DESIGN (H)

Length: Year
Credit: 1 credit
Year: 9-12

Prerequisite: Enrolled in or passed Algebra I

Course Description:

In this course students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. This course may qualify for dual credit with Prairie State College.

Colleges and universities across the U.S. recognize and reward PLTW students for their great work with scholarships, admission preference, course credit, and more. Visit the PLTW Network webpage for the most up to date opportunities.

PROJECT LEAD THE WAY: PRINCIPLES OF ENGINEERING (H)

Length: Year
Credit: 1 credit
Year: 10-12
Prerequisite: “C” average or better in PLTW: Introduction to Engineering Design (H)

Course Description:

In this course students explore the wide variety of careers in engineering and technology and cover various technology systems and manufacturing processes. Using activities, projects, and problems, students learn first-hand how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. The course also addresses concerns about social and political consequences of technological change.

Colleges and universities across the U.S. recognize and reward PLTW students for their great work with scholarships, admission preference, course credit, and more. Visit the PLTW Network webpage for the most up to date opportunities.

PROJECT LEAD THE WAY: DIGITAL ELECTRONICS (H)

Length: Year
Credit: 1 credit
Year: 11-12
Prerequisite: “C” average or better in PLTW: Principles of Engineering (H)

Course Description:

This course in applied logic encompasses the applications of electronic circuits and devices. Students use computer simulation software to design and test digital circuitry prior to the actual construction of circuits and devices.

Colleges and universities across the U.S. recognize and reward PLTW students for their great work with scholarships, admission preference, course credit, and more. Visit the PLTW Network webpage for the most up to date opportunities.

COMPUTER CONCEPTS AND SOFTWARE APPLICATIONS

Length: Year
Credit: 1 credit
Year: 9-12

Course Description:

This is an orientation-level course designed to develop awareness and understanding of application software and equipment used to perform tasks in business, marketing, and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, and presentation software. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. Students can earn industry certifications in this course.

WEBSITE DESIGN I/II

Length: Year
Credit: 1 credit
Year: 10-12
Prerequisite: Successful completion of one technology course

Course Description:

Semester 1: Students will study the makeup of a well-designed website. Students using Adobe Dreamweaver will learn how to incorporate text and images into a website. Students will also learn how to establish links, tables, and other components that help to create a well-designed website. By the end of the course, the students will design

their own personal website and prepare it for publication onto the Internet.

Semester 2: In this semester, students will learn advanced techniques in website design such as adding forms, sounds, and Java scripts to websites. Students will learn how to use Hyper Text Mark-up Language to design a website. Students will also learn how to prepare a website for publication to the Internet and how to maintain and update a site once it is published. Students' culminating activity will be to prepare a website based upon research completed in one of their courses. This course may qualify for dual credit with Prairie State College.

COMPUTER OPERATIONS AND PROGRAMMING

Length: Year

Credit: 1 credit

Year: 9-12

Prerequisite: Successful completion of one technology course

Course Description:

This is an entry-level computer programming course for students showing interest in a career in computers, engineering, or game/app/software design. Students will learn block-based coding, coding, app creation, flowcharting, storyboarding, Adobe Illustrator and Photoshop. Students will also have the opportunity to earn Adobe Certified Associate certifications.

TECH SUPPORT

Length: Year

Credit: 1 credit; repeatable for credit

Year: 10-12

Prerequisite: Successful completion of one or more technology classes or department recommendation

Course Description:

Students will be taught and able to apply basic knowledge and skills to analyze, troubleshoot, and repair computers, printers, and other related devices. Activities include, but are not limited to, one-on-one assistance to teachers and staff with software and hardware and creation of video or written tutorials. Also included will be a foundation that would allow students to move towards A+ Industry Computer Repair Certification for employment in the Information Technology Industry. This course is recommended for students considering careers such as Computer Service Technician, Network Administrator,

Computer Engineering, Internet Technician, Systems Engineer, and Network Service Technician. Other certification options may be available, such as Network+ and Server+.

SMALL BUSINESS MANAGEMENT

Length: Year

Credit: 1 credit

Year: 11-12

Course Description:

This course is designed to provide an overview of business and the environment in which it operates. The topics studied include organization of business, business environment, management of employees, marketing, financial management, information for business strategy, and special topics. This course also identifies management concerns unique to small businesses, introduces the requirements necessary to initiate a small business, and identifies the elements comprising a business plan. Students will take the Entrepreneurship and Small Business Certification Test available through Certiport. This course fulfills the State of Illinois' Consumer Economics graduation requirement. This course may qualify for dual credit with PSC.

ACCOUNTING I/II

Length: Year

Credit: 1 credit

Year: 11-12

Course Description:

Semester 1: Accounting I provides students with basic knowledge of accounting procedures, including analyzing and journalizing business transactions; constructing worksheets; calculating and recording adjusting entries; preparing financial statements; and finalizing the accounting cycle through closing entries. Special journals, subsidiary accounts and payroll reports and taxes will also be introduced. Emphasis is placed on service and merchandising businesses in a sole proprietorship or corporate setting. All students, regardless of the career they choose, can benefit from accounting instruction in their own personal business affairs. This course is highly recommended for students, who are considering any advanced business course in high school or at the collegiate level. This course may qualify for Dual Credit with Prairie State College.

Semester 2: Accounting II is based on the fundamentals of Accounting I - the procedures and systems necessary

to record transactions and to prepare reports such as the balance sheet and income statement. This course will give students a strong foundation in advanced accounting theory and procedures. An in-depth approach to inventory and asset valuation will be explored, as well as the recording of complex business transactions relating to publicly held corporations. Students will be introduced to Intuit QuickBooks, which is a software program that can be used to expedite the accounting process. In addition, students will have the opportunity to earn an industry-recognized certification in Intuit's QuickBooks. This course is highly recommended for students who are considering any business or accounting major at the collegiate level. This course may qualify for Dual Credit with Prairie State College.

SPORTS & ENTERTAINMENT MARKETING

Length: Year
Credit: 1 credit
Year: 11-12

Course Description:

This course provides students with a thorough understanding of fundamental marketing and management concepts and theories as they relate to the sports and entertainment industries. Content addresses the promotion of sports/events, licensing, sponsorships and endorsements, branding, marketing research, product development, pricing and distribution strategies, sales, event planning, and the role of existing and emerging technologies.

ACCOUNTING WORKPLACE EXPERIENCE

Length: Year
Credit: 1 credit
Year: 11-12
Prerequisite: Computer Concepts & Accounting I – can be taken in concurrently with Accounting I

Course Description:

This course provides students with work experience in fields related to finance. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction at least once per week, involving the further study of the field, discussion of relevant topics that are responsive to the workplace experience, and employability skill development. This course aligns to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical

Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Off-site placement requires proof of personal transportation along with a completed CMHS driving waiver.

BUSINESS MANAGEMENT WORKPLACE EXPERIENCE

Length: Year
Credit: 1 credit
Year: 11-12
Prerequisite: Computer Concepts & Small Business Management – can be taken concurrently with SBM

Course Description:

This course provides students with work experience in fields related to business management. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction at least once per week, involving the further study of the field, discussion of relevant topics that are responsive to the workplace experience, and employability skill development. This course aligns to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Off-site placement requires proof of personal transportation along with a completed CMHS driving waiver.

MANUFACTURING WORKPLACE EXPERIENCE

Length: Year
Credit: 1 credit
Year: 11-12
Prerequisite: Metals I and II – can be taken concurrently with Metals II

Course Description:

This course provides work experience in fields related to the Manufacturing cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction at least once per week, involving the further study of the field, discussion of relevant topics

that are responsive to the workplace experience, and employability skill development. This course aligns to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Off-site placement requires proof of personal transportation along with a completed CMHS driving waiver.

NAVAL WORKPLACE EXPERIENCE

Length: Year

Credit: 1 credit

Year: 10-12

Prerequisite: NJROTC I and II – can be taken concurrently with NJROTC II

Course Description:

This course provides students with work experience within the field of military science. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction at least once per week, involving the further study of the field, discussion of relevant topics that are responsive to the workplace experience, and employability skill development. This course aligns to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Off-site placement requires proof of personal transportation along with a completed CMHS driving waiver. Students are required to wear their naval uniform 1 full day a week while maintaining military standards.

ENGINEERING WORKPLACE EXPERIENCE

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Introduction to Engineering Design & Principles of Engineering – can be taken concurrently with POE

Course Description:

This course provides students with work experience in an

engineering-related field. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction at least once per week, involving the further study of the field, discussion of relevant topics that are responsive to the workplace experience, and employability skill development. This course aligns to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Off-site placement requires proof of personal transportation along with a completed CMHS driving waiver.

INFORMATION TECHNOLOGY WORKPLACE EXPERIENCE

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Depends on Emphasis:

Computer Programming Concentration: Computer Concepts and Computer Programming – can take concurrently with CP course

Computer Networking Concentration: Computer Concepts and Tech Support – can take concurrently with Tech Support course

Web Page Design Concentration: Computer Concepts & Web Design – can take concurrently with WD course

Course Description:

This course provides students with work experience in fields related to the Information Technology Cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction at least once per week, involving the further study of the field, discussion of relevant topics that are responsive to the workplace experience, and employability skill development. This course aligns to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Off-site placement requires proof of personal transportation along

with a completed CMHS driving waiver.

EDUCATION AND TRAINING WORKPLACE EXPERIENCE

Length: Year
Credit: 1 credit
Year: 11-12
Prerequisite: Enrolled in or completion of Tech in Education and Communications for Teachers: Classroom Management. Must have your own transportation.

Course Description:

This course provides work experience in fields related to the Education & Training cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction at least once per week, involving the further study of the field, discussion of relevant topics that are responsive to the workplace experience, and employability skill development. This course aligns to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Off-site placement requires proof of personal transportation along with a completed CMHS driving waiver.

FOUNDATIONS OF TEACHING I

Length: Semester
Credit: .5 credits
Year: 10-12
Prerequisite: Concurrently Enrolled in Foundations of Teaching II

Course Description:

This course explores the field of education from a historical, social, economic, political, legal, ethical and moral perspective. The rewards and challenges of the teaching profession will be emphasized along with an overview of the knowledge, skills, and dispositions needed to be an effective teacher. Working with unique learners, including those with disabilities and non-English speakers, will be introduced along with a brief overview of standards-based education, assessment, instructional technology, and differentiated instruction. Dual Credit will be offered through Lewis University for those completing

the course with a C or Higher. If taken Junior or Senior year, students must also have a 3.0 GPA.

FOUNDATIONS OF TEACHING II

Length: Semester
Credit: .5 credits
Year: 10-12
Prerequisite: Completion of Foundations of Teaching I
Course Description:

Foundations of Teaching II is a continuation of Foundations of Teaching I with the addition of participants completing observation hours in an elementary, middle or high school as well as articulating their personal philosophy of the purpose and obligations of public and private education. This course is highly recommended for those considering a career in the education field.

TECHNOLOGY IN EDUCATION

Length: Semester
Credit: .5 credits
Year: 11-12
Prerequisite: Successfully completing Foundations of Teaching I and II

Course Description:

This course is designed to help individuals pursuing a teaching career to learn practical, effective ways to integrate various technology resources into classroom practices. The course explores emerging technologies, assistive technologies, and web applications. It also discusses strategies for using technology, including assistive technology, to facilitate differences in learning styles and disabilities. The course includes evaluation of technology resources, low- to high-tech assistive technologies, multimedia design, accommodation strategies, and assessment design. Candidates will participate in a wide range of activities and projects by applying various technology tools and instructional strategies to enhance the learning success of all students. Dual Credit will be offered through Lewis University for those completing the course with a C or Higher. To earn the dual credit, students must also have a 3.0 GPA and be a Junior or Senior.

COMMUNICATION FOR TEACHERS: CLASSROOM MANAGEMENT

Length: Semester
Credit: .5 credits

Year: 11-12

Prerequisite: Completion of Technology in Education

Course Description:

This course is intended to develop the abilities of individuals pursuing a teaching career to apply the techniques of speaking and listening in a variety of classroom settings. Candidates will be encouraged to use critical thinking and problem-solving in different contexts and modes of communication. Issues surrounding interpersonal relationships, diversity, and ethics will be addressed. Special emphasis will be devoted to issues such as organizing time, instruction, materials, managing transitions, and classroom space which are crucial components of the Danielson Framework. Strategies for developing relationships with all stakeholders will be discussed as well.

KANKAKEE AREA CAREER CENTER

Length: Year

Credit: 3 credits

Year: 11-12

Prerequisite: Successful application process

Course Description:

KACC in Bourbonnais, Illinois, offers a variety of career and technical education courses. These courses teach students to be productive and adapt to a rapidly changing workplace by teaching many transitional and employability skills. See the “Special Programs” section of this guide for more information.

METALWORKING I

Length: Year

Credit: 1 credit

Year: 10-12

Prerequisite: Completion of OSHA during the summer

Course Description:

This course introduces students to the safe operation of basic metalworking machines including tool room lathes, vertical mills, drill presses, band saws and ARC/MIG welders. Students will learn to read precision, semi-precision measuring tools, and basic mechanical prints to produce metalwork projects. Hands on experience and practical applications are included. Students have the opportunity to apply these skills to attain industry-recognized NIMS credentials such as Measurement Materials and Safety, Job Planning, Benchwork and Layout, and Drill Press Certifications along with an OSHA 10 Certification. This course may qualify for dual credit

with Prairie State College.

METALWORKING II

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Successful completion of Metalworking I

Course Description:

This course continues development of the skills and knowledge attained in Metalworking I, by additional training using thread calculation and chasing, tool bit geometry and sharpening. Additional machines introduced include precision surface grinders, TIG welders, CNC Mills and CNC Lathes. Students will learn the basic setup and operation of CNC lathes and mills. Students will learn G-Code and be able to program CNC Machines and perform basic CNC machine tool operations. Students have the opportunity to apply these skills to attain industry-recognized NIMS credentials such as Milling 1, Turning 1 Between Centers and Chucking, and Forklift Operators Certifications. This course may qualify for dual credit with Prairie State College.

CARPENTRY I

Length: Year

Credit: 1 credit

Year: 11

Prerequisite: Completion of OSHA in the summer and must take with Geometry in Carpentry

Course Description:

The first semester of this course will cover the following topics: Basic safety, construction math basics, introduction to hand tools and power tools, construction drawing, interpretation, basic rigging, communication skills, employability skills, and material handling. The second semester of this course will cover the following topics: orientation to the carpentry trade, building materials fasteners, adhesives, hand and power tools, construction drawings, specifications and layout, floor systems, wall systems, ceiling joist and roof framing, basic stair layout, and introduction to building envelope systems. Both semesters will stress safety, hands-on learning, teamwork, and job readiness.

CARPENTRY II

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Successful completion of Carpentry I

Course Description:

This course provides learning experiences related to the erection, installation, maintenance and repair of building structures and related utilities.

BROADCASTING TECH I

Length: Year

Credit: 1 credit

Year: 10-12

Prerequisite: Department recommendation

Course Description:

This course is designed to provide students with the basic knowledge and skills necessary for television, video, film, and/or radio production. Camera operation, use of graphics and other visual, lighting, audio techniques, editing, production principles, and career opportunities are typical topics covered within this course. Students will learn about what is newsworthy, journalism ethics, copyright and fair use, scripting, and production.

BROADCASTING TECH II

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Successful completion of Broadcasting Tech I

Course Description:

In this course, students will develop skills needed for a career in the technical aspects of radio and television broadcasting. Instruction includes camera operations, basic audio and video editing, sound and lighting techniques, and sound mixing. Students learn the operation, maintenance, and repair of broadcasting equipment. Students will direct, shoot, and edit a series of video projects, including commercials, the Warrior News, and feature stories. The culminating project for this course is a student choice activity where students can either create a short film or a full-length music video both directed and edited by the student. This course may be taken concurrently with Workplace Experience.

SPORTS BROADCASTING

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Successful completion of Broadcasting I

and availability to attend sporting events

Course Description:

This course trains students to produce live sports broadcasts and sports studio shows. Students work behind and in front of the camera, in production and on-air roles, which include: play-by-play announcer, color analyst, sideline reporter, and studio show host and analyst. Students do background research and conduct interviews to identify storylines. They prepare depth charts and memorize key information and statistics for on-air roles. They write scripts and create rundowns and graphics. Students promote broadcasts on various school-associated social media platforms. Students study the history of sports broadcasting and sports media partnerships and analyze industry trends.

PODCASTING

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Successful completion of Broadcasting I

Course Description:

This course will explore podcasting as a medium for creative expression and academic discourse. The class will focus on the essential skills for podcast production. Students will learn how to record and edit audio, write for the audio medium, distribute and market podcasts and get an understanding of analytics.

CAREER EXPLORATION

Length: Year

Credit: 1 credit

Year: 11-12

Course Description:

This course helps students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. This course covers such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. This course also exposes students to various sources of information on career and training options.

PHOTO IMAGING

Length: Year

Credit: 1 credit

Year: 11-12

Course Description:

Students will have the opportunity to effectively communicate ideas and information via digital, film, still and video photography. Topics covered include composition, layout, and supplies. Students will also learn about camera handling, composition, effective use of light, file management, digital image manipulation and developing a photographic vision.

NAVY JUNIOR RESERVE OFFICERS TRAINING CORPS (NJROTC): NAVAL SCIENCE I

Length: Year
Credit: 1 credit
Year: 9-12

Course Description:

Naval Science 1 introduces students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promotes an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress; drug awareness; provides the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft. These elements are pursued at the fundamental level. Students qualify for a PE waiver when enrolled in this course.

NAVY JUNIOR RESERVE OFFICERS TRAINING CORPS (NJROTC): NAVAL SCIENCE II

Length: Year
Credit: 1 credit
Year: 10-12

Course Description:

This course builds on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership, and to introduce cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States. Course content includes: ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences. Students qualify for a PE waiver when enrolled in this course.

NAVY JUNIOR RESERVE OFFICERS TRAINING CORPS (NJROTC): NAVAL SCIENCE III

Length: Year
Credit: 1 credit
Year: 11-12

Course Description:

This course will broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of Naval ships and aircraft and an introduction to marine navigation and seamanship. Course content includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. This course also provides an introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship and discipline. Students qualify for a PE waiver when enrolled in this course.

NAVY JUNIOR RESERVE OFFICERS TRAINING CORPS (NJROTC): NAVAL SCIENCE IV

Length: Year
Credit: 1 credit
Year: 12

Course Description:

This course is focused primarily on practical leadership techniques and implementation. Students will be put into positions of leadership to better their understanding of leadership and to improve their leadership skills. Students qualify for a PE waiver when enrolled in this course.

NAVAL JROTC DRILL

Length: Year
Credit: 1 credit
Year: 9-12
Prerequisite: Enrolled in NJROTC
Note: This course can be taken once for credit

Course Description:

Drill provides students with an additional opportunity to improve their skills in military precision. This course

emphasizes marching style and formations, firearm manipulation, body coordination, and mechanics, and performing as a member of an orchestrated team. Class members will participate in ceremonies and competitions.

EXPLORING FOOD & AGRICULTURE

Length: Year

Credit: 1 credit

Year: 9-12

Course Description:

This course provides the opportunity to learn fundamental concepts in agriculture and to inform students about the industry that is so vital to society and to their future.

Major units of instruction include an introduction to the agricultural industry, animal science, plant science, horticulture science, agribusiness, environmental science, agricultural mechanics, food science, and leadership and personal development. Participation in FFA student organization activities is an integral course component for leadership development, career exploration, and reinforcement of academic concepts. Participation in FFA is mandatory.

FOOD SCIENCE

Length: Year

Credit: 1 credit

Year: 10-12

Prerequisite: Successful completion of Exploring Food & Agriculture

Course Description:

This course provides learning experiences in Food Science and Safety which allow students to apply scientific knowledge and processes to practices used in the development and processing of food products. Issues of Food Science and Safety are examined from a scientific and technological perspective. Students critically analyze information to evaluate and draw conclusions on the appropriate use of technology to implement Food Science and Safety practices. Units of instruction include Food Safety, Food Chemistry, Food Processing, Food Product Development, Food Selection, Consumer Health and Marketing. Careers to be examined include meat inspector, quality control technician, food processor, and sanitation supervisor. Students will use scientific and technological information about Food Science and Safety as a part of developing career and personal viewpoints on societal issues concerning the development and preservation of food products. 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. Participation is mandatory. This course can count as either a CTE credit or Science credit.

The mission of the Elective Department is to ensure students have the opportunity to develop the skills and experiences needed to be successful in a wide range of professions.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
9220	AVID I	1	✓				Test scores
9221	AVID II	1		✓			Test scores
9222	AVID III	1			✓		Test scores
9223	AVID IV	1				✓	Test scores

AVID I-IV

Length: Year

Credit: 1 credit

Year: 9-12

Prerequisite: Test scores

Course Description:

AVID, which stands for Advancement Via Individual Determination, is a nonprofit college-readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. The curriculum focuses on building skills and developing behaviors that lead to success. Students learn skills like note-taking, reading and writing strategies and how to interact with peers and work in groups. This AVID Elective class prepares students through WICOR (writing, inquiry, collaboration, organization, & reading), time management, tutorials, Socratic seminars, academic goal-setting & motivation. Students receive support with SAT prep, college applications, financial aid, service learning, and tutoring. Team building activities, college visits, and guest speakers round out the AVID experience.

The mission of the English as a Second Language (ESL) Department is to promote bilingualism and biliteracy. The goals of the program are to develop English skills while learning grade-appropriate academic content. Also, to develop academic English language proficiency to assist with meeting IL Learning Standards as well as the IL English Language Proficiency Standards. ESL instruction focuses on the development of academic language in all four language domains: Listening, Speaking, Reading, and Writing.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
0038	ESL Hero	.25	✓	✓	✓	✓	Test scores
8560	ESL I	1	✓	✓	✓	✓	Test scores
8561	ESL II	1	✓	✓	✓	✓	Test scores
8562	ESL III	1	✓	✓	✓	✓	Test scores
8563	ESL IV	1	✓	✓	✓	✓	Test scores

ESL HERO

Length: Year
Credit: .25 credits
Year: 9-12

Course Description:

This course provides support to the ELL student in general education classes. Students will have the opportunity to study for upcoming quizzes and tests, work on assignments, and reading. The students are able to check their course grades and have opportunities to retake assessments and complete assignments from their classes.

ESL I-IV

Length: Year
Credit: 1 credit
Year: 9-12

Course Description:

These courses are for students whose native language is other than English. These courses focus on listening, reading, writing, and speaking skills of standard English. Students will use online programs to assist with literacy and language development.

The Crete-Monee High School English Department strives to equip our students with the literacy skills necessary to compete in a global economy. The English Department endeavors to attain our objective through the utilization of an array of instructional modalities tailored to engage all of our learners.

Throughout the scope and sequence of a pupil's educational career at Crete-Monee High School, a student will be exposed to and will interact with works of fiction, non-fiction, formal writing, informal register, reading techniques, and grammar. At the completion of a pupil's academic career, they will have the ability to communicate effectively through oral and written word, critically read and analyze a multitude of documents, and access information to assist with their life-long learning.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
0038	Reading Strategies I	1	✓				Department recommendation
0039	Intensive Reading Strategies I	1	✓				
0035	Reading Strategies II	1		✓			
0034	Intensive Reading Strategies II	1		✓			
0030 *	Freshman English	1	✓				
0040 *	Sophomore English	1		✓			
0050 *	Junior English	1			✓		
0060CP	Senior English - Crime & Punishment Literature	1				✓	
0060SF	Senior English - Speculative Literature	1				✓	
0060AA	Senior English - African American Literature	1				✓	
0060YA	Senior English - Young Adult Literature	1				✓	
0060MT	Senior English - Mystery Thriller	1				✓	
0070 *	Freshman English (H)	1	✓				Test scores and/or department recommendation
0090 *	AP Language & Composition	1			✓		
0100 *	AP Literature & Composition	1				✓	
0185 *	Journalism	1	✓	✓	✓	✓	Repeatable for credit
0089 *	AP Seminar	1		✓	✓	✓	
0088 *	AP Research	1			✓	✓	Successful completion of AP Seminar and end of course AP exams
0061	Introduction to College Composition	1				✓	
0150	Drama	1		✓	✓	✓	

*These courses are NCAA approved

READING STRATEGIES I

Length: Year
Credit: 1 credit
Year: 9

Prerequisite: Department recommendation

Course Description:

This course is designed for students who have demonstrated a need for more targeted reading support. It is designed to enhance reading and language skills. It provides students with the strategies for improving skills in the areas of comprehension, vocabulary, and test-taking. Students read a variety of materials including non-fiction, short stories, magazine and newspaper articles, selections from varied academic disciplines, and books which give specific strategies and practice exercises for reading a wide variety of materials more effectively and efficiently. Students are expected to apply these tips and strategies to the reading they do in other classes. Students also learn and practice tips for taking objective and standardized tests. Lessons are presented throughout the course to address such topics as motivation, goal-setting, and study skills.

INTENSIVE READING STRATEGIES I

Length: Year
Credit: 1 credit
Year: 9-10

Prerequisite: Department recommendation

Course Description:

This course is designed for students who score 8-10 on the EPAS Reading test. It is designed to enhance reading and language skills. It provides students with the strategies for improving skills in the areas of comprehension, vocabulary, and test taking. Students read a variety of materials including non-fiction, short stories, magazine and newspaper articles, selections from varied academic disciplines, and books which give specific strategies and practice exercises for reading a wide variety of materials more effectively and efficiently. Students are expected to apply these tips and strategies to the reading they do in other classes. Students also learn and practice tips for taking objective and standardized tests. Mini workshops are presented throughout the course to address such topics as motivation, goal-setting, and study skills.

READING STRATEGIES II

Length: Year
Credit: 1 credit
Year: 10

Prerequisite: Department recommendation

Course Description:

This is a year-long sophomore course for students to improve their reading comprehension. This course focuses on bolstering vocabulary and strengthening study skills, enhancing the enjoyment of reading, increasing reading rate and accuracy, and developing writing skills.

INTENSIVE READING STRATEGIES II

Length: Year
Credit: 1 credit
Year: 10

Prerequisite: Department recommendation

Course Description:

This course will focus on developing students' literacy skills. It will provide students with explicit, direct instruction and reading strategies that improve fluency and comprehension of fiction and non-fiction text. The course will include instruction on effective strategies such as identifying text structure, building background knowledge, making relevant connections to the text, inferring, and asking questions. Through reflective journaling, written summaries, and oral presentations, students will demonstrate their comprehension of the various texts.

FRESHMAN ENGLISH

Length: Year
Credit: 1 credit
Course Description:

Freshman English traces the theme of Coming of Age and other universal human experiences through short stories, poetry, drama, media, non-fiction, and novels. Students develop strategies to enhance reading, writing, and collaborative and speaking skills. Students write essays for varied purposes and audiences. Instruction is given on grammar and mechanics, essay organization, and research practices. Students identify voice in literature and express their own voice through written and oral communication. Independent reading is an expectation of this course and will be assessed. This course meets the writing-intensive requirements for graduation.

FRESHMAN ENGLISH (H)

Length: Year

Credit: 1 credit
Prerequisite: Test scores and/or department recommendation

Course Description:

Freshman English (H) traces the theme of Coming of Age and other universal human experiences through short stories, poetry, drama, media, non-fiction and novels with more rigorous, honors expectations. A strong emphasis on thinking and critical analysis is supported by a demanding schedule of reading. Students are expected to compose several formal essays and research projects. Instruction is given on grammar and mechanics, essay organization, and research practices. Targeted instruction is given in syntax, writing organization, and research practices. Students are expected to develop the skills to participate in oral presentations in small and large group settings, and to demonstrate self-directed learning in independent and collaborative assignments. This course meets the writing-intensive requirements for graduation. Independent reading is an expectation of this course and will be assessed.

SOPHOMORE ENGLISH

Length: Year
Credit: 1 credit

Course Description:

Sophomore English uses the concept of culture as a lens to focus students' continuing study of reading, writing, listening, and speaking. Students develop the skills to use language with greater precision and to read with a deeper understanding of literary devices. Through the literary exploration of varying cultures, students will develop a deeper appreciation for their own culture, an informed understanding of cultural conflict, and respect for the unique contributions of cultures different from their own. Students will engage in close reading, discussion, analysis, and interpretation of texts written by individuals from a variety of ethnic and cultural backgrounds. Students will also build upon their grammar and writing skills. Independent reading is an expectation of this course and will be assessed.

JUNIOR ENGLISH

Length: Year
Credit: 1 credit

Course Description:

Junior English is a comprehensive study of American literature including prose fiction, non-fiction, poetry, short stories, and essays. Students will continue to expand upon and strengthen their reading, writing, and analytical skills.

Students will complete multiple essays. Grammar and test-taking skills are also emphasized in preparation for college entrance exams. Independent reading is an expectation of this course and will be assessed.

SENIOR ENGLISH

Length: Year
Credit: 1 credit

Course Description:

This course blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature while continuing to develop their language arts skills. Students will write multi-paragraph essays, but will also write one or more major papers. Readings include literature in a variety of genres with an emphasis on diverse voices and perspectives. Readings, discussions, and writing assignments will require critical analysis of the literary features of these books and invite discussion of the author's craftsmanship and reflection of the human experience. This course meets the writing-intensive requirements for graduation. Students are able to select, from the list below, the literature that will accompany their Senior English course.

The selections include:

- Young Adult Literature
- Speculative Literature (Science Fiction)
- African American Literature
- Crime and Punishment Literature
- Mystery Thriller Literature

INTRODUCTION TO COLLEGE COMPOSITION

Length: Year
Credit: 1 credit

Prerequisite: Plan on attending a college or university

Course Description:

Introduction to College Composition is a course designed to introduce students to the conventions of academic writing and critical thinking and to prepare students for the rigors of college by developing the skills necessary for analyzing and synthesizing information. In this writing-intensive course, students read, analyze, discuss and critically respond to non-fiction texts that may be organized around themes, critical issues, or concepts that direct students' focus to larger ideas. Throughout the course, students will consider how, why, and when to employ various reading and writing strategies and processes. In addition, students will also evaluate their overall college readiness, employability, and life success.

By the end of the course, a grade of “C” or higher will result in automatic placement into English 101 at PSC and possibly other community colleges and universities in the state of Illinois. A grade of “C” or better means you have demonstrated the Content Competency skills for Reading and Writing and Critical Thinking and Analysis.

AP SEMINAR

Length: Year

Credit: 1 credit

Year: 10

Additional: All AP students are expected to take the AP exam in the spring

Course Description:

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course meets the writing-intensive requirements for graduation

AP RESEARCH

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Successful completion of AP Seminar, including the end-of-course exam and all required performance tasks, students who score a 1 or 2 in AP Seminar are still eligible to enroll in AP Research.

Additional: All AP students are expected to take the AP exam in the spring

Course Description:

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual

interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, students further develop skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. If students earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of the student’s choosing, students will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if students earn scores of 3 or higher in AP Seminar and AP Research only, students will receive the AP Seminar and Research Certificate™. This course meets the writing-intensive requirements for graduation.

AP LANGUAGE & COMPOSITION

Length: Year

Credit: 1 credit

Prerequisite: Test scores and/or department recommendation

Additional: All AP students are expected to take the AP exam in the spring

Course Description:

This College Board-approved course is designed to challenge students to become more skilled writers, readers and thinkers. To accomplish this purpose, students engage in close critical readings and analyze an assortment of writings of varying lengths, complexity and aims. Students compose in a variety of modes and for a variety of purposes through practice, criticism, and revision. Participation in discussion is an essential component of performance assessment. Students will be prepared for and expected to take the Advanced Placement exam in May. This course meets the writing-intensive requirements for graduation.

AP LITERATURE & COMPOSITION

Length: Year

Credit: 1 credit

Prerequisite: Test scores and/or department recommendation

Additional: All AP students are expected to take the AP exam in the spring

Course Description:

This College Board-approved course is designed to prepare students to thrive in challenging college classes and to experience success on the AP English Test in Literature and Composition which all participants are encouraged to take in May. The course emphasizes careful reading of selected literary works and developing critical standards for interpreting literature. Thoughtful reading, contributions to class discussion, and skillful writing are essential for success. Students will be prepared for and expected to take the Advanced Placement exam in May. This course meets the writing-intensive requirements for graduation.

JOURNALISM

Length: Year

Credit: 1 credit

Year: 9-12

Course Description:

Students in Journalism are responsible for the regular publication of the school newspaper, The Warrior Times. Students form a student editorial board and are responsible for overseeing the writing, editing and designing of the entire publication. Students will learn journalistic writing style and explore the importance of the media and its impact on society today. This course is repeatable for credit. This course meets the writing-intensive requirements for graduation.

DRAMA

Length: Year

Credit: 1 credit

Year: 10-12

Course Description:

This course is a performance-based class that introduces and provides experience in all aspects of theatre arts. Students study basic principles of acting including character analysis, textual interpretation, voice, movement, collaboration, improvisation, and critical analysis of performance. Additionally, students gain a working knowledge of theatre history and the multiple forms of theatrical performance, as well as the technical aspects of theater and theatrical design. Students will perform scenes, monologues, and improvisations in class. The class will attend the school's Fall Play and Spring Musical.

The Crete-Monee Fine Arts department's mission is to nurture and inspire student achievement through quality education and the pursuit of artistic excellence in the arts. We envision a future where excellence in the arts is valued and supported for all students – bridging cultures, ethnicities and economic backgrounds.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
5005	Art I (Fundamentals/2D)	1			✓	✓	
5020	Art II (3D and Graphic Design)	1			✓	✓	Successful completion of Art I
5040	Drawing and Painting Studio	1			✓	✓	Credit for Art I or portfolio review
5060	Symphonic Band	1	✓	✓	✓	✓	Prior band experience or audition
5062	Wind Ensemble (H)	1		✓	✓	✓	Audition
5070	Intro to Show Choir	1	✓	✓	✓	✓	
5105	Concert Choir (Singing Warriors)	1	✓	✓	✓	✓	
5110	AP Music Theory	1			✓	✓	Department recommendation and/or student should be able to read musical notation and possess basic performance skills in voice or an instrument
5115	General Music	1	✓	✓	✓	✓	
5052	AP 2-D Art & Design	1			✓	✓	
5045	Ceramics/Pottery	1				✓	
5123	Introduction to Music Theory and Song Writing	1	✓	✓	✓	✓	
5056	Percussions	1	✓	✓	✓	✓	Prior band experience or audition and participation in Marching Band
5063	Jazz ensemble	1		✓	✓	✓	Audition

ART I (FUNDAMENTALS/2D)

Length: Year
Credit: 1 credit
Year: 11-12

Course Description:

Semester 1: The semester is designed as the introductory component of the course for inexperienced art students. Throughout the semester the students will be focusing on a variety of media and techniques, emphasizing project-based learning and requiring finished projects. Elements and principles of design, cultural art, and art history are incorporated. All students are expected to supply basic art materials including pencils, pink erasers, handheld pencil sharpeners, and a sketchbook are required.

Semester 2: Students will explore the elements and principles of design in drawing, painting, paper cutting, modeling, printing, and patterning. All works are created on a flat or two-dimensional surface. Art history and cultural influences are studied to deepen students' understanding of how the visual arts affect our lives. All students are expected to supply basic art materials including pencils, pink erasers, and handheld pencil sharpeners.

ART II (3D AND GRAPHIC DESIGN)

Length: Year
Credit: 1 credit
Year: 11-12

Prerequisite: Successful completion of Art I

Course Description:

Semester 1: This course is designed for students who want an opportunity to advance their level of understanding and skill development in two-dimensional art. The focus for the first semester is to build upon skills and concepts learned in Art I, with continued exploration of basic art media and techniques such as drawing, painting, photography, collage, and printmaking. A concentration will be placed on art criticism, aesthetics, and art history.

Semester 2: Students are exposed to the basic tenets of graphic design. Throughout the course, students will explore the elements and principles of art needed to effectively communicate visual messages and ideas. Assignments incorporate problem-solving projects that relate to visual communication. Students create posters, innovative packaging, and persuasive images as used in advertising and product design. Advertising and product development is researched in order to better understand

their evolution and impact on our world.

DRAWING AND PAINTING STUDIO

Length: Year
Credit: 1 credit
Year: 12

Prerequisite: Credit for Art I or portfolio review

Course Description:

Drawing and Painting is an advanced art course for students who are interested in continuing their art experience. It emphasizes the relationships of art elements and principles in the 2-dimensional area of drawing and painting. Assignments include experiences with such media as ink, pastel, pencil, oil, tempera paint, and watercolor. Students study art history and explore artists and their styles as sources of inspiration for personal works. All students are expected to supply basic art materials: sketchbook, pencils, pink erasers, and hand-held pencil sharpeners.

CERAMICS/POTTERY

Length: Year
Credit: 1 credit
Year: 12

Course Description:

This course focuses on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

AP 2-D ART AND DESIGN

Length: Year
Credit: 1 credit
Year: 11-12

Additional: All AP students are expected to take the AP exam in the spring

Course Description:

Develop your skills in a two-dimensional medium such as graphic design, photography, collage, printmaking, and others as you learn the principles of 2-D design. You'll create and submit artwork to College Board that reflects your own ideas and skills. Previous art experience is recommended.

INTRO TO SHOW CHOIR

Length: Year
Credit: 1 credit
Year: 9-12

Course Description:

The Show Choir provides choral students with an opportunity to sing a variety of show choir music, traditional choir music, as well as learn choreography. The ensemble also performs new as well as standard repertoire for choral ensembles. Students do not need to audition for the group and there is no fee, however this group is on a first come first serve basis. This group will perform in several concerts throughout the year and may perform at our competition.

GENERAL MUSIC

Length: Year
Credit: 1 credit
Year: 9-12

Course Description:

General Music is a comprehensive program that offers students opportunities to create, perform, listen to and analyze music. The class surveys music from diverse cultures around the world. It is an active study of how music says who we are as human beings and how we express ourselves through music. A background in music is not required to take this course.

INTRODUCTION TO MUSIC THEORY AND SONG WRITING

Length: Year
Credit: 1 credit
Year: 9-12

Course Description:

This class is for students interested in writing music notation and songwriting. This class is also a primer for students who wish to take AP Music Theory in the future. Students will learn chords, scales, and other techniques to write melodies and harmonies. Students will also learn to write music notation to fit song lyrics.

AP MUSIC THEORY

Length: Year
Credit: 1 credit
Year: 11-12

Prerequisite: Students should be able to read and write musical notation, and it is recommended that the student has acquired at least basic performance skills in voice or an instrument.

Additional: All AP students are expected to take the

AP exam in the spring

Course Description:

This is an introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

CONCERT CHOIR (SINGING WARRIORS)

Length: Year
Credit: 1 credit
Year: 9-12

Course Description:

This course is for students interested in learning how to sing and perform in a choral program. Singing techniques and musicianship will be addressed through a variety of vocal literature including but not limited to traditional, multicultural, and modern choral music. Students will learn basic music theory and sight-reading skills. This choir will perform at three concerts as well as participate in other performing opportunities. Repeatable for credit.

SYMPHONIC BAND

Length: Year
Credit: 1 credit
Year: 9-12

Prerequisite: Prior band experience or audition

Course Description:

All students enrolled in this course automatically become members of the Warrior Marching Band and Pep Band. Students also have the opportunity to participate in Jazz Band. Course work includes preparation for marching and concert performances, as well as emphasis on music fundamentals, music appreciation, and music theory as they pertain to band literature. Students have the opportunity to perform solo and small ensemble selections. Extra rehearsals and performances are mandatory as part of the student's grade. This course is repeatable for credit.

WIND ENSEMBLE (H)

Length: Year
Credit: 1 credit
Year: 10-12
Prerequisite: Audition
Course Description:

This course is designed for the advanced high school musician. All students must pass a required audition. Course work includes preparation of advanced concert literature for performances, as well as music fundamentals, music appreciation, and music theory as they pertain to band literature. Students have the opportunity to perform solo and/or small ensemble pieces at the IHSA State Solo/Ensemble contest, as well as to participate in Pep Band and marching activities. Extra rehearsals and performances are mandatory as part of the student's grade. This course is repeatable for credit.

PERCUSSIONS

Length: Year
Credit: 1 credit
Year: 9-12
Prerequisite: Participation in Marching Band
Course Description:

Percussion class is an extension of the regular band class designed to give percussionists individualized and group instruction on various percussion instruments. This course is designed to ensure all students receive a well-rounded percussion education. All students enrolled in the Percussion will participate in marching band as a part of the curriculum. During the spring semester, all students participate in a concert band according to their proficiency, as determined by audition and instructor placement. Students will also participate in IHSA solo and ensemble contests, concerts, and sight reading contests. Extra rehearsals and performances are mandatory as part of the student's grade. This course is repeatable for credit.

JAZZ ENSEMBLE

Length: Year
Credit: 1 credit
Year: 10-12
Prerequisite: Audition
Course Description:

This course helps students perform a variety of contemporary styles, such as traditional jazz, jazz improvisation, and rock. It also cultivates students'

technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. This ensemble emphasizes instrumental music but may also include vocal music. Advanced coursework includes opportunities for growth through rehearsal and performance, improvisation, or creating and performing their own compositions.

The vision of the Crete-Monee High School Mathematics department is to create a culture where all students are challenged to become critical thinkers and accurate, efficient, and flexible problem-solvers. Our mission is to deliver mathematics instruction and provide students with mathematical experiences that are rigorous, relevant, and equitable for all students. The objective is to engage students in the learning of mathematics which will challenge students to be independent learners with sound reasoning and provide students with opportunities to learn how to learn.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
1010 *	Algebra I	1	✓	✓			
1017	Algebra I Lab	.5	✓				Department recommendation
1030 *	Algebra I (H)	1	✓				Test scores and/or department recommendation
1035	Integrated Math I	1		✓			Staff placement
1036	Integrated Lab	.5		✓			Staff placement
1040 *	Algebra II/Trigonometry (H)	1	✓	✓	✓		Credit for Geometry (H) or department recommendation
1050 *	Algebra II	1		✓			Credit for Algebra I or Integrated Math I
1055	Business Math	1				✓	Staff placement
1056	Algebra II Lab	.5			✓		Staff placement
1071	AP Pre-Calculus	1		✓	✓	✓	Credit for Algebra II (H) or department recommendation
1080 *	AP Calculus AB	1		✓	✓	✓	Passed AP Pre-Calculus or Algebra II (H), or department recommendation
1090 *	AP Calculus BC	1			✓	✓	Credit for either AP Pre-Calculus or Algebra II (H)
1140 *	Geometry	1			✓		
1147M and 1147T	Geometry in Carpentry	1 - Math 1 - CTE			✓		
1150 *	Geometry (H)	1	✓		✓		Test scores and/or department recommendation
1165 *	Statistics	1			✓	✓	
1160 *	AP Statistics	1			✓	✓	Passed Algebra II or concurrently enrolled in Algebra II
1185 *	AP Computer Science Principles	1		✓	✓	✓	
1186	AP Computer Science A	1			✓	✓	Successful completion of AP Computer Science Principles
1190	Mathematical Literacy	1				✓	
PMT 115	General Education Statistics	.5				✓	C or better in Mathematical Literacy

*These courses are NCAA approved

ALGEBRA I

Length: Year
Credit: 1 credit
Year: 9

Course Description:

Students gain a conceptual understanding of linear and nonlinear functions. Students focus on the fundamental properties of real numbers, polynomials, rational algebraic expressions, linear equations, quadratic equations, inequalities, functions, radical expressions and equations, and exponents. Students' knowledge of elementary probability and statistics is expanded. All topics reinforce the skills of cooperative learning, graphing technology, reading, writing, vocabulary, note making and comprehension in a mathematical context. A scientific calculator is required for all math classes; however a TI83+ or TI84+ graphing calculator is highly recommended.

ALGEBRA I LAB

Length: Year
Credit: .5 credit
Year: 9
Prerequisite: Staff Placement

Course Description:

Students in this course will receive academic support to help ensure success in Algebra. This course utilizes Khan Academy. Topics will coincide with the scope and sequence of Algebra. Successful completion of this course will provide elective credit towards graduation. A notebook is required for this course.

ALGEBRA I(H)

Length: Year
Credit: 1 credit
Year: 9
Prerequisite: Test scores and/or department recommendation

Course Description:

Students gain a conceptual understanding of linear and nonlinear functions. Honors Algebra I is taught at a more rigorous pace that includes additional activities and enrichment opportunities beyond regular Algebra I. Students focus on the fundamental properties of real numbers, polynomials, rational algebraic expressions, linear equations, quadratic equations, inequalities, functions, radical expressions and equations, and

exponents. Knowledge of elementary probability and statistics is expanded. All topics reinforce the skills of cooperative learning, graphing technology, reading, writing, vocabulary, note making and comprehension in a mathematical context. A TI-83+ or TI-84+ graphing calculator is required for all students in this class.

INTEGRATED MATH I

Length: Year
Credit: 1 credit
Year: 10
Prerequisite: Staff Placement

Course Description:

Integrated math involves the study of quadratic and exponential functions represented algebraically, graphically, and numerically in tables and by verbal descriptions. Students write equivalent radical, rational and quadratic expressions to reveal information using properties of exponents, completing the square and/or factoring. Second semester students will cover objectives from Algebra II. A scientific calculator is required for all math classes; however a TI83+ or TI84+ graphing calculator is highly recommended. Students will use Mathia, a program designed to give students individualized math support.

INTEGRATED LAB

Length: Year
Credit: .5 credit
Year: 10
Prerequisite: Staff Placement

Course Description:

Students in this course will receive academic support to help ensure success in Integrated Math. This course utilizes Mathia, a web-based, artificially intelligent assessment and learning system. Topics will coincide with the scope and sequence of Integrated Math. Successful completion of this course will provide elective credit towards graduation. A notebook is required for this course.

GEOMETRY

Length: Year
Credit: 1 credit
Year: 11

Course Description:

In Geometry, students study properties, measurement, and relationships of points, lines, angles, surfaces and solids. Students use deductive reasoning to formulate

convincing explanations for conjectures and solutions. Special attention is given to concepts of congruence, similarity, coordinate geometry, right triangle trigonometry and inductive reasoning. A scientific calculator is required for all math classes; however a TI83+ or TI84+ graphing calculator is highly recommended.

GEOMETRY IN CARPENTRY

Length: Year
Credit: 1 credit Math & 1 credit CTE
Year: 11
Course Description:

This course follows the same course description as Geometry but with the addition of construction components. This course is two class periods long and students will earn with a passing grade both a math credit and CTE credit. Throughout the school year students will learn new math skills while applying those skills to construction projects which will include building either a shed or playhouse. This course fulfills the Geometry graduation requirement.

GEOMETRY (H)

Length: Year
Credit: 1 credit
Year: 9 or 11
Prerequisite: Test scores and/or department recommendation

Course Description:

Honors Geometry is taught at a more rigorous pace that includes additional activities and enrichment opportunities beyond Plane Geometry. Students study properties, measurement, and relationships of points, lines, angles, surfaces and solids. Students use deductive reasoning to formulate convincing explanations for conjectures and solutions. Special attention is given to concepts of congruence, similarity, coordinate geometry, right triangle trigonometry and inductive reasoning. Honors Geometry is taught at a pace necessary to include additional activities and enrichment opportunities beyond regular Geometry. A TI-83+ or TI-84+ graphing calculator is required for all students in this class.

ALGEBRA II

Length: Year
Credit: 1 credit
Year: 10
Prerequisite: Credit for Algebra I or Integrated Math 1

Course Description:

Algebra II is designed for students to gain a deeper understanding of Algebra I concepts. The study of number properties is extended to include complex, rational, and irrational numbers. Systems of equations containing two and three variables are not only solved graphically and algebraically, but also using matrices. Linear functions, polynomial functions, rational functions, logarithmic and exponential functions are all studied in-depth. All topics reinforce the skills of cooperative learning, graphing technology, reading, writing, vocabulary, note making and comprehension in a mathematical context. A scientific calculator is required for all math classes; however a TI83+ or TI84+ graphing calculator is highly recommended. Students will utilize Khan Academy, an online site which will connect to student's PSAT scores to curriculum in order to help students prepare for the SAT.

ALGEBRA II/TRIGONOMETRY (H)

Length: Year
Credit: 1 credit
Year: 9-11
Prerequisite: Credit for Geometry (H) or department recommendation

Course Description:

Honors Algebra II is taught at a more rigorous pace that includes activities and enrichment opportunities beyond Algebra II. It is designed to give students a deeper understanding of Algebra I and Geometry concepts. The study of number properties is extended to include complex, rational, and irrational numbers. Systems of equations containing two and three variables are solved graphically, algebraically, and with matrices. Linear functions, polynomial functions, rational functions, logarithmic and exponential functions are studied in-depth. Students are introduced to trigonometry as well as sequences and series. All topics reinforce the skills of cooperative learning, graphing technology, reading, writing, vocabulary, note making and comprehension. A TI-83+ or TI-84+ graphing calculator is required for all students in this class.

AP PRE-CALCULUS

Length: Year
Credit: 1 credit
Year: 10-12
Prerequisite: Credit for Algebra II (H) or department recommendation

Course Description:

AP Pre-Calculus will explore the construct and dynamics of various types of functions and the rules upon those functions. There are four major content focuses: 1) Polynomials and rational functions, 2) Exponential and logarithmic functions, 3) Trigonometric and polar functions, and 4) Functions involving parameters, vectors, and matrices. Students will be prepared for and expected to take the Advanced Placement exam in May. A TI83+ or TI84+ graphing calculator is required for all students in the class. Problem-solving will focus on analytical, tabular, and graphical representations.

AP CALCULUS AB

Length: Year

Credit: 1 credit

Year: 10-12

Prerequisite: Passed AP Pre-Calculus or Algebra II (H) or department recommendation

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

The study of calculus allows students to synthesize their learning from algebra, geometry, trigonometry and other previously taken courses. Students will study limits and the application to differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions. Applications introduced are velocity, areas, acceleration, maximum/minimum, related rates, volumes, and additional topics. This course follows the College Board's curriculum. Students will be prepared for and expected to take the Advanced Placement exam in May. A TI-83+ or TI-84+ graphing calculator is required for all students in this class.

AP CALCULUS B/C

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Credit for Algebra II (H) or AP Pre-Calculus

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

This course builds upon all of the concepts of AP Calculus AB and then introduces more advanced calculus in the areas of integration, parametric equations, polar equations, and infinite series. Students will receive two scores on the AP test: one AB score and one BC score. Approximately

60% of the curriculum is the same as AB, and 40% of the curriculum is unique to BC.

STATISTICS

Length: Year

Credit: 1 credit

Year: 11-12

Course Description:

This course focuses on design study, collecting and analyzing data, and interpreting results as well as the study of probability and statistical interference. Students will critically evaluate data and recognize its patterns and influences. This statistics course will allow students the opportunity to gain experience in developing their understanding of the concepts of quantitative and qualitative literacy. All topics reinforce the skills of cooperative learning, graphing technology, reading, writing, comprehension, vocabulary, and note making. A TI-83+ or TI-84+ graphing calculator is required for all students in this class.

AP STATISTICS

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Passed Algebra II or concurrently enrolled in Algebra II

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

This is a writing-intensive course that focuses on analysis of data. It includes design study, collecting and analyzing data, and interpreting results as well as the study of probability and statistical interference. Students will critically evaluate data and recognize its patterns and influences. This statistics course will allow students the opportunity to gain experience in developing their understanding of the concepts of quantitative and qualitative literacy. This course follows the College Board's curriculum. Students will be prepared for and expected to take the Advanced Placement exam in May. A TI-83+ or TI-84+ graphing calculator is required for all students in this class.

BUSINESS MATH

Credit: 1 credit

Year: 12

Prerequisite: Staff placement

Course Description:

Business Math with Algebra allows students to apply algebra concepts to a variety of business and financial situations. This course reinforces general math topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include income, wages, hourly rates, payroll deductions, insurance, credit, banking, taxation, stocks and bonds, finance, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest. A scientific calculator is required for all math classes; however a TI83+ or TI84+ graphing calculator is highly recommended.

AP COMPUTER SCIENCE PRINCIPLES

Length: Year

Credit: 1 credit

Year: 10-12

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

AP Computer Science is comparable to a one semester course in a university computer science department. The Java language is the vehicle for implementing computer-based solutions to problems. Topics include an introduction to JAVA applets and applications, an introduction to objects and data types, text files, control structures, simple GUI's, looping, recursion, one dimensional arrays, sorting and searching algorithms, class design, Array Lists, interfaces and polymorphism, inheritance, and the Grid World Case Study.

AP COMPUTER SCIENCE A

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Successful Completion of Computer Science Principles

Course Description:

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

MATHEMATICAL LITERACY, PSC MATH 90

Length: Year or semester

Credit: 1 credit or .5 credit

Year: 12

Course Description:

This course is designed for students intending to pursue a non-math and non-science major at the college level. This course will integrate numeracy, proportional reasoning, algebraic reasoning, and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Throughout the course, college readiness content will be integrated with mathematical topics. Any student who passes the second semester final exam with a score of a C or better will be placed in Math 112 or Math 115 if they enroll at Prairie State College within 18 months after taking this course.

GENERAL EDUCATION STATISTICS, PSC MATH 115

Length: 1 semester

Credit: .5 credit

Year: 12

Prerequisite: C or better in Mathematical Literacy

Course Description:

This course is a dual credit course with Prairie State College. The course provides students with an opportunity to acquire a reasonable level of statistical literacy and thus expand their base for understanding a variety of work-related, societal, and personal problems, and statistical approaches to the solution of these problems. The main objective of the course is statistical reasoning. Detailed techniques of statistical analysis and the mathematical development of statistical analysis of statistical procedures are not emphasized. This course is intended to meet postsecondary general education requirements.

We believe physical education is a vital component for the development of a student's physical, mental and social well-being. It is our mission to provide an equal opportunity to our students, through planned activities, for physical development in the areas of strength, flexibility, coordination, endurance, balance, agility, range of motion, and power. Our diverse program will allow students the opportunity to develop individual skills and introduce new, enjoyable experiences for life-long physical fitness and well-being.

Our mission for Driver Education is to develop safe, skilled, knowledgeable drivers who are engaged in responsible driving practices.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
7010/7011	Driver Education	0.25		✓			
7025	Health	.5		✓			
7036	Individual Sports	1			✓	✓	
7038	Team Sports	1			✓	✓	
7040	Strength & Conditioning	1			✓	✓	Teacher approval
7041	Lifetime Fitness	1			✓	✓	
7055	Freshman P.E.	1	✓				
7060/7070	Sophomore P.E.	0.75		✓			
8680	Adaptive P.E.	1	✓	✓	✓	✓	Placement criteria
7043	P.E. Leadership I	1			✓		

DRIVER EDUCATION

Length: 9 Weeks
Credit: 0.25 credits
Year: 10
Prerequisite: Date of birth
Additional:

Driver Education is open to sophomores, juniors, or seniors who meet the requirements specified in the course description of Driver Education. A student who successfully completes the course is eligible to obtain a Graduated Illinois Drivers License upon reaching age 16. All students must complete Driver Education prior to graduation.

1. The State of Illinois requires that each student pass at least eight courses during the previous two semesters before enrolling in Driver Education. Any student who does not meet this requirement is not eligible to take this course.
2. Any Crete Monee High School student enrolling in a private driving school must also meet the academic requirement before doing so.
3. Students will be scheduled in order of birthdate. A summer session is also available.
4. Students in Driver Education must have applied for a Social Security card, obtain permission in writing from a parent or guardian, and be able to pass the written and vision tests provided by the State of Illinois Examining Station before they will be able to obtain a permit to drive

Course Description:

Students gain knowledge, skills, habits, and attitudes necessary for the safe operation of a motor vehicle. It is the parent's or guardian's responsibility to give final approval for the student to take the State Driving Test at the Examining Station. Each student must receive 30 hours of classroom instruction. A student who is absent six times will be dropped from the course.

FRESHMAN PHYSICAL EDUCATION

Length: Year
Credit: 1 credit
Year: 9

Course Description:

Students will participate in basketball, volleyball, flag football, soccer, badminton, floor hockey, softball, and tennis. Students will learn a variety of rules, skills, fundamentals and strategies in multiple team activities. Safety and sportsmanship will be emphasized. Fitnessgram

will be administered in pre- and post- test form.

SOPHOMORE PHYSICAL EDUCATION

Length: Semester and 1Q
Credit: 0.75 credits
Year: 10

Course Description:

Students will build upon the skills learned in freshman PE while transitioning to game play. Safety and sportsmanship will be emphasized. Fitnessgram will be administered in pre- and post-test form.

INDIVIDUAL SPORTS

Length: Year
Credit: 1 credit
Year: 11-12

Course Description:

Students will advance their skills and strategies in game play. Students will participate in badminton, pickle ball, tennis, bowling, golf, bean bags, and other individual sports. Students will be taught offensive and defensive strategies, complex drills, and score keeping. Safety and sportsmanship will be emphasized. Fitnessgram will be administered in pre- and post- test form.

TEAM SPORTS

Length: Year
Credit: 1 credit
Year: 11-12

Students will participate in flag football, soccer, volleyball, floor hockey, basketball, team handball, speedball, softball, and various other modified activities.

Course Description:

Students will be taught offensive and defensive strategies, advanced drills, officiating, score keeping, and coaching. Sports include: Football, Basketball, Soccer, Volleyball, Floor Hockey and Softball. Students will demonstrate prior knowledge and advance their skills and strategies in game situations. Safety and sportsmanship will be emphasized. Fitnessgram will be administered in pre- and post- test form.

STRENGTH AND CONDITIONING

Length: Year
Credit: 1 credit
Year: 11-12

Course Description:

Students will learn the function, location, and the proper means to develop various muscle groups in order to improve their overall fitness level. Students will learn and develop various cardiovascular training to improve cardiovascular performance. Proper safety, technique, and application of current principles of strength training and cardiovascular performance will be emphasized. Fitnessgram will be administered in pre- and post-test form.

LIFETIME FITNESS

Length: Year
Credit: 1 credit
Year: 11-12
Course Description:

This course consists of a variety of fitness activities such as; yoga, step aerobics, core training, kickboxing, HIIT routines, jump roping, and weight training. Students will establish personal fitness goals and monitor them to ensure success in maintaining a healthy lifestyle. Students will also examine the relationship between nutrition and health, achieving and maintaining a level of physical fitness for health and performance and demonstrating knowledge of fitness concepts. This course will include both physical and written assignments. Fitnessgram will be administered in pre- and post- test form.

PE LEADERSHIP I

Length: Year
Credit: 1 credit
Year: 11
Course Description:

Students will learn how to lead a PE class. They will learn skills and game play rules for activities played in 9th and 10th grades along with Adaptive PE. Students will participate in team building activities and learn to coach and officiate game play. Additionally, students will learn leadership and group management skills in order to be a positive role model. Students will learn how to adapt sports for students with special needs while building empathy and understanding towards emotional support of special needs students.

ADAPTIVE PHYSICAL EDUCATION

Length: Semester
Credit: 1 credit
Year: 9-12
Course Description:

The course is open to those students who require adaptations or modifications in their physical education program. Physical education activities pertinent to each individual's needs are planned and followed. Students may join general physical education classes as needs and activities dictate. The program is composed of activities, games, and sports suited to the interest and capabilities of the participant. Safety and sportsmanship will be emphasized.

HEALTH

Length: Semester
Credit: .5 credits
Year: 10
Course Description:

Health education is an extremely important aspect in the total educational growth of every student. Students are provided with the necessary information and skills needed to make healthful decisions about their mental, physical, and social well being. Students apply this information to their daily lives. Major topics of study include health and wellness, mental and emotional health, nutrition and fitness, body systems, health careers, human reproduction, STD's, drugs and alcohol, safety, CPR, and first aid. Students focus on decision making skills, refusal skills, understanding food labels, creating an exercise routine, and how to avoid unhealthful behaviors. Students are responsible for completing projects related to Nutrition on a Budget, Mental Health, and Personal Wellness Planning

The Crete-Monee High School Science Department seeks to guide students along their path to becoming informed citizens who are well versed in the methods and ideas of science. To achieve this mission, students will use scientific reasoning and inquiry-based investigating to solve problems. Students will use critical thinking skills to communicate effectively, to work collaboratively and to use technology to work towards the goals of becoming lifelong learners and functional citizens in a global environment.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
2080 *	Biology	1			✓	✓	
2090 *	Chemistry	1		✓	✓	✓	C average or better in Algebra I
2125 *	Earth and Space Science	1		✓	✓	✓	
2155 *	Physics First	1	✓				
2020 *	Biology (H)	1	✓				Test scores and/or department recommendations
2100 *	Chemistry (H)	1	✓	✓			C average or better in Algebra I (H) or B average in Algebra I
2170 *	Physics (H)	1			✓	✓	Passed Algebra II or department recommendation
PBI100	General Education Biology	1			✓	✓	Minimum of a 2.0 GPA and Placement into PSC ENG 099 or higher; placement into PSC MATH 091 or higher.
PCH105	Survey of General Chemistry	1			✓	✓	Placement in PSC MATH 094 or higher
2126	AP Environmental Science	1			✓	✓	
2175 *	AP Physics I	1			✓	✓	Passed Algebra II and concurrently enrolled in Geometry or higher, and/or department approval
2190	PLTW: Principles of Biomedical Science	1	✓	✓	✓	✓	Enrolled in both Math and Science
2191	PLTW: Human Body Systems	1		✓	✓	✓	
2192	PLTW: Medical Interventions	1			✓	✓	
2025	Exploring Food & Agriculture	1	✓	✓	✓	✓	
2026C or 2026S	Food Science	1		✓	✓	✓	Successful completion of Exploring Food & Agriculture

*These courses are NCAA approved

BIOLOGY

Length: Year
Credit: 1 credit
Year: 11-12

Course Description:

This laboratory course in life science challenges students to explore a broad range of topics and major themes centered on living organisms. Students will participate in laboratory investigations and develop a rich and full understanding of the inquiry process. Major topics of study will include biochemistry, cells, genetics, evolution, ecology, and classification. This course explains life from the microscopic level of cells to the interactions of populations and their environment.

BIOLOGY (H)

Length: Year
Credit: 1 credit
Year: 9

Course Description:

This life science laboratory course introduces students to all of the concepts found in Biology, but more in-depth. Through scientific inquiry, students will conduct research on a variety of biological topics. The course is organized around the following biological themes: evolution, diversity and unity of living things, genetic continuity of life, relationships between organisms and the environment, relationships between structure and function, and science as inquiry. Laboratory investigations will supplement class activities.

EARTH AND SPACE SCIENCE

Length: Year
Credit: 1 credit
Year: 10-12

Course Description:

How is life on earth affected by the universe around it? Why does our earth look so beautiful when seen from space? What is really down at the bottom of the ocean? Discovering new things about our earth has been the dream of scientists and explorers for centuries. Today it is your turn to continue that journey of discovery. In this course, you'll take a look at the sky above, the oceans below, and the rocks beneath our feet. Since the beginning of time, our earth has been changing. You'll discover that our earth is still changing, sometimes by natural forces and sometimes by the things that we humans do. What does not change, however, is the need to take good care of our planet. In this course, you will study the earth's structure, processes,

atmosphere, water, and astronomy. You will think like a scientist and perform scientific labs.

CHEMISTRY

Length: Year
Credit: 1 credit
Year: 10-12

Prerequisite: C or better in Algebra I

Course Description:

This course is an introduction to the study of matter with emphasis on present chemical theories regarding atomic structure, chemical bonding, chemical reaction, descriptive chemistry, acids and bases, gases, and thermo-chemistry. Laboratory investigations are an integral part of this course.

CHEMISTRY (H)

Length: Year
Credit: 1 credit
Year: 9-10

Prerequisite: C average or better in Algebra I (H) or B average in Algebra I

Course Description:

This is an accelerated course that includes the study of matter and changes in matter with emphasis on atomic structuring, descriptive chemistry, chemical bonding, energy changes, chemical reactions, acids and bases, redox reactions, gases, chemical equilibrium, organic chemistry, and electrochemistry. Laboratory investigations are an integral part of this course.

PHYSICS FIRST

Length: Year
Credit: 1 credit
Year: 9

Course Description:

This introductory course in classical physics is intended as the first course in the interconnected sequence of physics, chemistry, and biology. This course is designed for those students who plan on completing three or more years of science in high school. Physics First is lab-based and will help students implement mathematical applications as well as develop the skills needed to write quality lab reports. Topics include the study of motion, energy, waves, electricity, light, and magnetism. Algebra will be used frequently throughout this course.

PHYSICS (H)

Length: Year

Credit: 1 credit
Year: 11-12
Prerequisite: Enrollment in Algebra II or higher and/or department recommendation

Course Description:

This lab course has a lecture/discussion format with related laboratory experiences. Students will investigate the physical interrelationships between matter and energy with special attention to mechanics, dynamics, sound, light, electricity and wave phenomenon. Trig functions will be used in some of the problem-solving experiences. Calculators are an integral part of this course.

EXPLORING FOOD & AGRICULTURE

Length: Year
Credit: 1 credit
Year: 9-12

Course Description:

This course provides the opportunity to learn fundamental concepts in agriculture and to inform students about the industry that is so vital to society and to their future. Major units of instruction include an introduction to the agricultural industry, animal science, plant science, horticulture science, agribusiness, environmental science, agricultural mechanics, food science, and leadership and personal development. Participation in FFA student organization activities is an integral course component for leadership development, career exploration, and reinforcement of academic concepts. Participation in FFA is mandatory. Student can select if they would like this course to count toward a science or CTE credit.

FOOD SCIENCE

Length: Year
Credit: 1 credit
Year: 10-11
Prerequisite: Successful Completion of Exploring Food & Agriculture

Course Description:

This course provides learning experiences in Food Science and Safety which allow students to apply scientific knowledge and processes to practices used in the development and processing of food products. Issues of Food Science and Safety are examined from a scientific and technological perspective. Students critically analyze information to evaluate and draw conclusions on the appropriate use of technology to implement Food Science and Safety practices. Units of instruction include Food

Safety, Food Chemistry, Food Processing, Food Product Development, Food Selection, Consumer Health and Marketing. Careers to be examined include meat inspector, quality control technician, food processor, and sanitation supervisor. Students will use scientific and technological information about Food Science and Safety as a part of developing career and personal viewpoints on societal issues concerning the development and preservation of food products. 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. Participation is mandatory. This course can count as either a CTE credit or Science credit.

GENERAL EDUCATION BIOLOGY, PSC BIOL100

Length: Year
Credit: 1 credit
Year: 11-12
Prerequisite: Minimum of a 2.0 GPA and Placement into PSC ENG 099 or higher; placement into PSC MATH 091 or higher.

Course Description:

This dual credit college course is an introductory course designed to fulfill the general education requirement for life science with a laboratory. The course covers cell biology, genetics, evolution and diversity, plant and animal structure and functions, animal behavior, and ecology. Students may earn dual credit with PSC if they earn a C or better and are in their junior or senior year.

SURVEY OF GENERAL CHEMISTRY, PSC CHEM105

Length: Year
Credit: 1
Year: 11-12
Prerequisite: Placement in PSC MATH 094 or higher

Course Description:

This course includes the basic concepts of general chemistry such as nomenclature, mass relationships, solutions, acids and bases, and bonding. Students may earn dual credit with PSC if they earn a C or better and are in their junior or senior year.

AP PHYSICS I

Length: Year
Credit: 1

Year: 11-12

Prerequisite: Passed Algebra II and concurrently enrolled in Geometry or higher

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

AP Physics I is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. This course is math intensive, but also focuses on improving science reasoning skills, scientific inquiry, and other skills necessary to succeed in college science courses. AP Physics I may be taken as a first year physics course with teacher recommendations.

AP ENVIRONMENTAL SCIENCE

Length: Year

Credit: 1

Year: 11-12

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

This course provides students with the specific science principles, concepts, and methodologies required to understand the interrelationships of the natural world and to analyze environmental problems both natural and man-made. This course has several major themes: energy transfer, interactions between earth systems, and interactions between species and sustainability. Environmental science is interdisciplinary; it embraces a wide variety of topics from multiple departments. This course emphasizes the study of environmental issues from a sociological and political perspective.

Colleges and universities across the U.S. recognize and reward PLTW students for their great work with scholarships, admission preference, course credit, and more. Visit the PLTW Network webpage for the most up-to-date opportunities.

PLTW: PRINCIPLES OF BIOMEDICAL SCIENCE

Length: Year

Credit: 1

Year: 9-12

Prerequisite: Enrolled in both Math and Science

Course Description:

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

Colleges and universities across the U.S. recognize and reward PLTW students for their great work with scholarships, admission preference, course credit, and more. Visit the PLTW Network webpage for the most up-to-date opportunities.

PLTW: HUMAN BODY SYSTEMS

Length: Year

Credit: 1

Year: 10-12

Prerequisite: Enrolled in both Math and Science

Course Description:

In this lab-based course, students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. 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.

Colleges and universities across the U.S. recognize and reward PLTW students for their great work with scholarships, admission preference, course credit, and more. Visit the PLTW Network webpage for the most up-to-date opportunities.

PLTW: MEDICAL INTERVENTIONS

Length: Year


Credit: 1 credit

Year: 11-12

Prerequisite: Enrolled in both Math and Science

Course Description:

In this lab course, students follow the life of a fictitious family as they investigate how to prevent, diagnose, and



treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Colleges and universities across the U.S. recognize and reward PLTW students for their great work with scholarships, admission preference, course credit, and more. Visit the PLTW Network webpage for the most up-to-date opportunities.

The principal objectives of the Crete-Monee High School Social Science department is to educate our students about their roles and duties in our democratic republic and the impact our free and open society has on the rest of the world. We believe the aforementioned goals are best achieved through the significant examination of a myriad of political ideas, divergent philosophies, influential doctrines, prominent historical figures, and monumental events housed within the academic annals of history, geography, economics, political science, sociology, psychology, etc. Our classes have been established to foster and develop lifelong learners who can glean information from primary and secondary sources, different geopolitical perspectives, and opinions. At the summation of a student's educational path in the Social Sciences at Crete-Monee High School, our pupils will be able to critically evaluate information and develop and articulate conclusions from their interaction with the material. Through this emphasis, our students will be equipped as members of our society to positively impact the surrounding communities, our country, and the world.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
3020 *	Experiences in Social Studies	1	✓				
3055 *	World History	1		✓			
3090 *	U.S. History	1			✓		
3140 *	Psychology/Sociology	1			✓	✓	
3075 *	Economics/Government	1		✓	✓	✓	
3150	African-American History	1			✓	✓	
3200	Leadership Seminar	1			✓	✓	Successful application, interview process, 2.5 G.P.A. or higher, and teacher recommendation
3035 *	AP Human Geography	1		✓	✓	✓	Department recommendation
3110 *	AP U.S. History	1			✓		
3065 *	AP World History	1		✓	✓	✓	
3145 *	AP Psychology	1			✓	✓	
3080 *	AP Economics	1		✓	✓	✓	
3096 *	AP U.S. Government and Politics	1	✓	✓	✓	✓	
3151	AP African American Studies			✓	✓	✓	
3152	Law in American Society	1			✓	✓	
3030	Contemporary Global Issues	1		✓	✓	✓	
3031	Women's Studies	1		✓	✓	✓	

*These courses are NCAA approved

EXPERIENCES IN SOCIAL STUDIES

Length: Year
Credit: 1 credit
Year: 9

Course Description:

Semester 1: The first semester of this course is civics. Students who have enrolled this course will examine the fundamental components of civics in the United States of America. Through the study of civics students will further explore our government institutions housed within in our federal, state, and local governments. Students in this course will be required to discuss current and controversial political issues that are taking place in our system of government. Additionally, during the duration of the course students will be required to participate in service-learning activities and complete simulations of the democratic process. Students in this course will also be required to successfully complete the United States and Illinois Constitution tests. Successful completion of this course will fulfill the state of Illinois civics requirement.

Semester 2: During the second semester of the academic year, students participating in this course will learn about consumer economics. The consumer economics component of the course is designed to meet the state of Illinois consumer education requirement. Students in this course will learn about the basic components of financial literacy, budgeting, savings and investing, banking, State and federal income taxes, personal insurance policies and home ownership. Additionally, students in this course will learn about their roles as consumers in our mixed free enterprise system. Completion of this component of the course fulfills the state of Illinois consumer economics requirement.

AP U.S. GOVERNMENT AND POLITICS

Length: Year
Credit: 1 credit
Year: 9-12
Prerequisite: Department recommendation
Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

This course has been developed and designed to be the equivalent of a college survey course and prepare students for the A. P. United States Government and Politics exam. Throughout the academic year, students will examine the following topics: 1) the constitutional underpinnings of the

government, 2) political beliefs and behaviors, 3) political parties, interest groups, and mass media, 4) institutions of national government, 5) public policy, and 6) civil rights and civil liberties. Reading assignments will be substantial and writing assignments will require mastery of a myriad of primary and secondary sources. The course will include a required project in which students will explore how they can effect and are affected by, government and politics throughout their lives. This course fulfills the state of Illinois civics requirement.

AP HUMAN GEOGRAPHY

Length: Year
Credit: 1 credit
Year: 10-12
Prerequisite: Department recommendation
Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

This course has been developed and designed to be the equivalent of a college survey course and prepare the students for the A.P. Human Geography exam. The A.P. Human Geography course is designed to study the historical, sociological, economical, and political forces that have molded and shaped societies throughout the world. At the completion of the course students will understand: the study of human geography, research models used by geographers, the tools used by geographers, the relevance of technology to geography, and map interpretation. Reading assignments will be substantial and writing assignments will require mastery of a myriad of primary and secondary sources. Students will be required to complete a research paper.

WORLD HISTORY

Length: Year
Credit: 1 credit
Year: 10

Course Description:

World History students understand how past historical experiences influence the present. Students describe the significance of major people, places and events across cultures through history, the role of conflict in change and cross-cultural connections. Units of study include the classical era, the post-classical era, the early modern era, the industrial era and the post-modern era. Students research, write persuasive arguments, analyze primary documents and work cooperatively. They complete a major

project each unit.

AP WORLD HISTORY

Length: Year

Credit: 1 credit

Year: 10-12

Prerequisite: Department recommendation

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

This course has been developed and designed to be the equivalent of a college survey course and prepare students for the A.P. World History exam. Throughout the year of study, students will examine major developments in five eras, beginning with the dawn of history and ending with modern times. These developments will be analyzed through the lenses of five themes: 1) interaction between humans and the environment, 2) the development and interaction of cultures, 3) state-building, expansion, and conflict, 4) creation, expansion, and interaction of economic systems, and 5) the development and transformation of social structures. Reading assignments will be substantial and writing assignments will require mastery of a myriad of primary and secondary sources. Students are expected to display strong reading and composition skills. Students are required to complete a research paper.

U.S. HISTORY

Length: Year

Credit: 1 credit

Year: 11

Course Description:

In United States History students learn to become informed citizens and take an active role in their community and country. They examine the growth of the nation from Reconstruction to present day. In addition, students study international and civil conflicts and the relationship between citizens and their government. Students develop research, analytical reasoning and map skills as they develop a historian's vocabulary. They also learn to express themselves clearly and persuasively in oral and written forms. Our goal for our students is that they fulfill Jefferson's and King's dream of creating a democratic society with well informed citizens taking part in the political decision making process.

AP U.S. HISTORY

Length: Year

Credit: 1 credit

Year: 11

Prerequisite: Department recommendation

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

Students trace developments in the United States from pre-Columbian societies to the present. They interpret documents and historical sources and use a significant body of factual information to critically evaluate and analyze topics and write thoughtful essays. Students complete reading and writing assignments nightly, including weekends and vacations. They explore significant issues in United States history, developing ideas about the relationships between events and critiquing them with the class. This course is designed to prepare students to take the Advanced Placement U.S. History exam and is equivalent to an introductory college level U.S. History class.

AFRICAN-AMERICAN HISTORY

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: None

Course Description:

This course examines the history and culture of African Americans in the United States, from their roots in West Africa through the present day. The course will analyze the American experience through the lens of African Americans including an analysis of the unique historical, cultural, and social developments of African Americans from the arrival of African slaves to the present day. Students will study the progression of black political and social thought, engagement and protest, and the struggle to enact change through the study of major figures in African American history. Reading assignments will be substantial and writing assignments will require mastery of a myriad of primary and secondary sources. This is a blended learning course which will consist of in and out of classroom learning experiences which will include an online component of the coursework to be completed away from the instructor.

AP AFRICAN AMERICAN STUDIES

Length: Year

Credit: 1 credit

Year: 10-12

Course Description:

This course is an introduction to African American studies.

Students will explore a variety of fields - literature, the arts and humanities, political science, geography, and science, to explore the vital contributions and experiences of African Americans.

LAW IN AMERICAN SOCIETY

Length: Year
Credit: 1 credit
Year: 11-12

Course Description:

This course will examine the history of law as part of U.S. society and include the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, juvenile law, and equity. This course will also cover the workings of the legal system. This is a blended learning course.

CONTEMPORARY GLOBAL ISSUES

Length: Year
Credit: 1 credit
Year: 10-12

Course Description:

This course enables students to study political, economic, and social issues facing the world. This course focuses on current issues, examines selected issues throughout the 20th century and looks at historical causes or possible solutions. This is a blended learning course.

WOMEN'S STUDIES

Length: Year
Credit: 1 credit
Year: 10-12

Course Description:

This course will focus on women's history beginning in the ancient world and continuing into modern times. The different areas of women's rights and power will be discussed, including political roles, economic roles, education rights, media representation, societal roles, and marriage/child-rearing. This course will focus on women's history and roles in each major world location, including Asia, the Americas, Africa, and Europe. Students will engage in research projects, debate issues, and analyze primary sources.

PSYCHOLOGY/SOCIOLOGY

Length: Year
Credit: 1 credit
Year: 11-12

Course Description:

Semester 1: Students examine the ways we as humans function mentally as revealed through varied psychological perspectives. Students gain an understanding of what psychologists do as they gain knowledge about different psychological methods used to understand learning, memory, personality theories, and mental health. In this process, they develop their research, writing, and critical analysis skills. During the semester, they will complete a research paper on a topic of their interest. The course prepares students for a collegiate level introductory psychology course.

Semester 2: The study of sociology involves interpreting and analyzing the factors and forces operating in society. Emphasis will be placed on the process of socialization, culture, social interaction, and organization, as well as a focus on social institutions and societal problems. In addition to the course textbook, students will be assigned outside readings on the units being taught. Students will also be required to conduct a research project in an area of interest so independence in research skills is expected.

ECONOMICS/GOVERNMENT

Length: Year
Credit: 1 credit
Year: 12

Course Description:

Semester 1: Students learn how economic concepts influence and shape their lives and the world around them. Major topics addressed include the fundamentals of microeconomics and macroeconomics, and a comparative analysis of economic systems and financial literacy. Students think critically and read and interpret charts and graphs, as well as textual material. They apply their knowledge to real life situations. Completion of this course satisfies the state requirement for a quarter of consumer economics.

Semester 2: Students gain knowledge about the purpose and function of American government at the national, state and local levels. As they gain an understanding of governmental processes set forward in the United States and Illinois Constitutions, students address such issues as the influence of lobbyists, integrity in politics and de facto segregation. Students learn about responsible citizenship through interaction with local politicians, news articles, editorials and political cartoons. Students will analyze the principles of representative government, the Constitutions

of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently relate in actual practice in the world. The United States and Illinois Constitution tests will be given during this course. Passing these tests is required by the State of Illinois in order to graduate. Passing this semester also fulfills the state of Illinois' civics requirement.

AP PSYCHOLOGY

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Department recommendation

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

Advanced Placement (AP) Psychology is designed to provide an overview to the scientific study of the behavior and mental processes of human beings. The AP Psychology course is divided into nine separate content areas which students will be exposed to throughout the academic year. The content areas include but are not limited to: states of consciousness, learning, cognition, psychological disorders, motivation, and emotion. The class is rigorous and students are required to have advanced reading and writing skills. Students will be required to complete reading and writing assignments nightly, including weekends and vacations. The course is designed to prepare students to take the AP Psychology exam and is equivalent to an introductory college level Psychology class.

LEADERSHIP SEMINAR

Length: Year

Credit: 1

Year: 11-12

Prerequisite: Successful application, interview process, 2.5 GPA, and teacher recommendation

Additional: Please note that this class will meet in August. Students are required to attend every meeting. Failure to attend will result in immediate removal from the program.

Course Description:

In our ever changing global society, there is a critical need for leaders within organizations across the landscape. This course is designed to develop and harness a student's

ability to lead heterogeneous groups in our society.

Students in this course will be exposed to leadership styles, team building activities, and communication techniques employed by high performing individuals. Students will be required to read, write, and communicate about selections in the area of leadership development. Students in this course will be charged with applying their critical thinking skills to a number of real world problems that impact our society and school community. At the completion of this course, students will be exposed to and have partaken in activities which foster teamwork, critical thinking, time management, conflict resolution, and public speaking. Students will also have a better understanding of their leadership style and how to continue their growth and personal development. Additionally, students in this class will be required to be Ignition mentors and actively participate in all components of the Ignition program. Involvement in this program will require students to participate in activities outside of the school day. Students will also need to complete 16 service hours throughout the school year. This class is offered to junior and senior students via an application and interview process. Students must maintain a GPA of 2.5 or higher to be enrolled in this course. Failure to do so will result in removal from the program at the semester. Students in this course are mentors and role models. **Failure to abide by the rules listed in the handbook will result in removal from the program.**

AP ECONOMICS

Length: Year

Credit: 1

Year: 10-12

Prerequisite: Department recommendation

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

The AP Program offers two courses in economics: AP Microeconomics and AP Macroeconomics. Each course corresponds to one semester of a typical introductory college course in economics. AP Microeconomics introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. AP Macroeconomics introduces students to the principles

that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. In each course, students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students should be able to read a college-level textbook and possess basic mathematics and graphing skills. After the AP exam, students will complete a financial literacy unit covering topics such as banking, credit and debt, income taxes, and budgeting. This course satisfies the Illinois state requirement for consumer economics.

world language *department*

The mission of the Crete-Monee High School World Language Department is to enable students to communicate proficiently in another language, to understand the culture of the language they are learning, to see the connections between the new language and other disciplines and to appreciate what it means to be a part of a global community.

COURSE OFFERINGS			YEAR				PREREQUISITE
NUMBER	TITLE	CREDIT	9	10	11	12	
4050 *	Spanish I	1	✓	✓	✓	✓	
4070 *	Spanish II	1	✓	✓	✓	✓	Successful completion of Spanish I
4075 *	Spanish III (H)	1		✓	✓	✓	Successful completion of Spanish II
4090 *	AP Spanish Language and Culture	1			✓	✓	Successful completion of Spanish III (H)
4095	Heritage Spanish I	1	✓	✓	✓	✓	Native speaker
4096	Heritage Spanish II	1		✓	✓	✓	Successful completion of Heritage Spanish I
4100	American Sign Language I	1	✓	✓	✓	✓	
4101	American Sign Language II	1		✓	✓	✓	Successful completion of ASL I

*These courses are NCAA approved

SPANISH I

Length: Year
Credit: 1 credit
Year: 9-12

Course Description:

This introductory course is designed for students with little or no previous study of Spanish. This course teaches basic language patterns and vocabulary. The focus is on all four language skills: reading, writing, speaking, and listening, as well as the culture of the Spanish-speaking world. Each unit will cover the vocabulary of a specific theme and grammar concepts appropriate to level one. As students progress through each unit, they will build upon previously learned material.

SPANISH II

Length: Year
Credit: 1 credit
Year: 9-12

Prerequisite: Successful completion of Spanish I

Course Description:

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept with reading, writing, speaking and listening activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the concepts presented in each unit.

SPANISH III (H)

Length: Year
Credit: 1 credit
Year: 10-12

Prerequisite: Successful completion of Spanish II

Course Description:

Students continue to develop their proficiency in reading, writing, speaking, and listening within an authentic cultural context. Students will understand oral and written messages in the target language and will make level-appropriate oral and written presentations. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. This class is taught in 90% of the target

language.

AP SPANISH LANGUAGE AND CULTURE

Length: Year
Credit: 1 credit
Year: 11-12

Prerequisite: Successful completion of Spanish III (H)

Additional: All AP students are expected to take the AP exam in the spring.

Course Description:

This course is designed to prepare students for the AP Spanish Language and Culture exam. Students continue to work to develop their competence in Spanish across the four modes of communication: reading, writing, listening and speaking in the target language within the context of the six AP themes: Families and Communities, Science and Technology, Global Challenges, Contemporary Life, Personal and Public Identities, and Beauty and Aesthetics. Performance-based assessments provide the students the opportunity to use the language independently in familiar and unfamiliar contexts. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print and audio-visual sources, literary works, and class discussions. Students will research a variety of cultural topics and facilitate in-class discussions. The expectation is that communication in the classroom takes place in Spanish.

HERITAGE SPANISH I

Length: Year
Credit: 1 credit
Year: 9-12

Prerequisite: Native speaker of the language

Course Description:

The focus of the Heritage Spanish I course is to improve written and oral communication in Spanish, to enhance Spanish reading comprehension and analytical skills, to build on students' historical and literary knowledge of the Hispanic cultures and traditions around the world, and to prepare students to use their bilingual ability in professional settings. Grammar studies will include work on accents, punctuation, spelling, tense usage, and sentence structure in Spanish.

HERITAGE SPANISH II

Length: Year
Credit: 1 credit

Year: 10-12

Prerequisite: Native speaker of the language and successful completion of Heritage Span. I

Course Description:

The focus of the Heritage Spanish II course is to build upon Heritage Spanish I: to improve written and oral communication in Spanish, to enhance Spanish reading comprehension and analytical skills, to build on students' historical and literary knowledge of the Hispanic cultures and traditions around the world, and to prepare students to use their bilingual ability in professional settings. Grammar studies will include work on accents, punctuation, spelling, tense usage and sentence structure in Spanish.

AMERICAN SIGN LANGUAGE I

Length: Year

Credit: 1 credit

Year: 9-12

Course Description:

This course is an introduction to sign language. Students will use the language in practiced, familiar, and real-world contexts. The course will focus on vocabulary, basic grammatical structures, and cultural insights needed to effectively serve the ASL using community. This course is taught virtually by an instructor.

AMERICAN SIGN LANGUAGE II

Length: Year

Credit: 1 credit

Year: 10-12

Prerequisite: Successful Completion of ASL I

Course Description:

In American Sign Language II, students continue to develop communicative skills. The major emphasis is on developing receptive and productive language skills. Expansion of vocabulary and grammatical structure continues, and further exploration of the ASL community will be addressed and explored. This course may be taught virtually by an instructor.

special education *department*

NUMBER	TITLE	CREDIT	9	10	11	12	PREREQUISITE
8002	Algebra	1	✓	✓			Classification and Admin Approval
8010	Geometry	1		✓			
8020	Algebra II	1			✓	✓	
8025	Business Math	1				✓	
8100	Economics/Government	1			✓		
8110	Experiences in Social Studies	1	✓				
8120	World History	1		✓			
8130	US History	1			✓		
8210	Freshman English	1	✓				
8220	Sophomore English	1		✓			
8230	Junior English	1			✓		
8240	Senior English	1				✓	
8300	Biology	1			✓		
8301	Physics First	1	✓				
8310	Earth and Space Science	1			✓	✓	
8320	Chemistry	1		✓			
8350/8360	Resource	1	✓	✓	✓	✓	
8620	Transitional Employment Program (TEP)	1			✓	✓	
8400	Health	.5	✓	✓	✓	✓	
8410	Driver Education	.5		✓	✓	✓	
8420	Intro to Public Transportation	.5	✓	✓	✓	✓	
8232	Keyboarding and Computer Applications	1	✓	✓	✓	✓	
8234	Small Business Management	1		✓	✓	✓	
8214	Skills for Independent Living	1			✓	✓	
8236	Career Exploration	1			✓	✓	
8600	Independent Living I	1		✓	✓	✓	
8216	Independent Living II	1			✓	✓	
8245	Transitional Work Skills	.5	✓	✓	✓	✓	
8630	Multi-Needs Language Arts I	1	✓				
8631	Multi-Needs Language Arts II	1		✓			
8632	Multi-Needs Language Arts III	1			✓		
8633	Multi-Needs Language Arts IV	1				✓	
8650	Multi-Needs Science I	1	✓				
8651	Multi-Needs Science II	1		✓			
8652	Multi-Needs Science III	1			✓		
8653	Multi-Needs Science IV	1				✓	
8660	Multi-Needs Social Science I	1	✓				
8661	Multi-Needs Social Science II	1		✓			
8662	Multi-Needs Social Science III	1			✓		
8663	Multi-Needs Social Science IV	1				✓	
8670	Multi-Needs Life Skills Math I	1	✓				
8671	Multi-Needs Life Skills Math II	1		✓			
8672	Multi-Needs Life Skills Math III	1			✓		
8673	Multi-Needs Life Skills Math IV	1				✓	
8680	Adaptive Physical Education	1	✓	✓	✓	✓	

The mission of the CMHS Special Education Department is to promote and support the creation of an innovative educational environment where students with disabilities have equal access to educational opportunities and a school environment where all students are encouraged to reach their full potential.

Students are placed into Special Education classes after being determined eligible for services through psychological evaluation, professional staffing, and the development of an Individualized Education Program (IEP). A continuum of services is offered ranging from consultative to instructional levels. In addition, classified students are given an opportunity to gain personalized instruction to assist them in passing their regular high school courses or to receive remediation in their areas of assessed deficiencies via the Resource class. This is a graded, credit-bearing class that is scheduled every period of the school day.

To maximize the time allotted in the school day, instruction will be multidimensional. The curriculum will mirror that of the departmentalized special education program at Crete-Monee High School. The primary focus will be on the academic areas of English, Science, Math and History. Additional course work in the areas of Driver's Education and other selected topics will be provided based on student needs as determined by transcript review. Those students who have fallen behind in credits required for high school graduation will be given an opportunity to complete this course work via internet and correspondence classes. Academic credit will also be assigned to those students holding employment as part of the high school Work Studies Program.

In addition, the Multi-Needs Program is available for high school aged students who are diagnosed within the trainable to Intellectually Disabled range and/or whose limitations are primarily due to pervasive developmental disorders and autism. Students may also exhibit physical, vision, and/or hearing disabilities. Multi-Needs Program provides an environment where students can demonstrate their potential in the areas of communication, socialization, daily living skills, mobility, and pre-vocational activities.

MATH COURSES

ALGEBRA

Length: Year

Credit: 1 credit

Prerequisite: Classification and Administrative Approval

Course Description:

Semester 1: This course covers important topics in Algebra. Topics include expressions, equations, inequalities, linear functions, and systems of equations. A graphing calculator is required in this course.

Semester 2: Topics include exponents, quadratic functions, polynomial expressions, radical and rational expressions, probability and statistics. A graphing calculator is required in this course.

GEOMETRY

Length: Year

Credit: 1 credit

Prerequisite: Classification and Administrative Approval

Course Description:

Plane Geometry is the study of points, lines, planes, and figures. These geometric principles will be developed through discovery lessons and context based problem-solving while continuing to integrate other areas of mathematics.

ALGEBRA II

Length: Year

Credit: 1 credit

Prerequisite: Classification and Administrative Approval

Course Description:

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties.

BUSINESS MATH

Length: Year

Credit: 1 credit

Prerequisite: Classification and Administrative Approval

Course Description:

Business Math with Algebra allows students to apply algebra concepts to a variety of business and financial situations. This course reinforces general math topics (e.g., arithmetic, measurement, statistics, ratio and

proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include income, wages, hourly rates, payroll deductions, insurance, credit, banking, taxation, stocks and bonds, finance, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest. A scientific calculator is required for all math classes; however a TI83+ or TI84+ graphing calculator is highly recommended.

SOCIAL STUDIES COURSES

EXPERIENCES IN SOCIAL STUDIES

Length: Year
Credit: 1 credit
Prerequisite: Classification and Administrative Approval

Course Description:

The civics component of the Experiencing Social Science course will be administered to our students in the first semester of the academic year. Students who have enrolled in this course will examine the fundamental components of civics in the United States of America. Through the study of civics, students will further explore our government institutions housed within in our federal, state, and local governments. Students in this course will discuss current and controversial political issues that are taking place in our system of government. Additionally, during the duration of the course students will be required to participate in service-learning activities and complete simulations of the democratic process. Students in this course will also be required to successfully complete the United States and Illinois Constitution tests. Successful completion of this course will fulfill the state of Illinois civics requirement.

During the second semester of the academic year, students participating in this course will learn about the geography of our world and sociological issues found within our societies. In the geography component of the second-semester, students will be required to examine how the topography, history, the local economies and political forces have shaped societies throughout the world. At the completion of the geography portion of the course, students will delve deeper into the sociological forces found in our societies. Students will be required to further

examine the process of socialization and how culture is developed in our societies. Emphasis will be placed on social institutions and societal problems found throughout our global society.

WORLD HISTORY

Length: Year
Credit: 1 credit
Prerequisite: Classification and Administrative Approval

Course Description:

This World History course is the study of important people, places, and events of the world. Students taking this course will be shown the connections that exist between past, present, and future events. The course is designed to show how all nations are related to one another and the fact that world history is still being written. The students will also be exposed to how the world came to be the way it is today. The class will focus on the rise and fall of many nations, the ideas of the great thinkers, and the incredible richness of many cultures. Besides history, the course will acquaint the students with the impact geography has had on the history of nations and how scientific discoveries have affected the world as a whole.

UNITED STATES HISTORY

Length: Year
Credit: 1 credit
Prerequisite: Classification and Administrative Approval

Course Description:

This course will focus on the history of the United States from exploration through World War II. Students will analyze events, historical figures, and movements that shaped the history of the United States. The United States and Illinois Constitution test, which must be passed according to Illinois State Law, will be given during this course where deemed warranted.

ECONOMICS/GOVERNMENT

Length: Year
Credit: 1 credit
Prerequisite: Classification and Administrative Approval

Course Description:

Semester 1: Students learn how economic concepts

influence and shape their lives and the world around them. Major topics addressed include the fundamentals of microeconomics and macroeconomics, and a comparative analysis of economic systems. Students think critically and read and interpret charts and graphs, as well as textual material. They apply their knowledge to real life situations. Completion of this course satisfies the state requirement for a quarter of consumer economics.

Semester 2: Students gain knowledge about the purpose and function of American government at the national, state and local levels. As they gain an understanding of governmental processes set forward in the United States and Illinois Constitutions, students address such issues as the influence of lobbyists, integrity in politics and de facto segregation. Students learn about responsible citizenship through interaction with local politicians, news articles, editorials and political cartoons. The United States and Illinois Constitution tests will be given during this course. Passing these tests is required by the State of Illinois in order to graduate. Passing this semester also fulfills the state of Illinois' civics requirement.

ENGLISH COURSES

FRESHMAN ENGLISH

Length: Year
Credit: 1 credit
Prerequisite: Classification and Administrative Approval

Course Description:

This course is designed to help strengthen the basic language arts and reading skills needed for independent living. Oral and written communication are covered including developmental reading, functional reading, writing of simple sentences and short paragraphs, mastery of simple comprehension skills, listening comprehension for instruction and stories, library usage, and an introduction to letter writing skills.

SOPHOMORE ENGLISH

Length: Year
Credit: 1 credit
Prerequisite: Classification and Administrative Approval

Course Description:

This course is designed to further strengthen the basic language arts and reading skills needed for independent

living. Oral and written communications are covered including developmental reading; functional reading; writing of simple sentences, paragraphs, and short essays; mastery of simple comprehension skills; listening comprehension for instruction and stories; and library usage.

JUNIOR ENGLISH

Length: Year
Credit: 1 credit
Prerequisite: Classification and Administrative Approval

Course Description:

This course is designed as a continuation of English Skills II; basic language arts and reading skills will again be emphasized. Writing and various types of reports will be explored in greater detail. Individual improvement in the areas of functional reading, writing, spelling, and basic vocabulary will be a requirement for successful completion of this course.

SENIOR ENGLISH

Length: Year
Credit: 1 credit
Prerequisite: Classification and Administrative Approval

Course Description:

This course will continue to reinforce knowledge and skills gained in English III, with the primary emphasis on reading and writing. Students will read short stories, novels, and poems. Students will review spelling and grammar. The students will develop research skills and present material through presentations, group discussions, written assignments, and a research paper.

SCIENCE COURSES

PHYSICS FIRST

Length: Year
Credit: 1 credit
Prerequisite: Classification and Administrative Approval

Course Description:

This introductory course in classical physics is intended as the first course in the interconnected sequence of physics, chemistry, and biology. This course is designed for those students who plan on completing three or more years of science in high school. Physics First is lab-based and

will help students implement mathematical applications as well as develop the skills needed to write quality lab reports. Topics include the study of motion, energy, waves, electricity, light, and magnetism. Algebra will be used frequently throughout this course.

BIOLOGY

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

This course can be considered as a science requirement for graduation. It will introduce students to the basic concepts of life processes of plants and animals and the structure, function, and interrelationships among living things. Topics covered include cells, classifications, human biology, environmental issues, and lab skills.

EARTH AND SPACE SCIENCE

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

This course will focus on the study of the earth and all of its elements. Students will study various characteristics that make earth unique in our solar system. Students will also learn how objectives and phenomena of the universe affect the way we live on the planet.

CHEMISTRY

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

This course is an introduction to the study of matter with emphasis on present chemical theories regarding atomic structure, chemical bonding, chemical reactions, descriptive chemistry, acids and bases, chemical equilibrium, gases, and nuclear activity. Laboratory investigations are an integral part of this course and will include the development of lab skills, application of the scientific method, application and interpretation of data to everyday situations, and completion of written lab reports.

HEALTH

Length: Semester

Credit: .5 credits

Prerequisite: Classification and
Administrative Approval

Course Description:

This course will cover the major units found in the regular education Health outline but will not explore them in as much detail. Units covered in this course are mental health, safety, first aid, communicable diseases, old age, death, sexuality, ecology, drugs, and alcohol. In addition, students will be provided with information related to differential diagnosis of learning difficulties and become familiarized with the IEP process.

DRIVER EDUCATION

Length: Semester

Credit: .5 credits

Prerequisites:

Driver Education is open to sophomores, juniors, or seniors who meet the requirements specified in the course description of Drivers Education. A student who successfully completes the course is eligible to obtain a Graduated Illinois Drivers License upon reaching age 16. All students must complete Driver Education prior to graduation, but no credits will be awarded for passing the course.

1. The State of Illinois requires that each student pass at least eight courses during the previous two semesters before enrolling in Driver Education. Any student who does not meet this requirement is not eligible to take this course.
2. Any Crete-Monee High School student enrolling in a private driving school must also meet the academic requirements before doing so. An eligibility form must be completed and signed by the Crete-Monee Guidance or Driver Education Staff.
3. To be eligible for first semester, a student must have been born on or before March 31, 2000. All other sophomores will be registered for second semester.

Course Description:

Classroom (required for graduation):
Students will be taught the basic rules and laws of driving. Other areas being covered are pre-driving habits, basic car controls and maneuvers, visual skills for driving, decision-making skills, and general information in driving in urban, rural, and expressway areas. Adverse conditions, emergency procedures, physical and emotional effects of driving, driving under the influence, basic maintenance

of a car, and types of car insurance will also be covered. Students must complete 30 hours of classroom to be credited. A student who is absent six times will be dropped from the course.

Behind-the-Wheel (this portion is optional):

Understanding of the car controls, driving maneuvers, parking, city, rural, and expressway driving and a driving test will be given in a six-hour program. A Learner's Permit is required to be enrolled in this portion of the program. To receive a Learner's Permit a student will need the following:

1. Behind-the-Wheel fee paid or waived to the school
2. Social security card and official birth certificate
3. Parent permission (on application form)
4. Pass State of Illinois written and vision tests at any Illinois State examining station

INTRODUCTION TO PUBLIC TRANSPORTATION

Length: Semester

Credit: .5 credits

Prerequisite: Classification and Administrative Approval

Course Description:

This course will teach students how to use Public Transportation effectively. The course will inform students what type of Public Transportation methods there are in the area where they live and how to contact them for information, schedules and rates. The course will cover the following areas of Public Transportation: Bus, Train, Taxi and voluntary local support groups. The course will also inform students how to read schedules, figure out rates, and safety precautions to take on Public Transportation. The student may experience (with a possible field trip) a pre-planned supervised trip to a certain destination using Public Transportation and the information covered in class.

ELECTIVE COURSES

KEYBOARDING AND COMPUTER APPLICATIONS

Length: Year

Credit: 1 credit

Year: 9-12

Prerequisite: Classification and Administrative Approval

Course Description:

This course is designed to enable students to develop basic computer skills essential in today's workplace and their personal lives. Topics will include keyboarding skills and learning the basics of formatting and editing using the Microsoft Office Suite. Students will produce documents such as personal and business letters, emails, tables and outlines. Google Docs and the use of graphics, organizing data and shortcuts will also be introduced. This class will help to increase the students' computer skills for class work and help to prepare the students for post-secondary education and employment.

SKILLS FOR INDEPENDENT LIVING

Length: Year

Credit: 1 credit

Year: 11-12

Prerequisite: Classification and Administrative Approval

Course Description:

This course is offered to students that are entering the competitive workforce upon graduation from CMHS. The course will focus on developing social and functional skills to prepare the student to become a successful member of society. Topics will include securing employment and the skills and responsibilities necessary to a positive employment experience. Students will explore community resources including medical care, housing and transportation options. The course will also include a study of money management, nutrition, and food preparation.

RESOURCE

Length: Semester

Credit: .5

Prerequisite: Classification and Administrative Approval

Course Description:

Resource rooms are classrooms where a special education teacher instructs and assists students identified with a disability. These classrooms are staffed by special education teachers. Mainstreaming in education typically includes these services to students with special needs. These students require special instruction in an individualized or small group setting for a portion of the day. Individual needs are supported in resource rooms as defined by the student's Individualized Education Program (IEP). Special education teachers in a resource room focus

on particular goals as mandated by and IEP and remediate general education curriculum. Our programs emphasize the development of executive skills, including homework completion and behavior.

INDEPENDENT LIVING I

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

This course is the first course in a series of two courses that helps to prepare students for post-secondary living. The focus of the course is on pre-vocational and functional skills. Students will practice skills such as: time on task, task completion, cooking, money, personal hygiene, and social skills.

INDEPENDENT LIVING II

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

This course is the second course in the Independent Living series. It prepares students for post-secondary living. Topics covered include pre-vocational training and functional skills such as cooking, care for personal space, household duties, social skills training, interpersonal skills, and community outings such as shopping, recreational and leisure, and social experiences.

TRANSITIONAL EDUCATION PROGRAM

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

The transitional education program is designed to assist students to achieve their maximum potential by preparing them for attainable career goals. It is a vocational training program that prepares students to transition to employment or community participation through a variety of supervised work experiences in the school and in the community. This program enhances students' ability to work independently by developing the desirable work habits, social and personal skills needed to maintain successful employment. Skills include filling out job applications, completing job checklists, and following written and verbal directions. Students also learn to cook a basic meal from a recipe,

care for personal space and perform household duties. Community outings are also fundamental in building social and communication skills. Students who work outside school have staff supervision in community-integrated work environments such as Governor's State University, Crete Library, and various work sites.

TRANSITIONAL WORK SKILLS

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

The Transitional Work Skills, STEP (Secondary Transition Education Program), is offered to junior and senior students in conjunction with the Department of Human Services. It affords students the opportunity to work within a school setting to achieve work related skills. The program is designed to promote a successful transition from high school to post-secondary education or employment.

SMALL BUSINESS MANAGEMENT

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

This course is designed to provide an overview of business and the environment in which it operates. The topics studied include organization of business, business environment, management of employees, marketing, financial management, information for business strategy, and special topics. This course also identifies management concerns unique to small businesses, introduces the requirements necessary to initiate a small business, and identifies the elements comprising a business plan. This course fulfills the State of Illinois' Consumer Economics graduation requirement.

CAREER EXPLORATION

Length: Year

Credit: 1 credit

Year: 11-12

Course Description:

This course helps students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. This course covers such topics as career planning and selection, money management, communication skills,

interpersonal business relationships and behaviors, and personal responsibility. This course also exposes students to various sources of information on career and training options.

MULTI-NEEDS LANGUAGE ARTS I-IV

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

This course covers reading and writing skills tailored to the level of the student. Reading skills covered include comprehension, making predictions, and analyzing reading materials. Writing skills include writing to communicate, printing name and personal information, and forming sentences.

MULTI-NEEDS SCIENCE I-IV

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

Topics studied include health, the human body, recording data, weather patterns, and using technology for our benefit.

MULTI-NEEDS SOCIAL SCIENCE I-IV

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

Social science skills include current events, events of historical importance, the U.S Constitution and government, working as a group, participation in group discussions, and listening skills.

MULTI-NEEDS MATH I-II

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

This course focuses on functional math needed for daily living and employment. Students in this course will be able to compute through addition, subtraction and

multiplication multi-digit numbers with regrouping, tell time to the minute and solve elapsed time problems to 5 minutes, identify currency by name and value, count coins to 99 cents, count bills to 100 dollars, make purchases, determine if stated amount is enough to make purchase, compare amounts, and begin check writing skills.

MULTI-NEEDS MATH III-IV

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

These courses focus on functional math skills needed for daily living and employment. Students will work with basic math operations using the assistance of manipulatives and perform basic functional living skills such as telling time, money management, measurement, schedules, and consumer math.

ADAPTIVE PHYSICAL EDUCATION

Length: Year

Credit: 1 credit

Prerequisite: Classification and
Administrative Approval

Course Description:

The course is open to those students who require adaptations or modifications in their physical education program. Physical education activities pertinent to each individual's needs are planned and followed. Students may join general physical education classes as needs and activities dictate. The program is composed of activities, games, and sports suited to the interest and capabilities of the participant. Safety and sportsmanship will be emphasized.

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PROGRAM DESCRIPTION

KACC in Bourbonnais, IL offers a variety of career and technical education courses for junior and senior students who have exhibited both good attendance and appropriate behavior their freshman and sophomore years and who are on track to graduate. CMHS students are eligible to enroll in a 2-year program beginning their junior year. CMHS students attend Session 3 from 12:55 to 2:40pm. CMHS provides bus transportation to and from KACC. Upon their return to CMHS, the 4:00pm bus will be available Monday through Thursday to take students home. On Fridays, the KACC bus will take students directly home with a stop at the high school. KACC education is paid for by District 201-U and supplies or additional costs for a specific course are to be paid by the student.

The underlying function of the Career Center is to prepare students to select viable career paths and obtain the training and skills essential for continuing education and/or the job market. KACC's vocational education courses teach students to be productive and adapt to a rapidly changing workplace by teaching many transitional and employability skills. These skills are taught in all courses and include:

- Reading, writing, and understanding technical material
- Applying technical math and the ability to problem solve
- Understanding occupational safety
- Exhibiting dependability
- Following rules and regulations
- Demonstrating punctuality
- Exhibiting loyalty and pride
- Utilizing equipment properly
- Complying with health and safety regulations
- Using correct grammar
- Writing legibly
- Listening attentively
- Using job-related terminology
- Identifying job communication
- Utilizing computer skills
- Asking questions
- Preparing written communication
- Speaking effectively with others
- Performing math skills
- Adapting to change

- Communicating on the job
- Maintaining good working relationships
- Assuming job responsibilities
- Maintaining a good business-like image

The following courses are offered through KACC:

- Automotive Technology
- Certified Nursing Assistant (CNA) Training
- Computer Technology
- Construction Technology
- Cosmetology
- Drafting & 3D Design
- Early Childhood Education & Preschool Lab
- Fire & Rescue
- Law Enforcement
- Medical Terminology & Skill Development
- Multimedia Video Production
- Welding Technology

COURSE DESCRIPTIONS

See KACC website (www.kacc-il.org) for the most up-to-date information.

AUTOMOTIVE TECHNOLOGY

In KACC's Automotive Technology program, students will learn how to verify customer concerns, diagnose problems, and properly repair vehicles. Students will learn the simple skills like oil changes and light repairs to the more complicated areas or electronic diagnosis and drivability.

KACC Auto Technology students are able to take what they learn in the classroom setting right into the full-service Automotive Lab, experiencing the day-to-day responsibilities of a technician. Students also learn about computer-based shop manuals and critical thinking, as well as traditional mechanical skills. Class time is approximately 50% in the classroom and 50% in the full-service auto shop.

Dual Credit Opportunities: Following the successful completion of two years in KACC's Automotive Technology program, students have the potential to earn 3 dual credits from Prairie State in AUTO101: Basic Automobile Service & Systems.

Required/Recommended Tools and Supplies:

- Appropriate shoes/boots
- Appropriate clothing; i.e. long

- pants, etc. (NO SHORTS)
- Safety glasses (first pair provided by KACC)
- Tire pressure gauge
- Tread-depth gauge

Additional costs: \$30 class fee

CERTIFIED NURSING ASSISTANT (CNA) TRAINING

Students enrolled in the CNA Training program at KACC can become a CNA (Certified Nursing Assistant). The CNA program at KACC is taught by Registered Nurses (RNs) who are certified to teach the CNA program through the Illinois Department of Public Health.

In this program, students learn basic nursing skills such as vital signs, nutrition, rehabilitation, and patient care to prepare them for continued education at the collegiate level, including 2-year and 4-year programs at the university level in the healthcare field including:

- LPN
- RN
- Medical Technologist
- Radiology
- EMT-Basic
- Physical Therapy
- Respirational Therapy
- Occupational Therapy
- Physical Therapy
- Pre-Med

Industry-Standard Certifications

- Certified Nurse Assistant Certification. This certification is issued by the Illinois Department of Public Health. Students who meet IDPH and KACC Guidelines and maintain an 80% test score average may sit for the certification exam.
- American Heart Association C.P.R. Certification: KACC C.N.A. Instructors are Certified CPR Instructors with the American Heart Association. Students will learn basic life-saving techniques necessary for both adults and children.

Required Tools/Supplies:

- Watch (must have second hand)
- White uniform pants and navy scrub top
- White shoes for clinical
- Name badge purchased through KACC
- Pocket notebook

- Hepatitis B vaccine is recommended but not mandatory at student's expense
- Two-step TB test is required. KACC will attempt to schedule two-step TB tests onsite at KACC administered by the Kankakee County Health Department. Students who miss this opportunity will be responsible to complete prior to September 30.
- Fingerprint Background Check – This is a requirement of the Illinois Department of Public Health. Fingerprinting will be done at KACC. Students who miss this opportunity will be responsible to complete prior to September 30.
- Flu shot – When flu shots become available in the fall, students are required to have this shot. Students must receive the flu shot prior to direct patient care (approximately second week of October)
- Drug screen may be a requirement of the medical facilities in which clinical hours are earned.

Additional Costs

- Class Fee: \$145 and payable to KACC within first week of school. The fee covers the cost of Fingerprint Background Check, CPR card, picture ID badge, and program textbook.
- CNA State Certification Test Fee: \$75.
- TB Test: Approximately \$30 – payable to Kankakee County Health Department – at time of test.
- Flu Shot: Approximately \$30

COMPUTER TECHNOLOGY

In Networking, students learn through our Network Pro curriculum how to connect and install multiple computers and peripherals together to create a computer network. Students build, configure and maintain network servers along with configuring a network operating system.

Students learn to use troubleshooting services, system monitoring utilities and data backup and recovery systems. The course includes setting up and configuring network services such as TCP/IP, DHCP, DNS, VPN.

Network protection servers and data, including establishing and configuring a firewall; intrusion detection system; and identifying and preventing potential network attacks are embedded in this curriculum.

In Theory, Repair, and Building, students will gain a solid foundation of theory on how a computer and other peripherals work. Students will receive instruction and hands-on experience in repairing or replacing faulty mechanical and electronic parts. They will develop communication skills in order to give technical advice on ways to keep equipment in good operating condition. A+ LabSim Test Out online software is also used for simulating PC building and repair (this same software is utilized by most colleges). Students also receive instruction in the area of installing basic networks.

Dual Credit & Industry Certification Opportunities: Successful completion of both years of Computer Technology allows students the potential to earn 7 credits at Prairie State for ITNET160 – Computer Repair and ITNET165 – Intro to Networking. After completing this program, the student will have the opportunity to go on to become A+ Certified and PC PRO Certified.

Required Tools and Supplies:

- Headphones
- 3-ring binder, blue and black ink pens, pencils
- College ruled spiral notebook
- PC Repair Toolkit or Phillips-head screwdriver
- Small mag light or other mini light
- Home Internet access

Additional Costs:

- Optional: Data Communications & Computer Networks, A Business User's Approach (7th edition, Curt M. White)
- Optional: A+ and PC pro Certification - \$160
- Optional: Network - \$160

CONSTRUCTION TECHNOLOGY

Students in Construction Technology build and maintain structures ranging from rough scaffolds, concrete forms, and residential electric to homes that require exact finish work. They work with wood, metal, plastic, and concrete. Using both hand and power tools, people in the construction trade erect wood frameworks for buildings, install window frames, apply exterior siding and install moldings, cabinets, doors, heating and cooling systems, plumbing, and hardware finish. Construction Technology education gives the students the opportunity to participate in the different phases of residential

construction. This helps the student decide in which trade or craft they would like to serve as an apprentice.

During the training program, students construct houses on-site and will be involved in all phases of construction. The program is design as pre-apprentice training and will include the following areas of construction: carpentry, masonry, plumbing, heating, roofing, landscaping, painting, decorating and electrical wiring. The student receives both classroom and on-the-job training.

Industry Certifications: Students may have the opportunity to earn their OSHA 10 certification. This 10-hour training program teaches workplace safety to reduce jobsite hazards.

Required Tools and Supplies

Purchased by student at cost ranging from \$80 to \$200:

- Calculator
- 16 or 20 oz. claw hammer with unbreakable handle
- Speed square
- 25' power return tape
- Carpenters' pencil
- Nail apron (cloth is acceptable)
- Leather work boots (steel toe not required)
- OSHA-approved hard hat
- Safety glasses (first pair provided by KACC)
- Retractable utility knife
- Chalk line
- Cat's claw
- Also recommended: cold weather clothing, work gloves, and rubber overshoes for muddy conditions.

COSMETOLOGY

The KACC School of Cosmetology provides the training necessary to become a licensed cosmetologist in the State of Illinois. While earning hours toward licensure, students have the opportunity to acquire the skills needed in order to perform services on customers in a full-service salon.

The Cosmetology program is under the instruction of professional cosmetologists. KACC's licensed teaching professionals follow curriculum, rules and regulations established by the Illinois Department of Professional Regulation. This program provides for 1500 hours of training (the minimum number of hours

necessary to apply for a Cosmetology license).

Students have the opportunity to use this course as a “stepping stone” to complete licensure requirements. The program includes two full school years, Saturday hours, optional Tuesday and Thursday evening hours, and a mandatory summer session. The opportunity is there for students to graduate following completion of their second summer session following their senior year. This is dependent upon their attendance. Hours toward completion may only be earned when at KACC.

The thirty-day summer sessions following both their junior and senior years are mandatory. The curriculum offered at KACC during the summer program is not offered throughout the traditional school year; it is only available in the summer.

During Year I of Cosmetology, students receive instruction in both theory and practical application in professional development, salon ecology, trichology, design decisions, hairstyling, women’s haircutting, electricity and sanitation. Don’t worry – you will still be working with clients in the salon, too!

During Year II of Cosmetology, students will build upon the knowledge and skills attained in year one and continue working both in the classroom and gain hands-on experience with customers in the salon. Students develop skills in the areas of skincare, hair chemistry, natural nail care, artificial nail care, hair color, permanent waving/chemical straightening and salon business procedures and processes.

Industry Certifications: Upon successful completion of this program, students will have the opportunity to take the Illinois State Cosmetology License Exam.

Required Tools and Supplies:

- Phase I – First Year: Textbook and Kit - \$180
- Phase I – Summer Session: Tuition \$365; kit fee \$325
- Phase II – Second Year: Intermediate Kit \$465 OR SalonPro Kit \$625
- Phase II – Summer Sessions: Tuition \$365

Please note: Fees must be paid prior to the beginning of each of the 4 sessions listed above. No enrollment fee will be complete, nor hours earned, until all fees are

paid. Tuition and kit fees are subject to change at any time based upon vendor fees for the required supplies.

ENGINEERING & 3D DESIGN

Students will learn the fundamentals of the design process utilized by architects and engineers and how drafting aids the process. Students will have the opportunity to work independently and engage in team projects and collaborative projects with other programs within the Career Center.

Drafting + 3D Design will learn SolidWorks, a 3D program used by mechanical engineers. This culminates with the certified SolidWorks Associate Examination.

Dual Credit and Industry Certification

Opportunities: Students have the opportunity to earn their AutoCAD certification, which verifies student proficiency and is the foundation for a potential career as an engineer or architect.

Required Tools and Supplies:

- Small basic calculator
- Sketch pad (\$4); minimum 8” x 10”
- Home computer with Internet access recommended for downloading free drafting software (i.e.; AutoCAD, Sketchup, Revit, Inventor, Blender, 3dsMax)

FOUNDATIONS OF EDUCATION I & II

This course offers comprehensive training in early child development. In addition to developing professional skills in this rewarding field, students have an opportunity to develop competency in basic principles of child growth and development, engage in hands-on experiences with 3-, 4- and 5-year-olds in the onsite preschool lab and actively participate in planning and implementing curriculum activities within our lab.

Students gain skills and knowledge in areas such as guiding the behavior of children, growth and development, preschool operation, safety, first aid and are exposed to a variety of career profiles in home, public and private teaching settings.

Students plan and implement activities designed as formal lesson plans utilized in the preschool. Students gain experience acting as both a teaching team-member and leader.

Second-year students may have an opportunity to gain experience through an internship/ job shadowing at a local school.

Dual Credit Opportunities

KACC's Early Childhood Education curriculum has been designed to include college-level material. Dual credit curriculum is embedded throughout the entire being school year. Students who successfully complete two years may have an opportunity to earn dual college credit depending on where they reside.

Industry-Standard Certifications

- Gateways ECE Credential Level 1: This credential is for individuals interested in entering the field of early care and education and school-age care. The Gateways ECE Credential Level 1 provides an opportunity to gain knowledge about the daily practices of high-quality child care practitioners. The Gateways to Opportunity Early Childhood Education Level 1 credential is issued by the State of Illinois.
- American Heart Association CPR Certification: Students will learn life-saving techniques necessary for both adults and children.

Required Tools and Supplies

One-step TB test is required. KACC will attempt to schedule on-site one-step TB tests at KACC, administered by Kankakee County Health Department. Students who miss this opportunity will be responsible to complete prior to September 30th.

FIRE RESCUE/EMT-B

Students will learn about fire and emergency medical response practices and procedures, as well as the skills necessary to be prepared to provide basic emergency care at the scene of an accident or illness and to stabilize and transport the victim to a facility providing emergency medical services.

Curriculum will focus on the Office of the Illinois State Fire Marshal's Division of Personnel Standards Education objectives for Basic Firefighter. This includes classroom instruction as well as extensive hands-on training sessions including ropes and knots, fire hose, ladders and self-contained breathing apparatus. At the conclusion of this

class, students will experience simulated fire conditions in a non-toxic smoke trailer.

Students who are thinking about enrolling need to be aware — certain aspects of the curriculum can be physically demanding.

Industry-Standard Certifications

Emergency Medical Technician-Basic, will prepare students to sit for the National EMT-B test, students need to be 18 and older to sit for the test. Students will obtain American Heart Association First Aid Certificate and American Heart Association BLS CPR Certification.

Dual college credit and industry standard certifications may be offered.

LAW ENFORCEMENT

The Law Enforcement program provides students with a basic introduction to all facets of law enforcement. Upon completion of the program, students should have a working knowledge of law enforcement procedures and activities that will enhance their skills on the community college and university levels.

Students will be given the opportunity to achieve some proficiency in the following areas: Traffic & Accident Investigation; Vehicle Stops and Approach; Patrol & Arrest Techniques; Telecommunications Skills; Illinois Vehicle Code; Corrections; Drug Laws; Courts & Legal System; Interview Techniques; Search & Seizure/ Evidence Procedures/Crime Scene Investigation; Illinois Criminal Code; Fingerprint Techniques; Criminal Investigation; Report Writing; and, Private Security.

Also included in the program will be interview and interrogation techniques, arrest and handcuffing procedures, an annual research paper and student speech project. Student experiences will involve simulations, demonstrations, guest lectures, tours of various law enforcement departments, and a shadowing program developed with the cooperation of the Kankakee County Sheriffs Police as well as other local police departments.

Industry Certifications:

- ASP Baton Certification
- Handcuffing Certificate
- Self-Defense Compliance Holds

- Weather Spotter Certification
- American Red Cross CPR Certification (optional)
- Global Compliance Network
 - » Blood Borne Pathogen Certification
 - » Sexual Harassment in the Workplace
 - » Effective Communication Certificate
 - » AIDS/HIV Awareness Certificate
 - » Workplace Discrimination Certificate

Additional costs:

American Red Cross CPR Certification – \$35

MEDICAL TERMINOLOGY

This college-level program will teach students to identify medical terms by analyzing their components. Emphasis will be placed on defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on the development of both oral and written skills in the language used to communicate within healthcare professions.

This program also offers a sequence of organized learning experiences and skills to prepare a person to recognize the signs and symptoms of illness and injury to review the approved and appropriate life-support procedures such as cardiopulmonary resuscitation (CPR) and will become First Aid certified through the American Heart Association. The course will also include skill development to prepare students for a variety of health-related occupations.

Students may qualify to participate in an internship program at local extended health care facilities if they have successfully earned their Certified Nurse Assistant (CNA) certification.

Dual Credit and Industry Certification

Opportunities: Following successful completion of the Medical Terminology course, students may have the opportunity to earn 3 credits for HLTH100: Orientation to Health Careers at Prairie State College.

Students will also have the opportunity to earn their First Aid Heartsaver Certification through the American Heart Association. Students will learn life-saving techniques necessary for both adults and children.

Required/Recommended Tools and Supplies:

- Headphones

Additional costs:

- \$35 class fee is due and payable to KACC within the first week of school. The fee covers the cost of the Picture ID badge and First Aide/Heartsaver certification.
- Students who qualify for an out-of-school internship may be required to have a Step 2 TB Test and/or drug screen, and must provide their own transportation and proof of insurance.

MULTIMEDIA VIDEO PRODUCTION

Multimedia Video Production Program at KACC is a new learning experience for creative and media-minded students. In Multimedia Video Production, students learn strong skills-sets in media literacy, photography, videography, editing, marketing and entrepreneurship.

In the realm of photography, students learn how DSLR cameras function and how to use them in manual mode, a preferred method by most professionals. Students also learn to perform advanced editing in Adobe Lightroom and Photoshop.

When it comes to Videography, students learn lighting, audio and video techniques to create videos in a variety of environments. Students utilize tripods, gimbals, drones and other cutting-edge equipment to create professional videos.

Multimedia Production takes the knowledge and skills accumulated and applies them in professional practices. Students will learn how to professionally communicate, meet and invoice to become hireable content creators in their chosen career path.

Some of the skills students will learn include:

- Manual Photography
- Portrait Photo
- Lighting
- Audio Production
- Drone Photography
- Drone Videography

This program will unite development of important traits (critical thinking, logic and problem solving, effective communication, finance, adapting to changing technology and applying new skills), with students having an opportunity to learn and utilize professional multimedia techniques, including:

- Camera Techniques
- Digital Video Editing/Signage
- Trade Standards
- Script Writing/Story Boarding
- Lighting/Audio
- Direction/Production

WELDING TECHNOLOGY

KACC's Welding program is rooted in the fundamentals of most every welding and cutting process. Students gain a strong foundation to aide them as they move into a more formal educational setting, whether it is college, apprenticeship, or on-the-job training. Welding careers offer a wide-range of possibilities with excellent salary opportunities such as certified welders, fitters, inspection and design professionals.

First-year students learn both shielded metal arc welding and oxy-fuel welding and both manual and mechanized flame cutting. First-year students also cover welding symbols, measurements and industry safety.

During their second year, students will move into gas tungsten arc welding and wire feed welding processes – both solid wire and dual shield. Students will cover the plasma arc cutting process in addition to the air/carbon arc cutting and gouging process. Second-year students will also learn blueprint reading and fundamental metallurgy.

All students, whether first or second year, will have the opportunity to weld utilizing a wide range of joints in a variety of positions, from flat to overhead.

Dual Credit Opportunities:

Following successful completion of this two-year program, students may have an opportunity to earn 3 dual credits at Prairie State College for WELD115: Basic Arc Welding/Oxyfuel Welding.

Industry-Standard Certifications:

- American Welding Society SENSE Level I certification after second year
 - » The SENSE program establishes standards for training of entry-level welders and is highly regarded by employers.

Upon successful completion of the S.E.N.S.E. curriculum, first year students will receive a SENSE Level I Certificate; second year students will receive a Sense Level II Certificate.

Required Tools and Supplies:

- Welding jacket – all leather or leather-sleeved
- Leather welding gloves, gauntlet cuffed
- All-leather work boots (must be above ankle)
- Welding cap; baseball-style cap that has no synthetic fibers in it is acceptable as well
- Welding hood with #10 and #5 shaded lenses and extra clear protective lenses
- Clear safety glasses (first pair provided by KACC)
- MIG pliers
- Chipping hammer
- Wire brush
- Jeans or duck-cloth work pants – no rips and/ or frayed edges

Additional costs: SENSE Certification – \$15

EARLY COLLEGE PROGRAM AT PRAIRIE STATE COLLEGE

This program allows students to take a minimum of four classes at Prairie State College (PSC) in the morning and then be transported back to Crete-Monee High School (CMHS) to complete their high school graduation requirements. First semester, all students must enroll in College Success Seminar, English, Math, PE, and an elective. Second semester, all students will enroll in English, math, PE and a communications course. Students have the opportunity to acquire college credit while meeting the requirements necessary for graduation.

Length: Year
Credit: 4 credits (minimally 1 credit in English/1 semester of math at PSC or CMHS/PE)

Year: 12

Prerequisites:

1. Must be a senior.
2. Must have a minimum cumulative 3 G.P.A.
3. Must have a good attendance and discipline record.
4. Must have completed all math, science, and social studies graduation requirements. Students must be able to meet the requirements for graduation while also participating in the program.
5. Must have completed the SAT in their junior year.
6. Must attend PSC when the high school is not in session.
7. Must successfully complete a math class in their senior year.
8. Must successfully complete 2 semesters of English in their senior year.
9. Must qualify by Prairie State College Placement Exam into English 101 and PSC Math. **Students must pay for any fees associated with testing.**
10. Must commit to both semesters
11. Must take a PE course
12. **Students are responsible for the purchase of all textbooks and supplies.**
13. Must take our shuttle bus to PSC or complete a driving waiver

Probationary Enrollment: After the completion of placement testing for the Early College Program students who qualify for English 101, but do not qualify for a math credit course may be accepted into the Early College

Program as a probationary student. This acceptance is contingent upon the student qualifying for Math 95. The student must also have minimally achieved a C in two semesters of Geometry. Probationary students must pass 1st session of Math 95 developmental at CMHS with a C and register for a credit bearing math course for the spring semester in order to remain in the Early College Program.

Enrollment in the program is not guaranteed. PSC limits the number of participants to 60 students. Acceptance into the program will be determined by the qualifications of the applicant, and the classes that are available. In the event that more than 60 CMHS students qualify, priority enrollment will be given on the basis of GPA, PSC placement test score, and past attendance record. Students admitted to the program must earn a "C" or better in all courses to remain in the program second semester.

PROGRAM DESCRIPTION

Project Lead The Way (PLTW) Engineering program offers students an array of advantages, from career readiness and hands-on experience to college preparatory-level classes, labs, and creative exercises. The program is designed to appeal to all students, from those already interested in 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 and teachers. PLTW sets the highest standards for rigorous, focused, and engaging study, and develop students' innovative, collaborative, cooperative, and problem-solving skills.

Project Lead The Way engineering courses provide experiences where curiosity rules; where science, technology, English, and math are integrated into every course; where one learns not only how things work but how one might make them work better. The biggest challenge is one's imagination. Imagine a car that could morph its shape based on the driver's whims or rearranging the molecules of your blood to fight off deadly diseases. These and countless other life-changing innovations are taking shape in labs, in test tubes, and on computer screens around the world. They all have one thing in common: They all come from an engineer's or scientist's imagination. Crete-Monee High School offers courses where you, too, can begin to dream up tomorrow's wonders. Students enrolled in PLTW courses experience the latest design software, advanced materials, and cutting-edge equipment. The courses are buzzing with project-based assignments, like programming robots and analyzing DNA samples. Facts and figures are turned into ingenuity and inventiveness. The only enrollment requirement is that one must be at grade level in math and science.

HIGH SCHOOL ENGINEERING

The Project Lead The Way (PLTW) Pathway To Engineering (PTE) curriculum is designed as a four-year high school sequence. Foundation courses (Introduction to Engineering Design, Principles of Engineering, and Digital Electronics) are supplemented by a specialization and a capstone course to create five rigorous, relevant, reality-based courses:

Foundation Courses

INTRODUCTION TO ENGINEERING DESIGN (IED)(H)

Using 3D computer modeling software, students learn the design process and solve design problems for which they develop, analyze, and create product models.

PRINCIPLES OF ENGINEERING (POE)(H)

Students explore technology systems and engineering processes to find out how math, science, and technology help people.

DIGITAL ELECTRONICS (DE)(H)

Students use computer simulation to learn about the logic of electronics as they design, test, and actually construct circuits and devices.

Capstone Course

ENGINEERING DESIGN AND DEVELOPMENT (EDD)(H)

Teams of students, guided by community mentors, work together to research, design, and construct solutions to engineering problems.

PROJECT LEAD THE WAY: BIOMEDICAL SCIENCES

PROGRAM DESCRIPTION

From nausea to neuroscience, from fevers to forensics, the ever-advancing world of medicine spans from the common to the exceptional. The biomedical field has never been for the faint of heart or mind. However, countless professionals are relied on daily to ensure our physical, mental, and emotional health. The students of today will take the place of those professionals tomorrow, and they will need to be ready to respond to health challenges of the future – many that do not even exist today.

Knowledge in biomedical sciences paves the way for a wide range of careers. A small sample of recent graduates who completed at least one PLTW Biomedical Science™ course reveals the array of opportunities: some students pursued post-secondary studies in microbiology, pharmacy, chemistry, nursing, nutrition and dietetics, or neurobiology; others enrolled in medical or dental school; and others began careers in forensic science or started research projects focused on immunology and cancer. These careers are personally and professionally rewarding. They are also challenging and require a deep understanding of how to apply science, technology, engineering, and math (STEM) to solve complex problems.

How do we prepare students to investigate medical cases, understand treatment and intervention options, and seek solutions to the world's biggest health challenges?

The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities such as investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

Each lab-based course in the Biomedical Science sequence builds on the skills and knowledge students gain in the preceding courses. Schools offer the three PLTW Biomedical Science foundation courses over a period of three

academic years from the start of implementation and may also offer the capstone course.

Foundation Courses

PRINCIPLES OF BIOMEDICAL SCIENCE (PBS)

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

HUMAN BODY SYSTEMS (HBS)

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 MANIKEN® skeletal models; 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.


MEDICAL INTERVENTIONS (MI)

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through cases, students learn about a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Capstone Course

BIOMEDICAL INNOVATION (BI)

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative



solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent research project with a mentor or advisor from a university, medical facility, or research institution.

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EARLY GRADUATION APPLICATION

(To be completed and submitted to Guidance by October 1st)

STUDENT'S NAME: _____ AGE: _____ DATE: _____

DATE OF ANTICIPATED GRADUATION: _____ CLASS OF _____

EARLY GRADUATION REQUIREMENTS AND STANDARDS:

Some conscientious students may complete graduation requirements in seven semesters of attendance rather than the usual eight semesters. These students must keep in mind that advance planning is imperative in order to meet the standards established for early graduation. Students wanting to graduate early must consult their guidance counselor as soon as possible to outline an appropriate 4-year plan and to ensure that the following requirements and standards can be met.

STUDENTS NEED TO:

1. Obtain an early graduation application from the guidance office, complete all parts of the form, and return it to the counselor prior to October 1st of their senior year.
2. Maintain at least a 2.5 cumulative grade point average. Early graduation will not be granted to those students who have not maintained a 2.5 cumulative grade point average through the end of the grading period for which graduation is planned.
3. The grade point average along with completion **of all credit hour and course requirements must be established by the end of the 1st semester** senior year.
4. No approvals will be granted prior to completion of all course work and a final review.
5. The SAT exam must be taken prior to senior year.
6. Maintain an excellent record of both discipline and attendance.
7. Complete all standard senior checkout procedures. NOTE: Fifth-year seniors who graduate in midyear must also complete these checkout procedures.
8. A semester of English must be taken at Prairie State College (only English 99 or higher is accepted) the summer prior to senior year or during summer school at CMHS. Additionally, some students may need a .5 credit elective course also taken during the summer prior to senior year. Proof of completion of these courses must be submitted.
9. Completion of FAFSA or FAFSA waiver.

Remember that early graduation is a privilege; approval is not guaranteed.

TO BE COMPLETED BY SCHOOL COUNSELOR

G.P.A. _____ **NUMBER OF CREDIT HOURS ALREADY EARNED:** _____

COURSES IN WHICH STUDENT IS CURRENTLY ENROLLED:

1	_____	REQUIRED _____	ELECTIVE _____
2	_____	REQUIRED _____	ELECTIVE _____
3	_____	REQUIRED _____	ELECTIVE _____
4	_____	REQUIRED _____	ELECTIVE _____
5/6/7	_____	REQUIRED _____	ELECTIVE _____
7/8/9	_____	REQUIRED _____	ELECTIVE _____
10	_____	REQUIRED _____	ELECTIVE _____

SIGNATURE OF SCHOOL COUNSELOR INDICATING ABOVE INFORMATION IS CORRECT AND THAT HE/SHE RECOMMENDS EARLY GRADUATION:

TO BE COMPLETED BY STUDENT

A statement is to be written by the student indicating why he/she is requesting early graduation. Included in this statement should be the student's specific plans for the immediate future.

I understand and accept these requirements as they have been described above.

Student Signature

Parent Signature

Counselor Signature

Administrator Signature (Principal)

Course Descriptions

Automotive Technology: Learn to diagnose and repair modern vehicles. Students are able to take what is learned in the classroom and bring it right into our full-service Automotive Shop (open to the public) to properly diagnose and repair modern vehicles. Class time is approximately 50% in classroom and 50% in full-service auto shop. The time of a parts replacement mechanic is long gone! Technicians must be able to diagnose complex systems. Students required to have the pressure gauge and the pressure bleed gauge a pocket flashlight is highly recommended. Approximate cost of \$15.00. *Opportunity to earn dual credit with KCC or Prairie State.*

Child Development/Preschool: Training focused on professions dealing with child care and teaching. Students will obtain knowledge of basic principles of child growth/development with special emphasis on preschool age children. Students will be engaged in hands-on teaching with 3, 4, and 5 year olds. Students will be required to have a 1-Step TB Test at their own expense by September 1st 2017. *Opportunity available to earn their Level 1 Early Childhood Education Credential from Gateways to Opportunity. Dual Credit Opportunity for second-year students at KCC or Prairie State.*

CNA Training: Students can become a CNA (Certified Nurse Assistant) following successful completion of this program taught by Registered Nurses (RNs). Program includes theory once a week and 2-days per week in a clinical setting. Those who qualify will take the CNA Certification exam in May. Students will be required to have a 2-Step TB Test at their own expense by September 1st 2016. *Dual credit opportunities with KCC.*

Collision Repair: Designed to allow students to gain knowledge and skills in repairing automotive bodies. Students receive more knowledgeable about fundamental aspects of auto body repair methods and techniques and develop practical skills required to prepare the automobile for final paint application. Experiences relate to welding estimates, removing/installing body panels, trim & glass. Student must provide respirator and disposable pants and at their own expense (approximate cost of \$35, at First Auto Color).

Computer Technology: Instruction, theory and hands-on experience repairing or replacing faulty mechanical and/or electronic parts, giving technical advice on ways to keep equipment in good operating condition, moving on in year two to setting up and configuring network servers such as TCP/IP, DHCP, DNS, VPN. *Opportunity to earn dual credit at Prairie State. Discounted prices on PC Pro, CompTIA A+ and Network+ certification exams. Must have USB Drive and access to internet.*

Construction Technology: Opportunity to participate in the different phases of residential construction. Student's construct an actual home on site and are involved in all phases of home construction. The program is designed as pre-apprentice training and helps the student decide the trade or craft in which they want to serve an apprenticeship. Students must provide own tools (approximate cost \$20-\$300). *Potential to become OSHA 10 Certified and potential for dual credit at KCC.*

Cosmetology: Provides all the training necessary to become a licensed cosmetologist. Students will have the opportunity to acquire skills needed to work with customers in KACC's full-service salon. *Successful students are well prepared to take their cosmetology license exam following this program and go right into the workforce. Course Sessions include mandatory Saturday and Summer Hours in order to earn 1,500 hours required by IL Department of Professional Regulation. May require time beyond graduation.*

Drafting & 3D Design: Learn the fundamentals of design used by architects and engineers, and how drafting aids the process. Students will learn both manual drafting tools and computer aided drafting (CAD). Access to professional software (Google Sketch Up, AutoCAD, Solid Works and Revit). Second-year students will be given an opportunity to specialize in either an architectural or the engineering drafting area with potential for job shadow and intern. *Dual Credit opportunity with KCC or Prairie State.*

Fire-Rescue-EMR: Designed as a two-year course to prepare students for entry into the Fire/EMS field. One year follows the Illinois State Fire Marshal's standards for Basic Level Firefighter. Students use hose, ladders, forcible entry tools and SCBA performing search and rescue in simulated fire conditions. Alternate year includes general overview of fire service in an Intro to Fire Science Tech orientation as well as IL Dept. of Public Health certification as an Emergency Medical Responder. *Dual Credit opportunity with Prairie State College.*

Law Enforcement: This two-year program provides students a basic introduction to all facets of law enforcement. Students gain a working knowledge of law enforcement procedures and activities that will enhance their skills preparing for the community college and university levels. *Dual credit opportunity with KCC as well as several workplace skill certifications.*

Medical Terminology and Skills Training: This college level medical terminology course also offers training in CPR and use of an AED to become First Aide Certified. Students who earned their CNA have potential for an internship program at a local health care facility. *Dual credit opportunities with KCC and Prairie State.*

Welding: The first year will include laboratory experience in oxy acetylene, shielded metal arc, and gas metal arc weld, oxy-fuel semi-automatic and plasma cutting, weld testing, braze welding, and preparing for and taking weld tests. The second year will be an in depth study of the above processes including blueprint reading for welders, welding symbols, weld testing and inspection. A carbon arc gouging, and introduction to pipe welding. Students must provide their own tools at an approximate cost of \$150. *Dual Credit opportunity with KCC. Opportunity to earn American Welding Society's S.E.S.E. Level 1 Certification (\$15 Fee for Certification).*

Leadership Seminar Application

(To be completed and submitted to Guidance)

Name _____ Telephone # _____

Email _____ Year in School _____

Address: _____

- Why do you want to be a mentor?
- What skills do you possess that you think will make you an effective mentor?
- Who has been a mentor to you and how have they done so?
- What is an obstacle that you have had to overcome in your life? How did you do it?
- How would you describe your high school experience?
- What would you tell a student from another school about your school?

Briefly describe your experience as a freshman/new student at this school.

Please list three personal characteristics about yourself and describe how they make you an ideal Ignition mentor.

- 1.
- 2.
- 3.

What are three specific steps that this school could take to make it even better than it is?

- 1.
- 2.
- 3.

Please list the other activities you are involved with in and out of school:

Student GPA: _____

Guidance Counselor Signature: _____

REQUEST FOR OUTSIDE CREDIT FORM

Crete-Monee High School (CMHS) graduation requirements are established to provide each student with the best possible educational experiences. CMHS may grant credit toward high school graduation requirements or minimum college admissions requirements for courses taken outside of CMHS provided:

1. The course is approved by the Principal and Counselor through this process prior to the student's participation in such course. (**Approval will not be granted retroactively.**)
2. The course meets Illinois state standards and is from an accredited institution. Please attach a detailed course syllabus (including topics covered, instructional goals of course, materials being used, assignments required, grading policy, criteria for successful completion, instructional time requirements, and instructor's credentials).
3. The requirements and standards established by CMHS Board Policy 6:310 are followed.
4. The credit earned will be entered on the student's permanent academic record after the student supplies appropriate reports of program completion.

Student Name	Student ID #	Phone #
Current Class Standing (check one) <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th		Number of outside credits already received:

Name of Course	
Institution Offering Course	
This is a(n): <input type="checkbox"/> Summer School <input type="checkbox"/> Independent Study <input type="checkbox"/> Correspondence Course <input type="checkbox"/> Distant Learning <input type="checkbox"/> College Course	
Course Meeting Dates and Times <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 20	
Number of high school credits requested for this course:	
The type of credit requested for this course is: <input type="checkbox"/> Required <input type="checkbox"/> Elective (check one)	
If for graduation requirement, which requirement?	
I am aware that <ul style="list-style-type: none"> Students are limited to 2 credits toward graduation requirements through an outside accredited program. Credit will be entered on the transcript. For colleges with articulated agreements with CMHS-approved online courses, students will receive the actual course grade earned (A-F) on their transcript. Any course not receiving prior written approval <u>will not</u> be accepted toward fulfilling graduation requirements. An assessment or other demonstration of competency as a prerequisite for entry in a sequenced class may be required by the school. It is my responsibility to verify if this course(s) meets NCAA <u>and</u> college admission requirement. Once approved, I <u>must enroll in this course within 60 days of the approval date on this form.</u> The school counselor may require this course be completed, including final exams, by a specific date in order to meet grade level requirements or graduate on time. It is the responsibility of the student to get the appropriate paperwork, grade, etc., to his or her school counseling department after completion of this course. 	
Student Signature _____	Date _____ Parent/Legal Guardian Signature _____ Date _____

This section to be filled out by the counselor	
Does the student have a deadline requirement for completion of this course which includes the final exam?	
(Please circle) Yes No	Required completion date: _____
Date _____	Counselor Signature _____
Date _____	Principal Signature _____

CMHS PE Exemption Application

Crete Monee High School has a four-credit requirement for PE/Health/Driver Education. In accordance with Illinois School Code 27-6 and Crete Monee School Board policy, I am requesting an exemption from Physical Education.

I must be able to provide information that confirms my complete participation in a sport or one of the courses listed below. I agree that if I am not selected to participate on a team, I quit or am dropped from a team, that this waiver is void and that I must return to a currently offered PE class. I must also notify my guidance counselor of my change in athletic status immediately.

Please indicate which applies:

Year (check one)

☐ Freshman ☐ Junior

☐ Sophomore ☐ Senior

Semester (check one)

☐ First Semester

☐ Second Semester

Check the reason(s) that apply:

☐ I am an athlete in the sport(s) _____

Course Number: 7901

Coach's signature: _____

Athletic Director's signature: _____

☐ I am in an adaptive athletic program _____

Course Number: 7901

Coach's signature: _____

Athletic Director's signature: _____

☐ I am in Symphonic/Marching Band

Course Number 7092

☐ I am in Show Choir

Coach's signature: _____

Athletic Director's signature: _____

☐ I am in NJROTC

Name of course requested in place of PE: _____

Name of student (please print): _____

Signature of student: _____

Signature of parent: _____

Signature of counselor: _____

* This form must be filled out for each semester that a waiver is being requested.

Workplace Experience Student Application

Please fill in the following information:

Name: _____
(Last) (First)

ID#: _____

I am a: Junior -OR- Senior (Circle one)

Please check the box that applies to you.

☐ I am currently employed or have made arrangements with an employer to be an apprentice, to job shadow, and/or to volunteer. This location aligns with a pathway of coursework that I have taken at CMHS. I must be at that worksite for a minimum of 4 hours per week. The contact information for this site is:

Name of the Worksite: _____

Supervisor's Name: _____

Phone Number: _____

Email: _____

Address: _____

☐ I would like to participate in a virtual workplace experience at Crete-Monee High School

To qualify for this experience you must have taken the first course in one of the sequences below along with the second course in the same sequence or be concurrently enrolled in the second course in the same sequence. Please check the box that applies to you.

- ☐ Computer Concepts and Accounting I
- ☐ Computer Concepts and Small Business Management
- ☐ Metals I and Metals II
- ☐ NJROTC I and NJROTC II
- ☐ Introduction to Engineering Design (IED) and Principles of Engineering (POE)
- ☐ Computer Concepts and Computer Programming, Web Design, or Computer Operations and Programming
- ☐ Foundations of Teaching and Technology in Education/Communication for Teachers: Classroom Management

Requirements:

- Must actively participate in the internship and attend the minimum number of hours.
- Must have transportation to the internship site if placed outside of the high school. A driving waiver is required.
- Must be in good standing in regards to attendance and discipline.

I understand and commit to fulfilling the above internship/workplace experience requirements.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Visit us online at [*cm201u.org*](http://cm201u.org)