



**COURSE  
DESCRIPTIONS  
&  
PLANNING  
GUIDE  
2023-2024**

**Urbana High School**

*"Gladly Would We Learn and Gladly Teach"*

1002 South Race Street | Urbana, Illinois | 61801  
[www.usd116.org](http://www.usd116.org)

# URBANA HIGH SCHOOL

## 2023 - 2024 Registration Calendar

### **Curriculum Showcase**

For incoming freshmen and parents  
Generally late January, early February

### **Registration for current UMS 8th graders**

To be held at Urbana Middle School  
Course Selection/Registration through the month of January & February

### **Registration for current UHS 9th, 10th, and 11th graders**

Freshman Class Registration –February 13-14, 2023  
Sophomore Class Registration – February 9-10, 2023  
Junior Class Registration – February 6- 7, 2023

### **Registration for students entering UHS from other schools** (including current 8th graders coming from private/parochial schools)

To be held at Urbana High School  
Course Selection/Registration- April 25-27, 2023

Call UHS Counseling/Registrar to set up an appointment  
217-384-3511

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# MISSION AND VISION

IN 2008, UHS FACULTY CREATED A NEW MISSION STATEMENT THAT SERVES TO PROVIDE OUR SCHOOL  
WITH A SHARED PURPOSE.

WE FOUND FROM THIS RENDITION OF A QUOTE BY CHAUCER,  
IMPORTANT ASPECTS OF WHAT WE VALUE AS A PROFESSIONAL LEARNING COMMUNITY.

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*"Gladly Would We Learn and Gladly Teach"*

**GLADLY**

Refers to the genuine optimism with which we serve each other and approach everything we do

**WOULD**

Denotes sustained effort that begins in the present and extends to the future

**WE**

Refers to everyone – students, teachers, and community - and represents our shared commitment

**LEARN**

We will all learn from each other

**TEACH**

We will all teach each other

IN ORDER TO TRANSFORM THE IDEALS FOUND IN THE MISSION STATEMENT INTO REALITY, OUR VISION INCLUDES THE VALUES WE DEEM IMPORTANT ACROSS ALL AREAS OF TEACHING AND LEARNING. IT IS INTENDED TO PROVIDE THE BENCHMARKS THAT URBANA HIGH SCHOOL SHOULD STRIVE TO ACHIEVE AND MAINTAIN. OUR VISION CONSISTS OF OUR POSITIVE ATTITUDE ABOUT SERVICE, OUR ACTION ORIENTATION, OUR SHARED COMMITMENT, OUR FOCUS ON STUDENT LEARNING, AND OUR EFFORTS TO TEACH AND LEARN FROM EACH OTHER. THESE CORE BELIEFS SERVE AS BOTH A FRAMEWORK FOR OUR IMPROVEMENT EFFORTS AND THE STANDARDS BY WHICH WE WILL EVALUATE OUR PROGRESS. THEY SHOULD BE UNMISTAKABLY EVIDENT ACROSS ALL ASPECTS OF SCHOOL LIFE AT UHS. THIS INCLUDES BUT IS NOT LIMITED TO CURRICULUM, ASSESSMENT, INSTRUCTION, LEADERSHIP, PERSONNEL, STUDENTS, CLIMATE, COMMUNITY/PARENT PARTNERSHIPS, AND OUR SYSTEM OF STUDENT SUPPORTS.

# **Message from the UHS Administrative Team**

The 2023-2024 Course Description Guidebook reflects the commitment of the Urbana High School learning community to guarantee a viable and rigorous curriculum to all of our students. With the goal of equipping our students with the skills they need to be successful in post-secondary education, the foundation of our efforts is a rigorous college preparatory four year sequence. For students who struggle to meet our expectations, we provide multiple means of academic support.

For those students who are prepared to advance their learning beyond the college preparatory level, we offer several Advanced Placement courses. We have also expanded our relationship with Parkland College and online institutions. These opportunities allow our students to take courses we are unable to offer at Urbana High School, and in some cases, offer college credit in the process. To prepare our students for these more advanced classes, we offer an Advanced Placement preparatory curriculum in all core content areas.

We are proud to offer a strong curriculum and course offerings to help your child transition to his or her future career. Our staff will work diligently to help your child be successful. Please pay careful attention to specific notifications, directions, and requirements found in this guide as they may impact your child's learning and requirements for graduation.

Best Regards,

Mr. Taren Nance, Principal  
Ms. Christine Rinkenberger, Assistant Principal for Curriculum and Instruction  
Dr. Janice Nolan, Associate Principal of Student Services  
Ms. Julie Blixen, Assistant Principal for Student Engagement  
Mr. Stephen Waller, Assistant Principal and Coordinator of Athletics

## **IMPORTANT TELEPHONE NUMBERS**

Principal's Office	(217) 384-3505
Assistant Principal responsible for Registration and Counseling Office	(217) 384-3511
Attendance Office	(217) 384-3522
Athletic Office	(217) 384-3533
Administrative Office	(217) 384-3520
All Other Departments (Teachers)	(217) 384-3505

# **Graduation Credits & Requirements**

Composition 9	2
World Studies – English	2
American Studies – English	2
Senior English	2
World Studies – Social Studies	2
American Studies – Social Studies	2
Civics	1
Mathematics	6
Consumer Education	1
Life Science	2
Physical Science	2
Health	1
Physical Education	7
Art/Music/Foreign Lang/CTE	2

## **1. Required Credits**

Forty-five (45) total credits are necessary to earn a diploma. All courses passed at the semester, including P.E., earn one credit. Department Aide earn ½ credit.

## **2. State Testing**

All Juniors in a Science class are required to take an Illinois Science assessment.

All Juniors are required to take the SAT. This test is a graduation requirement. Some IEP or ELL students will take an alternate assessment. More information on the SAT, as well as free online preparation, can be found on the College Board website at [www.collegeboard.org](http://www.collegeboard.org).

## **3. FAFSA Completion**

State law now requires all Illinois public high school seniors to complete either the Free Application for Federal Student Aid (FAFSA) as a prerequisite to receiving a high school diploma. For more information, please visit <https://studentaid.gov/h/apply-for-aid/fafsa>.

If you are an Illinois student who is not eligible for federal financial aid (and do not file the FAFSA), you may apply for the MAP grant using the online Alternative Application for Illinois Financial Aid, which is patterned after the FAFSA. For more information, please visit <https://www.isac.org/AlternativeApp>.

Alternatively, a parent/guardian must file a waiver if they choose to opt a child out of this graduation requirement by completing this Nonparticipation form. Students who are at least 18 years of age or legally emancipated may complete the form themselves. If you wish to opt yourself or your student out of the Financial Aid Application graduation requirement, please complete the form and return it to your counselor by the date established at your local school district. FAFSA waiver: <https://www.isbe.net/Documents/FAFSA-Non-Participation-Form.pdf>

## **4. Classification of Freshmen, Sophomores, Juniors, and Seniors**

Students who have fewer than 10 credits are classified as freshmen regardless of the student's age or number of years attending school. Students with 10-20 credits and who have completed two semesters are classified as sophomores. Students with 21-30 credits and who have completed four semesters are classified as juniors. Students with 31 credits or more and have completed six semesters are classified as seniors. The classification of students who have participated in home schooling or other alternative educational placements will be determined by the principal.

## **5. Early Graduation**

Total graduation requirements for early graduates will remain the same with the exception of P.E., as seven semesters will be required. They are eligible to participate in both Prom and Graduation.

## **6. Graduation and Commencement Ceremonies for students with a current IEP.**

- This policy may not apply to students in the special education life skills program. Decisions are made by the student's individual team through the IEP process.
- No student shall receive a diploma or participate in the commencement ceremonies without satisfying the academic requirements for graduation.
- If it is determined by the student's IEP team that a student is to return to Urbana High School following the completion of all academic requirements for graduation, the multi-disciplinary team will determine which commencement ceremony would be the most appropriate for the student. The team may have the student participate in the ceremony at the time the student completes all academic requirements or the ceremony after the student has received all services by the district, but not both.
- If the student participates in the ceremony after meeting academic requirements, but intends to return to UHS for further services, the student shall not receive a diploma at the ceremony, but will receive a certificate of attendance. The diploma will be issued to the student only after all services provided by Urbana High School have been completed.

## **7. Alternate Programs**

A student enrolled in an on-line, virtual learning, dual credit, or college/university course may receive high school credit for work completed, provided:

- The course is offered by an institution approved by the principal.
- Enrollment in these courses is approved by the principal.
- The course is not offered at UHS.
- Students will still need to be full time students according to board policy. The student assumes responsibility for all fees (including tuition and textbooks). Exceptions must be approved by the principal.
- Online or dual credit courses cannot be counted toward weekly athletic eligibility. These courses may be counted toward semester eligibility with approval by the principal.
- Exceptions to any of the above criteria must be approved by the principal.

## **8. Waiving the Physical Education Requirement**

Students may request, on an individual basis, a waiver from physical education for the reasons listed below. Students and parents/guardians must formally request a waiver from physical education on the appropriate forms provided by Urbana High School. Students may not apply for exemptions in order to graduate early from Urbana High School.

1. The student wishes to enroll in academic classes that are required for admission to an institution of higher learning, provided that failure to take such classes will result in the student being denied admission to the institution of his or her choice. The student must provide written evidence from the institution of education. This may be done only if the student's present and proposed schedules will not permit completion of the needed course.
2. The student is a senior and lacks sufficient total credits of one or more specific courses needed to fulfill UHS graduation requirements. This may be done only if the student's present and proposed schedules will not permit completion of the needed course(s).
3. The student has an IEP and the period that would otherwise be used for PE is needed to receive special education services.
4. Students in 10th, 11th or 12th grades, who are a member of an athletic team can attend study hall during his or her athletic season. At the end of the athletic season, that student will return to P.E. If at any time a student leaves or is dismissed from his or her athletic team, they will be immediately enrolled in P.E.
5. Due to the length of the season, any sophomore, junior or senior who is both a member of the UHS track team and Cross Country team may attend study hall during their athletic season. If at any time a student leaves or is dismissed from the track team, he or she will be immediately enrolled in P.E.
6. Students enrolled in Marching Band will earn a waiver from P.E. and earn 1 credit in music for passing marching band. Students in color guard will receive .5 credit in music and .5 credit in PE. This credit will fulfill the P.E. requirement for 1 semester.



# Course Registration

## 1. Number of Classes\*

All students are strongly encouraged to take 7 classes per semester. Any 11th grade student wishing to only take 6 classes, must be on schedule for graduation, be in good standing, and have approval from their counselor. Any 12th grade student may choose to enroll in the minimum amount of required classes needed to graduate but must receive approval from their counselor.

\*Any student wishing to participate in athletics must have 5 credits to be eligible by the IHSA. Fewer than 5 credits will result in not being able to compete.

## 2. Schedule Changes

Student schedules must be completed by **May 1, 2023**. Once student schedules are released on Skyward students will have until **June 1, 2023** to make changes. **No changes** will be allowed after that date except for the following reasons:

1. If a student is enrolled in any weighted class at the beginning of the semester and needs to move to a non-weighted section. **This change is only permissible from the beginning of the semester until the 12<sup>th</sup> day of class.**
2. Successful completion of summer school courses. Students must have prior written approval from a school counselor and assistant principal before enrolling in a summer course.
3. Changes for Seniors that are necessary to meet graduation requirements.
4. Failure to meet course prerequisite.
5. Driver Education changes for students placed in the wrong semester because of age or course failures.
6. Missing requirement for university admissions.

## 3. Pass/Fail

A student may elect to take one course pass/fail per semester. If a student earns an A, B, or C in the course, a "P" will appear on their transcript, and they will earn credit. In this case, the course will not be counted toward GPA or class rank. If the student earns a D in the course, a D will appear on the transcript, and they will receive high school credit, but the class will count toward GPA and class rank. An "F" will not count toward credit, but will count in GPA and class rank calculations. Teachers will not be informed when students are taking a course pass/fail. Arrangements for pass/fail grades need to be made with a counselor by completing and returning a Pass/Fail form **no later than five days after the first progress report**. There will be no pass/fail option in:

- any course required for graduation
- weighted courses

## 4. Auditing

Students may audit a course for no credit pending parent, teacher, and administrative approval. An audited course does not count for extracurricular eligibility, and no grade will be issued for it. However, if a student fails to fulfill all conditions of the audit request, a grade of W/F may be issued. Audit request forms are available in the guidance office and must be submitted **no later than five days after the first progress report of the semester being requested**. Seniors are advised that it is their responsibility to notify colleges if they are auditing a class.

## 5. Repeating a Course

Students may repeat a course only once for a higher grade. Credit for a course repeated will be granted only once. Both grades earned will appear on the permanent transcript and be calculated into the student's cumulative GPA. When in a year-long course, a student has passed the first semester and failed the second, they may repeat the entire course with the first semester counting as elective credit.

## 6. Elective Weighted Options (^)

Certain elective courses may offer students the option to take the class for weighted credit, enabling students to receive an extra honor point. Students have the **first eight days of school** to decide to take an elective course as weighted by completing a request form. In all cases, the course descriptions will note if this option is available.

## **7. Independent Study**

Independent study courses that will advance the student's knowledge in an area not offered in the current curriculum may be available to students who are in good academic standing. Students may be asked to pay for additional materials not currently available at Urbana High School such as alternative textbooks and lab supplies. The supervising teacher must be certified in the area of focus and the course will include a semester exam. It is the student's responsibility to find a supervising teacher. Independent study requests are available in the Counseling Office and must be submitted by the end of the first week of each semester. Final approval of the independent study rests with the principal. This class will receive 1 credit per semester and may be taken within or outside the school day.

## **8. Dual Credit Courses**

Urbana High School collaborates with Parkland College in order to offer dual credit courses. These courses, if successfully completed, provide high school credit as well as Parkland College credit. Credit may be transferable to other colleges and universities, as well. Students interested must be at least 15 years of age, a junior or senior, and meet assessment requirements (a qualifying score on Parkland's assessment testing or the SAT test). Enrollment paperwork and testing must be completed prior to the start of the semester. Watch Parkland deadlines. There are 3 types of dual credit options available to students:

- Dual Credit courses offered at UHS and taught by UHS teachers earn Parkland credit and there is no Parkland tuition fee. Examples are \*Advanced Composition.
- Students may take a course at Parkland's campus or online. Those classes are available at the student's expense. Examples are a student taking a class for self-interest or a class not offered at UHS.
- Another option is the "Early College and Career Academy" offered at Parkland (see Appendix 1 of this booklet). Tuition is paid for a limited number of UHS students participating in this Academy, but the student is responsible for transportation.
- Parkland College offers an "Early Transfer Academy." The basis for this academy is to allow students the opportunity to take core courses that are transferable to 4-year institutions of higher education. This is for students in grades 11 and 12 and students are responsible for providing transportation and paying tuition when participating in this program.

## **9. Department Aides**

The opportunity to be a department aide is afforded to juniors and seniors who would like to assist department leaders or office staff with daily responsibilities. This class is .5 credit and is an automatic Pass/Fail class. This course does not count as the student's one Pass/Fail course. Students must be in good standing and on track to graduate. They will only be allowed to aide during one period per semester.

## **10. Registering Foreign Exchange Students**

Urbana High School will permit up to four foreign exchange students to register at UHS in any calendar year. Any host family or individual wishing to enroll a foreign exchange student must submit an application to the principal no later than July 1st preceding enrollment. Applications are subject to the principal's approval.

## **12. Instructional Material**

It is the responsibility of parents to inform the building principal or associate principal if they would prefer their children not use or observe instructional materials that have content that might be offensive to them. The teachers are professional and conscientious, but we recognize that families have a right to determine the appropriateness of materials for their children. It is the responsibility of students or their parents to inform the classroom teachers when they need to use an alternative set of materials for personal reasons. This complies with Board of Education policy 6:40, Curriculum Development. A comprehensive list of core materials and major works that may be used for instruction can be found at each building. This list is reviewed by the Board of Education on an annual basis. This complies with Board of Education policy 6:210, Instructional Materials.

# Grades & Grading

## 1. Common Grade Scale

A common grade scale is utilized by all Urbana High School teachers. Based on percentages, grades are rounded up to the next whole number. There are some courses that are also utilizing a standard referenced learning (SRL) scale (*shown on the right*). Courses in the SRL Gradebook will continue to compute to a letter grade using the same percentage scale.

<b>A</b>	<b>92.5 - 100</b>
<b>A-</b>	<b>89.5 – 92.4</b>
<b>B+</b>	<b>87.5 – 89.4</b>
<b>B</b>	<b>82.5 – 87.4</b>
<b>B-</b>	<b>79.5 – 82.4</b>
<b>C+</b>	<b>77.5 – 79.4</b>
<b>C</b>	<b>72.5 – 77.4</b>
<b>C-</b>	<b>69.5 – 72.4</b>
<b>D+</b>	<b>67.5 – 69.4</b>
<b>D</b>	<b>62.5 – 67.4</b>
<b>D-</b>	<b>59.5 – 62.4</b>
<b>F</b>	<b>59.4 – 50.0</b>

Shown as:	Means:
4	Exceeds the standard: I have mastered the content/skills completely and can explain and apply them in detail, going beyond what was taught.
3	Meets the standard: I have demonstrated a clear understanding and application of the content/skills while working toward mastery.
2	Approaching the standard: I have demonstrated a basic understanding and application of the foundational content/skills.
1	Emerging toward the standard: I have demonstrated a basic understanding of some content/skills, but I struggle when working independently with more complex ideas.
NE	No evidence: I did not provide any responses for which an evaluation can be made about my understanding.

## 2. Weighted Grade Policy

Weighting is done by adding one (1) honor point to the grade a student earns in courses designed as weighted courses for a grade of “A”, “B”, or “C”. Students will not receive the additional (1) honor point for a grade of “D” or “F”, and these grades will be averaged in the grade point average as they would be in a non-weighted course. Transfer students will only be eligible to receive weighted credit for the same number of and type of courses that a UHS student could receive in the same graduating class. Weighted courses cannot be taken pass/fail. Weighted courses are designated by a ^ or \* preceding the name of the course. UHS has a 5-point grading scale. Numeric values for grades are as follows:

Non-weighted Course	Honor Points	Weighted Course	Honor Points
<b>A</b>	<b>5.00</b>	<b>A</b>	<b>6.00</b>
<b>A-</b>	<b>4.75</b>	<b>A-</b>	<b>5.75</b>
<b>B+</b>	<b>4.25</b>	<b>B+</b>	<b>5.25</b>
<b>B</b>	<b>4.00</b>	<b>B</b>	<b>5.00</b>
<b>B-</b>	<b>3.75</b>	<b>B-</b>	<b>4.75</b>
<b>C+</b>	<b>3.25</b>	<b>C+</b>	<b>4.25</b>
<b>C</b>	<b>3.00</b>	<b>C</b>	<b>4.00</b>
<b>C-</b>	<b>2.75</b>	<b>C-</b>	<b>3.75</b>
<b>D+</b>	<b>2.25</b>		
<b>D</b>	<b>2.00</b>		
<b>D-</b>	<b>1.75</b>		
<b>F</b>	<b>1.00</b>		

## 3. Calculating Grades

Each department has its own policy for calculating the weights of different assignments and determining credit for late work. However, all UHS classes use the same guidelines for calculating overall semester grades. 80% of the semester grade is the coursework prior to the final exam and 20% of the semester grade is the semester exam.

## 4. Reporting Grades

Each semester has four progress checks. Grading is cumulative--grades do not “start over” after P1, P2, or P3. Grade reports are sent out following the end of each Progress period. Three progress reports are sent home at approximately 20 day intervals throughout the semester. Final semester grades (P4 and semester exam grade, plus the semester course grade), will be mailed home approximately one week after the last day of the semester.

## 5. Alternate Grade Marks

Grades **A** through **F** are determined by the classroom teacher based upon student performance. The following mark may be given as well:

**I:** An "Incomplete" is issued when a pupil has class work missing. The student and teacher will need to agree on an appropriate amount of time to make up the work, according to departmental grading policies, but not to exceed the end of the next grading period. Any incomplete for second semester must be made up by July 15 unless written approval is granted by the administration.

**CO:** A "Conditional" is issued for failing work only in the first semester of a full year course if the teacher feels there is a chance for the student to pass the second semester's work. In most cases, a Conditional is preferred to an "F" because of its motivational value and the fact that in most courses passing the second semester indicates that the first semester's learning has taken place. If the student successfully completes the second semester, then the first semester conditional is changed to a "D-." The Conditional must be made up within the next semester of the school year or the privilege is forfeited and the "CO" becomes an "F."

**WD:** A "Withdrawal" is issued when a student drops an elective class after the first 5 days of the semester without impacting a student's GPA. Withdrawals must be approved by an administrator.

**WF:** A "Withdrawal Failure" is issued when a student drops an elective class 5 days after the first progress report. This is an administrative grade only and must be approved by an administrator. When students choose this, they will be put into a study hall for the remainder of the semester.

**P/F:** A "Pass"/"Fail" is a student choice in select classes and is entered through the office. Teachers are not advised when a student elects a pass/fail option. See page 9 of this publication for more information.

## 6. Absences During Final Exams

If students miss exams, they may make them up on the semester exam make-up day or at some other administratively approved, pre-arranged time after the final exams are given. Students may not take semester exams early unless there are extenuating circumstances and the associate principal has given approval.

Students who leave before the end of the semester will have their semester grades calculated by one of the following methods:

1. Receive an "Incomplete" and take a make-up final exam any time before the first grading period of the following semester. Arrangements are to be made between the student and teacher.
2. Take an "F" for the final exam. This will be used in computing the semester grade.

It is the responsibility of the student to discuss how the grade will be calculated with his/her teachers and to make arrangements for each course. The same option will not necessarily apply to all courses. In the case of a graduating senior, the election of option "1" above will mean that the diploma and graduation will be withheld until the coursework is satisfactorily completed. Incompletes at the end of second semester must be completed by July 15.

## 7. Transcripts

Credits are earned and then recorded on the transcript only at the end of each semester. A \$3.00 fee is charged for each copy of an official student transcript. To order your transcript online:

- Step 1. Go to USD webpage <https://usd116.org>
- Step 2. Click on the Families tab at the top right
- Step 3. Click on the Webstore link
- Step 4. Click on Transcripts

Transcripts may also be ordered in the counseling office. Unofficial transcripts can be emailed to colleges or students. Official transcripts can be emailed to colleges. Please include the email address you want your transcript to be sent to. Email the counseling secretary with your request for an unofficial transcript to be sent to a college.

# **Student Support Services**

Counselor	Alpha	Email
Ms. Ward	A-D	<a href="mailto:ward@usd116.org">ward@usd116.org</a>
Ms. Motley	E-La	<a href="mailto:tmotley@usd116.org">tmotley@usd116.org</a>
Ms. Lance	Le-Re	<a href="mailto:llance@usd116.org">llance@usd116.org</a>
Ms. Kirkwood	Ri-Z	<a href="mailto:kkirkwood@usd116.org">kkirkwood@usd116.org</a>
Ms. Stuckemeyer	College & Career Counselor	<a href="mailto:lstuckemeyer@usd116.org">lstuckemeyer@usd116.org</a>

## **1. Counseling Office**

UHS School Counselors work with each student, helping them to plan and register for the courses desired and needed, assisting with personal concerns, school adjustments, and educational and career plans. The counseling department keeps cumulative records for each student, which include grades, test scores, health records, activities, recommendations, and other information. For an appointment with a counselor, students may email their counselor and ask to be seen or sign up on Calendly.

## **2. Psychological Services**

School psychologists help improve the school system through working with children, teachers, parents, and school administrators in a variety of ways. Their work is viewed as part of a joint effort with other staff members and aimed at providing meaningful and pleasant educational experiences for each child by careful planning and consideration of a wide variety of academic and social-emotional needs and individual differences. Much effort is directed at prevention, early detection and remediation of potentially serious problems.

## **3. Social Work Services**

Much of the activity of the school social workers is directed toward two major areas of need. One involves helping students who are having difficulty using their present school experiences to their utmost; the other involves helping the school and the community recognize and provide for the special needs of students. Therefore, the school social workers may provide help focused on the needs of an individual student, a family, the school, or on the needs of the community. The school social workers may use individual or family casework, group work, community organizations, classroom interventions, and/or program development. Social developmental studies and adaptive behavior measures are done by the social workers as a part of the assessment for students referred for special education services. Referrals for social work services may come to the school social workers, directly from the student or from any of the following sources: the principal or other administrative personnel, school counselor, the classroom teacher, parents, students, other professional personnel within the school, or community agencies.

## **4. Clinical Professionals**

Clinical professionals work with a wide variety of students to ensure their social and emotional needs are being met. They are available to make referrals to programs and supports for the student and families. They collaborate with students, staff, administrators, and parents to help students manage themselves, improve learning, and make good decisions, focusing on Social Emotional Learning. They run Tier 2 and 3 level intervention groups as well as individual sessions. Their other tasks include making home visits and supporting parental advocacy, directing students and families to the next level of support and community resources, and maintaining ongoing records for contacts with students, families, and other related support personnel.

## **5. Minority Enrichment Program**

The Minority Enrichment Program supports minority students enrolled in weighted courses by providing them with additional services as they continue to achieve academic success. Services include in-school academic monitoring, an after school study center with University of Illinois student volunteer tutors when available, and enrichment activities such as content-based monitoring, leadership development, career seminars, and presentations from young professional speakers.

# **Curricular Program Support**

## **1. Study Halls**

Study halls are available to students who need additional time to complete class material, homework, etc. Students are allowed one study hall period per semester. There is no credit earned in study hall.

\*For more information about athletic study hall, please see that section.

## **2. Credit Recovery**

In an effort to ensure that all of our students have the opportunity to graduate with their respective classes, Urbana High School provides various opportunities for credit recovery. These programs are free and designed for any student who has been reclassified or failed a class. Due to limited space, students interested in this program should contact their counselor.

## **3. English or Math Lab**

Students who would benefit from additional support in Math and/or English will be assigned to Math or English lab class based on a review of data and teacher recommendation. These classes will be tied directly to the students Math and English class. Students will receive a letter grade and an elective credit for this additional support. Lab sections are available for Algebra 1, Geometry, Algebra II, Comp 9, World Studies English and American Studies English.

## **4. Reading Literacy**

One semester, one credit, Freshman only (this class can be taken for multiple semesters and multiple credits to meet reading instruction as per a student's MAP scores and in class growth)

This class is designed to meet the needs of students who need additional reading and literacy support. Students receive direct reading instruction in decoding, comprehension, and writing. This course is taught using the Leveled Literacy Intervention Program in very small groups to best support our students. Student enrollment is based on recommendations from previous enrollment in Reading Dimensions/Connection courses at Urbana Middle School, previous Leveled Literacy Intervention Scores and/or MAP test scores. This course would also be accessible to emergent bilinguals that meet other requirements, and are no longer considered newcomers (in the United States less than 1 year) In this course students will develop skills as readers and critical thinkers through the study of various genres of literature. In addition to reading and writing practices, students will complete daily word studies which will enable them to build a meaningful vocabulary, fluency, orthography, and comprehension foundation. Oral reading skills will be assessed at least twice a month through running record processes.

# Student Recognitions & Activities

## 1. Academic Monogram Program

The UHS Academic Monogram program was established to provide incentive and recognition for students who excel academically at Urbana High School. Full-time sophomore, junior, and senior students enrolled in at least four classes are eligible. The student will have maintained a 4.0 grade point average with no failing grade in each semester of work in the previous academic year. Transfer students enrolling prior to second semester will have eligibility determined based upon transfer grades and grades earned at Urbana High School. For those students who enroll after the start of the second semester, eligibility will be calculated at the beginning of summer school. Evaluation of eligibility requirements is done annually with the recipient of the Academic Monogram awarded the monogram in the first year. Subsequent awards include a shield and an academic pin.

## 2. National Honor Society

To be eligible for National Honor Society a student must demonstrate scholarship by having a 4.50 cumulative grade point average through the first semester of their sophomore, junior, or senior year. Students must also demonstrate leadership, service, and character and receive at least three recommendations.

## 3. UHS Honors Night

Honors Night is held in May. This program recognizes students who have won awards from various UHS academic departments, athletics, and outside organizations. Scholarships from the district and a number of community groups are also awarded.

## 4. Scholarships

Urbana High School Counseling Office publishes a listing of available scholarships which can be viewed on the counseling website. This listing is produced using the various scholarship opportunities for which we receive information. Listings include criteria, award amount, application deadline, and how to obtain the application materials. This information is presented to students through the google classroom announcements and on the counseling website.

## 5. School Sponsored Extracurricular Activities

A dynamic program of student activities is vital to the educational development of all students. UHS provides a variety of experiences to aid in the development of favorable habits and attitudes. Additional clubs may be formed if a group of students expresses an interest and a faculty member agrees to serve as a sponsor. There may be a tryout or selection process for these activities. For eligibility requirements for extra-curricular activities, please see the UHS Extra Curricular Conduct Code in the UHS Student/Parent Guidebook. **Students interested in starting a club should see administration.**

Non-Athletic Extra Curriculars			Athletic Extra Curriculars		
Art Club Film and Media Arts Club Urbana Project Ignition FFA UHS Drama Club Spanish Club Gender-Sexuality Alliance	Debate Club UHS Theatre Club Key Club & Interact Club Multicultural Clubs National Honor Society Newspaper (The Echo) Student Senate	Yearbook (Rosemary) Math Team VCR, VHS Clubs Steam Club Robotics Club Science Olympian Club Habitat for Humanity	Boys Baseball Boys Football Boys Tennis Boys Basketball Girls & Boys Golf Boys Track	Boys Soccer Boys Wrestling Boys Cross Country Boys Swimming Girls Basketball Girls Soccer	Girls & Boys Cheerleading Girls Softball Girls Volleyball Girls Cross Country Girls Swimming Girls Tennis Girls Track

## 6. Seal of Biliteracy

This is for students who demonstrate a high level of proficiency in the four language domains in English and a language other than English. Those that earn this distinction, will have a seal on their diploma and transcript. For more information, please contact the multilingual coordinator or the assistant principal of curriculum and instruction.

# **Standardized Testing**

## **IMPORTANT NOTE ON TESTING**

**Any students needing accommodations** for standardized tests should contact their case manager or counselor.

### **1. State Testing**

During the Spring semester, all Freshmen are required to take the PSAT 8/9 and all Sophomore students are required to take the PSAT 10. All Juniors are required to take the SAT during the spring of their 11th grade year as a part of Illinois graduation requirements. This test is a graduation requirement. Some students with an IEP may take an alternate assessment. More information on the SAT, as well as free online preparation, can be found on the College Board website at [www.collegeboard.org](http://www.collegeboard.org). All Juniors are required to take an Illinois Science assessment. All students classified as “English Language Learners” are required to take the ACCESS assessment once a year.

### **2. PSAT/NMSQT (Optional)**

The Preliminary Scholastic Aptitude Test is given in mid-October as determined by a national testing date. It is a voluntary test taken by juniors that measures critical reading skills, math problem-solving skills, and writing skills. In addition to being a predictor for the SAT, it is used on a national level to determine qualifiers for the National Merit Scholarship competition. Sophomores may take the test if there is space available, but it does not count toward the National Merit Scholarship competition until taken in the junior year. A limited amount of fee waivers are available for juniors on F/R lunch. Testing accommodations must be requested before the end of the preceding school year.

### **3. Advanced Placement**

The Advanced Placement (AP) Program is a program of credit by examination for college-level studies pursued in secondary schools. Administered since 1955 by the College Board, this program is national. Its policies are determined by representatives of member institutions (public and private secondary schools, colleges and universities), and its operational services are provided by Educational Testing Service. Currently thirty-four examinations falling within nineteen academic disciplines are administered in May each year to over 300,000 high school students who are candidates for college credit and/or placement earned in high school courses. Over 14,300 secondary schools have students taking one or more of the AP examinations; over 2,000 colleges receive the scores and use them as the basis for granting credit and/or placement to entering students whose scores meet their requirements. Academic areas in which AP courses are currently offered at UHS are:

Biology  
Chemistry  
Physics C  
Physics 1  
Environmental Science  
Calculus AB  
Calculus BC  
Statistics  
English Language & Composition  
English Literature & Composition

French Language & Culture  
German Language & Culture  
Spanish Language & Culture  
Macroeconomics  
Psychology  
U.S. History  
Human Geography  
World History  
Studio Art—Drawing  
Studio Art—2-D Design

Since Urbana High School is an AP Center, students may take any of the examinations listed above if they feel qualified. There is a fee for each examination. Some fee reductions are available according to federal income guidelines. For further information regarding Advanced Placement testing go to [www.collegeboard.com](http://www.collegeboard.com).



# **Requirements for Colleges/Universities and the NCAA**

## **Academic Preparation for College**

Requirements for college admission vary widely. Typically, colleges have “minimum” and “recommended” requirements. What universities, particularly the more competitive schools (Big 10 such as Illinois, national liberal arts, IL Wesleyan, Butler, U Chicago, the Ivies, etc.), look for, is much *more* than *minimum* requirements. They consider the level/rigor of the coursework taken and the grades received, grade trends across the student’s high school career, and the course selection and grades in relation to the desired major. More and more schools are also asking for evidence of service and leadership in the school and/or community and involvement in extracurricular activities or work. Class rank, GPA, and test scores (ACT/SAT) weigh very heavily into admission decisions. Many schools require essays, and some require student interviews. A strong senior schedule helps show the applicant’s commitment to higher education.

**NOTE:** If a senior makes any schedule changes after filing a college application, the student is responsible for communicating that change to the college.

Depending on the institution, the college application process may be quite competitive. Admission committees typically have more than enough candidates who meet their minimum requirements. Therefore, they “raise the bar” to standards above the minimum and take into consideration such elements as rigor and out-of-class factors. Colleges and universities generally list and explain their standards for admission on their website. Look under headings such as “Admissions” or “Prospective Students” or consult the college’s publications or admissions staff for such information.

Colleges typically recommend the following:

- 4 years of English
- at least 3 of Math, Social Studies, and Science
- 2 years of Foreign Language or flexible credits

The well-prepared and competitive student will have 4 years of work in English, Math, Science, and Foreign Language and at least 3 in Social Studies.

## **NCAA Eligibility for College Bound Student Athletes**

Students who are interested in playing NCAA sports after high school need to be aware of the NCAA college freshman eligibility standards. More information and links to web sites related to the college-bound high school student athlete can be found on the NCAA Eligibility Center site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). In order to be eligible to play NCAA sports, students must meet certain course requirements in high school, attain a required core course grade point average (GPA) and have a qualifying ACT or SAT test score. Students must register electronically with the NCAA Eligibility Center. The registration fee for the Eligibility Center can be waived for students receiving free or reduced-price lunch. See the UHS Counseling office for the waiver. Students should register during their sophomore year. Students are responsible for having their transcripts and test scores sent to the NCAA. This needs to be arranged prior to the graduation date.

## **NCAA Division I, Division II and Division III Academic Standards**

Visit the NCAA Eligibility Center site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) to see up to date academic standards. Visit the counseling office if you have questions.

# *Course Descriptions*

# Career and Technical Education

The CTE Department at UHS offers courses in Agriculture, Applied Technology, Business, Cooperative Career Education, Family and Consumer Sciences, and Information and Technology.

Year or Semester	Course	Grade 9	Grade 10	Grade 11	Grade 12	Prerequisites/other helpful information
<b>Agriculture Courses</b>						
Y	Introduction to Agriculture, food and natural resources	X	X	X	X	Weighted option
S	Agriculture Independent Study	X	X	X	X	Recommended to have at least taken Intro to AFNR Admission upon interview
Y	Animal and Plant Science		X	X	X	Preferred to full year, animals are focused on in the fall. Plants are focused on in the spring. Weighted option
Y	Environmental Science			X	X	Weighted option
Y	Urban Agriculture			X	X	Weighted option

## **^INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES (AFNR)**

One year, two credits.

This orientation, project-based course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, and agricultural mechanics, will be presented. Students will also develop leadership, workplace, and computer skills and explore career options. This course has a weighted option, which must be declared within the eight (8) days of Fall semester.

*Weighted Option: 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. (18001A001) (AGR007) (AGR008)*

## **AGRICULTURE INDEPENDENT STUDY**

One semester, One credit

This course enables students to explore topics of personal interest within the agricultural education program. This serves as an opportunity for students to expand their expertise in a particular school-based enterprise, to explore a topic in greater detail, or to develop more advanced skills earned in previous agricultural courses. Must be an FFA member and complete a Supervised Agricultural Experience (SAE). No weighted option. (68997A000) (AGR023)

\* Weighted Courses

^ Course has weighted option

+These courses fulfill the state mandated Consumer Education graduation requirement

### **^ANIMAL AND PLANT SCIENCE**

One year, two credits. Prerequisite: Introduction to Agriculture Animal Science (taught in Fall) and Plant Science (taught in Spring)

This course builds on basic skills and knowledge gained in the Introduction to the Agricultural course. Major units of instruction include agricultural research, soil science, plant science, biotechnology, animal science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving computer and workplace skills will be a focus. This course has a weighted option, which must be declared within the eight (8) days of Fall semester.

Weighted option: 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. (03064A002) (AGR011) (03064A003) (AGR012)

### **^ENVIRONMENTAL SCIENCE**

One year, two credits or one semester, one credit. Students may take either or both Fall or Spring semesters.

This course focuses on the scientific investigation of environmental changes and its impact on the land, plants, animals, and humans. Areas of emphasis include: types of ecosystems, management of waste, chemical use, soil conservation, land uses and regulations, and water and air quality. Encouraging students to be conscious and concerned about the environment and recognizing the need to conserve the environment and its resources will be a theme throughout. Students will also have a chance to develop leadership, workplace, and computer skills and explore career options. This course does not meet the science requirements for graduation but is considered an additional science credit. This course has a weighted option, which must be declared within the eight (8) days of Fall semester.

Weighted Option: 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. (18504A001) (AGR005) (AGR006)

### **^ URBAN AGRICULTURE**

One year, two credits. Prerequisite: Introduction to Agriculture **and** Animal/Plant Science **or** admission upon interview. Recommended for Junior/Senior-level learners.

This course explores the principles and practices of urban agricultural production.

Topics covered will include urban crop production, harvesting, and management strategies. Other topics may include ethical, social, and environmental impacts of food and urban farming, permaculture, and urban agriculture as a social movement. This course has a weighted option, which must be declared within the eight (8) days of Fall semester. (18309A001)

Weighted Option: 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. (18309A001) (AGR015) (AGR016)

\* Weighted Courses

^ Course has weighted option

+These courses fulfill the state mandated Consumer Education graduation requirement

Year or Semester	Course	Grade 9	Grade 10	Grade 11	Grade 12	Prerequisites/other helpful information
<b>Engineering, Industrial Technology and Welding Courses</b>						
S	Introduction to Industrial Technology	X	X	X	X	
S	Electric Communication Technology/Engineering	X	X	X	X	Available Spring
Y	Engineering Essentials	X	X	X	X	Offered every school year PLTW Weighted course with dual credit option
Y	Introduction to Engineering Design	X	X	X	X	Offered in 2023-24 and 2025-26 school year PLTW Required to have taken Engineering Essentials Weighted course with dual credit option Required enrollment in or completion of Geometry
Y	Civil Engineering and Architecture		X	X	X	Offered in 2024-25 and 2026-2027 school year PLTW Weighted course with dual credit option Prereq of Engineering Design or Principle of Engineering
S	Welding Technology 1		X	X	X	Required prereq of Introduction to Industrial Technology/Engineering
S	Welding Technology 2		X	X	X	Available Spring Prereq of Welding Technology 1
S	Welding Technology 3		X	X	X	Available Spring Prereq of Welding 1 and 2
<b>Auto</b>						
S	Small Engine Repair	X	X	X	X	
S	Auto 1	X	X	X	X	Available Fall Required Prereq of Small Engine Repair
S	Auto 2	X	X	X	X	Available Spring Need passing grade in Auto 1 or Instructor approved
S	Auto 3		X	X	X	Available Fall Prereq of Auto 1 and 2 Need passing grade in Auto 2 or Instructor approved
S	Auto 4			X	X	Available Spring Prereq of Auto 1, 2 and 3 Need passing grade in Auto 3 or Instructor approved

## **INTRODUCTION TO INDUSTRIAL TECHNOLOGY/ENGINEERING**

One semester, one credit

Students will learn about the following areas through engineering design challenges: Production, Transportation, Communication, Energy Utilization, Engineering Design, Computer Aided Drafting (CAD) and more. This course will cover the resources, technical processes, industrial applications, technological impact and occupations encompassed by that system. These hands on projects will involve the safe use of hand tools, welding equipment, and power tools. Students will be exposed to a variety of career opportunities related to the transportation and engineering fields.

(21052A002) (TEC001)

## **ELECTRONIC COMMUNICATION TECHNOLOGY/ENGINEERING**

Spring semester, one credit.

Communication Technology is a course designed to foster an awareness and understanding of the technologies used to communicate in our modern society. Students gain experience in the areas of design and drafting, radio, and television broadcasting, computers in communication, graphic arts, and telecommunications. (11002A001) (TEC009)

### **\* ENGINEERING ESSENTIALS (PLTW)**

One year, two credits. A Project Lead the Way course. Offered every year.

This is a weighted course with a dual credit option. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing. (21006A002) (TEC026) (TEC027)

### **\*INTRODUCTION TO ENGINEERING DESIGN (PLTW)**

One year, two credits. A Project Lead the Way course. Offered in 2023-24 and 2025-26 school year

Required to have took Engineering Essentials. Required enrollment in or completion of Geometry.

This is a weighted course with a dual credit option. This course teaches problem solving skills using a design process. Models of product solutions are created using different prototyping methods (wood, metal, 3D printing, etc.), and communicated using solid modeling computer design software (CAD). Enrollment in or completion of Geometry recommended. (21006A001) (TEC018) (TEC019)

### **\*CIVIL ENGINEERING AND ARCHITECTURE (PLTW)**

One year, two credits. A Project Lead the Way course. Offered in 2022-23 and 2024-25 school year

Prerequisite: \*Introduction to Engineering Design or \*Principle of Engineering.

This is a weighted course with a dual credit option. This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationships and dependence of both fields on each other. Students use state-of-the-art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, project documentation, and presentation. (21012A001) (TEC024) (TEC025)

## **WELDING TECHNOLOGY 1**

Fall semester, one credit. Required prerequisite: Introduction to Industrial Technology/Engineering

This course assists students gaining the knowledge and developing the basic skills needed to be successful in a career in welding technology. Units of instruction include shielded metal arc welding (stick), oxyacetylene welding, TIG and MIG welding, metallurgy, and cutting metal using plasma arc and oxyacetylene. In addition, students learn the basics of blueprint reading, precision measuring, and layout. This course has a weighted option. (12054A001) (BUS002) (13207A001) (TEC014) (TEC015)

## **WELDING TECHNOLOGY 2**

Spring semester, one credit. Prerequisite: \*Welding Technology 1

This course builds on the skills and concepts introduced in Welding Technology I and provides a more in-depth skill development in various types of welding including horizontal, vertical, overhead, and pipe techniques. Students also explore the use of robotic and automated production welding. (13207A002) (TEC016) (TEC017)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

### **WELDING TECHNOLOGY 3**

Spring semester, one credit. Prerequisite: \*Welding Technology 1 and Welding Technology 2  
Welding 3/Precision Metal Production III

This course is a continuation of Welding I and II. It builds on the skills introduced in the prior courses. This course begins to offer students the opportunity to specialize in specific areas of manufacturing such as machine tool set-up and operation, welding, quality control, automated machine set-up and operation, and sheet metal fabrication. The course is designed to engage students in exploring and deepening their understanding of “big ideas” regarding technology and apply technological processes to solve real problems and develop knowledge and skills to design, modify, use and apply technology to welding and the metal production industry. (13207A002) (TEC030)

### **SMALL ENGINE REPAIR**

One semester, one credit

Small engine repair is an instructional program that prepares individuals to troubleshoot, service, and repair a variety of small internal-combustion engines, involving both two and four cycle engines used on portable power equipment. Students will be introduced to different engine theory and operation. Planned activities will allow students to become knowledgeable of fundamental principles and technical skills related to troubleshooting, repairing, identifying parts and making precision measurements. Safety will be a key component of this class. Students will also be exposed to career opportunities related to small engines. (20110A001) (TEC012) (TEC013)

### **AUTOMOTIVE 1**

Fall semester, one credit. Required prerequisite: Small Engine Repair

Students will be introduced to the basics of becoming an automotive technician. The major areas of study include: safety, vehicle operation, lifting, vehicle safety inspections, fluid specifications (types and service recommendations), exhaust systems, air intake system, engine oil change, hybrid vehicle introduction, wheels, tires, keyless entry, traction control, OBDII scan tool DTC retrieval, heating and air conditioning, steering and suspension basics, lubrication, cooling, battery construction, charging system, and the starting system. The lab portion of the course will include proper lab safety and tool usage. Students will be introduced to A.S.E. exam-type questions. This course will be presented as a combination of classroom activities and accompanying lab activities. (20106A001) (Automotive Technician 1) (TEC002)

### **AUTOMOTIVE 2**

Spring semester, one credit. Prerequisite: Need passing grade in Auto 1 or instructor approved.

Students will study the automotive braking system. Perform lab activities on disc and drum brake assemblies. Learn the theory behind the automotive braking system. Students will work on brake lines, master cylinders, and vacuum brake boosters. This course will discuss braking systems related to alternative fuel vehicles. Students will be introduced to the proper procedures and tools to use while servicing the vehicle braking systems. Students will test and diagnose parts of the drivetrain, and overall automobile performance. The lab portion of the course will include proper lab safety and tool usage. Students will be introduced to A.S.E. exam-type questions. This course will be presented as a combination of classroom activities and accompanying lab activities. (20104A001) (Automotive Technician 2) (TEC003)

### **AUTOMOTIVE SERVICE TECHNOLOGY 3**

Fall semester, one credit. Prerequisite: Auto 1 and Auto 2 Need passing grade in Auto 2 or Instructor approved.

Students will be introduced to the steering and suspension system of the automobile. Students will learn the theory of steering and suspension system components. Lab will consist of removing and reinstalling suspension and steering components. Students will learn the theory and importance of vehicle alignments. The lab portion of the course will include proper lab safety and tool usage. Students will be introduced to A.S.E. exam-type questions. This course will be presented as a combination of classroom activities and accompanying lab activities. (20104A001) (Automotive Technician 3) (TEC004)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

## AUTOMOTIVE SERVICE TECHNOLOGY 4

Spring semester, one credit. Prerequisite: Auto 1, 2 and 3 Need passing grade in Auto 3 or instructor approval.

Students will be introduced to computerized engine controls and advanced diagnostic techniques. Students will learn the use of oscilloscopes and scan tools to diagnose sensor and computer problems in the ignition, fuel system, and alternative fuel vehicles. Students will also learn the fundamentals of collision systems and airbags, and the HVAC of the automobile. (20104A002) (Automotive Technician 4) (TEC005)

**Note:** Students who demonstrate competencies through the successful completion of specific high school courses and meet specific guidelines will receive proficiency credit from Parkland College for AFD 110: AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR and AFD 113: AUTOMOTIVE CHASSIS SYSTEMS MAINTENANCE AND LIGHT REPAIR.

## **BUSINESS COURSES**

Year or Semester	Course	Grade 9	Grade 10	Grade 11	Grade 12	Prerequisites/other helpful information
<b>Business Courses</b>						
S	Personal Finance	X	X	X	X	Fulfills Consumer Education req
S	Introduction to Business	X	X	X	X	
S	Advanced Personal Finance		X	X	X	Weighted course
S	Computerized Keyboarding 1	X	X	X	X	
S	Computerized Keyboarding 2		X	X	X	Required prereq of Computerized Keyboarding 1
S	Sports and Entertainment Marketing		X	X	X	Required prereq of Personal Finance or Intro to Business
S	Entrepreneurship		X	X	X	Required prereq of Personal Finance or Intro to Business
S	Accounting 1		X	X	X	Weighted course
S	Accounting 2		X	X	X	Weighted course Prereq of Accounting 1
S	Social Media Marketing		X	X	X	Required prereq of Personal Finance or Intro to Business
S	Business Law			X	X	Weighted option
Y	Coop 1			X	X	Fulfills Consumer Education req
Y	Coop 2				X	Fulfills Consumer Education req

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*



## **+PERSONAL FINANCE**

One semester, one credit

This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. Students will see how individual choices directly influence their future earnings potential and occupational goals. The topics covered in this course will include, financial literacy, saving, budgeting, money management and spending, banking accounts, debit cards, debt, loans, credit cards, FICO scores, consumer awareness, identity theft, simple contracts, predatory, lending, bargain shopping, using cash, negotiation, investing and retirement, insurance, career and taxes. Students will also have an understanding of the roles of consumers interacting with agriculture, business labor unions and government in formulating and achieving the goals of the free enterprise system. This class uses several multimedia sources and a guided-note textbook. Students can utilize these materials for their future financial decisions. This course is highly recommended for students with an interest in the world of business. In addition, this class will fulfill the state mandated Consumer Education requirement. (12001A001) (BUS004)

## **INTRODUCTION TO BUSINESS**

One semester, one credit

This course surveys an array of topics and concepts related to the field of business. This course will introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management, as well as a brief overview of the American economic system and corporate organization. Students can also expect to be exposed to the varied opportunities in secretarial, accounting, management, and related fields. (12051A001) (BUS122)

## **+\*ADVANCED PERSONAL FINANCE**

One semester, one credit. Recommended for 10th, 11th, and 12th grade students.

This course is weighted and fulfills the state of Illinois consumer education requirement for high school graduation. This class will provide in-depth knowledge of the financial world. It is intended for upperclassmen that might be interested in the business field or pursuing business collegiate degrees. Topics include an introduction to business, ownership types, business economics, competition, ethics, business communication, investing, marketing, management, human resources, financial literacy, banking accounts, debt, and consumer awareness. (12001A001) (BUS029)

## **COMPUTERIZED KEYBOARDING I**

One semester, one credit

Students develop keyboarding skills for entering alphabetic, numeric, and symbol information. Students will use word processing software to format documents such as letters, memos, reports, tables, for personal, educational and business use. Major emphasis will be placed on technique, formatting and editing skills and increasing speed and accuracy. (12005A001) (BUS006)

## **COMPUTERIZED KEYBOARDING II**

One semester, one credit. Prerequisite: Computerized Keyboarding I

This course is a continuation of the Computerized Keyboarding I class. Students use advanced word processing techniques such as formatting envelopes and labels, learn the basics of creating and using spreadsheets, as well as experience using presentation software. All programs in the Microsoft Office Suite (*Word, Excel, PowerPoint, and Publisher*) will be covered. Students will produce professional looking documents utilizing skills learned in this course. (10004A001) (BUS007)

## **SPORTS AND ENTERTAINMENT MARKETING**

One semester, one credit. Recommended for 10th, 11th, and 12th grade students.

This marketing course offers students the opportunity to learn and develop marketing skills related to the booming sports and entertainment industry. The semester-long course will focus on the basic principles of marketing and advertising in addition to merchandising, publicity, public relations, facility design, sponsorship, ticketing and career opportunities in the field. (12152A001) (BUS014)

*\* Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

## **ENTREPRENEURSHIP**

One semester, one credit. Recommended for 10th, 11th, and 12th grade students.

This course will give students an opportunity to organize, operate, and assume the risk of a hypothetical business venture. Goals will be accomplished by creating new ideas, analyzing markets and competitors, planning a new enterprise, marketing products or services, obtaining capital, and maintaining a financial plan. This course is highly recommended for students with an interest in the world of business. A jewelry business simulation will add great value and interest to this course. The simulation will allow students to learn about the different aspects of the business world, which include generating and implementing ideas, and how to turn ideas into action. Topics include the nature of entrepreneurship, business feasibility and planning, market analysis, types of ownership, the legal environment, site selection and layout planning, marketing plan, pricing and promotion strategies, business management, purchasing, inventory, production management, distribution, staffing, financing, risk management, and ethics. (12053A001) (BUS005) (12005A001) (BUS007)

## **\*ACCOUNTING 1**

One semester, one credit

Are you a Sophomore, Junior or Senior pursuing a background in business, finance, marketing, and/or management? Get a head start and learn the "Language of Business!" While using the double entry system, the emphasis of this course will be on the analysis of transactions for input into a manual accounting system. This class will focus on keeping records for a sole proprietorship business using general ledgers, accounts payable, and accounts receivable systems. Topics covered will include the accounting cycle, accounting equation, transactions that affect assets, liabilities, and owner's equity, transactions that affect revenue, expenses, and withdrawals, recording transactions in a general journal, posting from general journal to general ledger, six-column worksheet, financial statements for a sole proprietorship, closing entries, cash controls and banking activities. Several mini practice sets will be completed to give students a real world experience. Upon successful completion of Accounting 1, students are strongly recommended to continue their accounting experience with Accounting 2 the following semester. (12104A001) (BUS000)

## **\*ACCOUNTING 2**

One semester, one credit. Prerequisite: Accounting 1

This course is a continuation of Accounting 1. Accounting 2 is a skill-level course that builds upon the foundation established in Accounting 1. This course will help students develop further knowledge of the principles of accounting. The emphasis of this course will be an analysis of transactions, manual and computer accounting systems, keeping records for a merchandising corporation, and partnerships. Topics covered will include: the accounting cycle for a merchandising corporation, sales and cash receipts, purchases and cash payments, special journals, ten-column worksheet, financial statements, cash funds, plant assets and depreciation, uncollectible accounts receivable, inventories, notes payable and receivable. (12104A001) (BUS001)

## **SOCIAL MEDIA MARKETING**

One semester, one credit. Recommended for 10th, 11th, and 12th grade students.

This course addresses social media as a marketing tool and emphasizes social media tools, social media messages, and search engine optimization. Topics may include, but are not limited to, marketing information management (including marketing research), market planning, channel management, sales, promotion, product/service management, and pricing. (12162A001) (BUS121)

## **^BUSINESS AND PERSONAL LAW**

One semester, one credit. Recommended for 10th, 11th, and 12th grade students.

The course will introduce students to various legal issues as they relate to, lawsuits both civil and criminal, human rights, ethics and consumers' interactions with labor unions, free enterprise system, contract law, personal law, criminal law, renting and owning real property, employment contracts, marriage, divorce, insurance, and wills. The course will include several small simulations of cases in which students learn how to gather evidence while working as a team, the differences between prosecution and defense, and interpretations of the law. This course has a weighted option (12054A001) (BUS002)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

## FAMILY AND CONSUMER SCIENCES COURSES

Year or Semester	Course	Grade 9	Grade 10	Grade 11	Grade 12	Prerequisites/other helpful information
<b>Family and Consumer Sciences Courses</b>						
S	Foods and Nutrition 1	X	X	X	X	
S	Foods and Nutrition 2	X (2nd sem. only)	X	X	X	Prereq of passing grade in Foods and Nutrition 1
S	Baking and Pastry	X (2nd sem. only)	X	X	X	Prereq of passing grade in Foods and Nutrition 1
S	International Culinary Arts			X	X	Prereq of passing foods 1 and Baking and Pastry OR Foods 2
Y	Culinary Arts		X	X	X	Weighted option Prereq of passing Foods and Nutrition I & II with a C or higher
S	Child Development	X	X	X	X	
S	Human Development and Family Wellness		X	X	X	
S	Parenting		X	X	X	
Y	Advanced Child Development 1		X	X	X	Weighted option Prereq of Child Development, Parenting, or Human Development Family Wellness
Y	Advanced Child Development 2			X	X	Weighted option Prereq of Advanced Child Development with a C or higher and interview with Instructor
S	Introduction to Clothing	X	X	X	X	
S	Interior Design		X	X	X	
S	Independent Living			X	X	Fulfills Consumer Education req Recommended prereq of Human Development and Family Wellness

### FOODS AND NUTRITION I

One semester, one credit

This course will educate students about basic food preparation skills and include topics such as, kitchen safety and sanitation, proper use of equipment, measuring, and vocabulary as well as units on different food groups. Students participate in both regular classroom activities (reading, discussion, text work) and lab experiences. Cooking labs are done for each unit. (16054A001) (FCS002)

### FOODS AND NUTRITION II

One semester, one credit. Prerequisite: Passed Foods and Nutrition I

Take your culinary knowledge a step further with Foods and Nutrition II. In this course we will discuss kitchen safety and sanitation, heat methods, grains, beef, poultry, pies and cakes. (16054A002) (FCS001)

\* *Weighted Courses*

^ *Course has weighted option*

+ *These courses fulfill the state mandated Consumer Education graduation requirement*

## **BAKING AND PASTRIES**

One semester, one credit. Prerequisite: Passes Foods and Nutrition 1

Students will learn baking and pastry techniques with an emphasis on sanitation and food safety, basic baking fundamentals, tools used in the baking industry, proper measurement of ingredients, and converting formula yields. Students will explore the difference between quick breads and yeast-leavened dough. The students will demonstrate skills in preparing various types of pies, tarts, cookies, and cakes. Students will also be provided the opportunity to evaluate career options offered in the baking industry (16056A001) (FCS023)

## **INTERNATIONAL CULINARY ARTS**

One semester, one credit. Prerequisite: Passes Foods and Nutrition 1 and one level two culinary course- (Foods Nutrition II or Baking and Pastries)

This course introduces the classical cooking skills associated with the preparation and service of international and ethnic specific cuisines. Student will be able to understand the similarities between current food production systems in the United States and those in other regions of the world. Student will also be adaptable to various deviations in cooking strategies, develop an understanding of food sources and the availability of these items, making substitutions where warranted. International Culinary Arts also focuses on the heritage of the Culinary Arts as an art form and the student acquires in-depth artistic appreciation for their chosen profession. (16056A001) (FCS024)

## **^CULINARY ARTS**

One year, two credits. Prerequisite: Passed Foods and Nutrition II with a C or higher

The Culinary Arts I course is designed to introduce students to the basics of the restaurant, foodservice, and lodging industries, as well as employment opportunities within the hospitality industry. Students will review food safety and sanitation principles before they progress to food preparation. Soups, sauces, fruits, vegetables, and grain products will be the areas of study for food preparation. Communication essentials including workplace conduct, management skills, and meeting customer's needs and expectations will be addressed, as well as the essentials needed in building a successful career in the food service, restaurant and lodging industries. Students can complete the ServSafe Manager course for weighted credit. (16001A001)(FCS017) (FCS018)

## **CHILD DEVELOPMENT**

One semester, one credit

In this course students will study the family life cycle including pregnancy and the decisions and choices one must make leading up to becoming a parent. Additionally, students study the physical, emotional, social and intellectual development of the child during the first year of life. Daily care tasks of the infant (bathing, feeding, clothing, and monitoring) are a focus. Career opportunities in the field of child development are explored. Activities include discussion, contemporary reading material, projects, and videos/DVDs. This is a required prerequisite course for Advanced Child Development. (19052A001) (FCS003)

## **HUMAN DEVELOPMENT AND FAMILY WELLNESS**

One semester, one credit. Grades: 10-12

This course focuses on the development and wellness of individuals and families throughout the life cycle. Topics include theories, principles and practices of human development and wellness, life cycle expectations and issues that include biological, social and psychological needs and concerns of aging adults; community services, agencies and resources; roles, responsibilities and functions of families, family members and caregivers; individual and family wellness planning; and fostering intergenerational relationships. Service learning and human and family services careers will be incorporated. This is a required prerequisite course for Advanced Child Development. (19261A001) (FCS019)

## **PARENTING**

One semester, one credit. Recommended for juniors and seniors

This course is for students interested in exploring the responsibilities and challenges of parenthood. A variety of topics will be covered such as: understanding family dynamics, exploring parental readiness and emotional maturity, teen pregnancy and parenting, adoption, and examining the skills needed to become an effective parent. This is a required prerequisite course for Advanced Child Development. (19052A001) (FCS014)

*\* Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

## **^ADVANCED CHILD DEVELOPMENT I**

One year, two credits. Prerequisite: Child Development, Human Development Family Wellness, or Parenting

This full-year course provides developmental background and preparation for those interested in pursuing a career in early child education, pursuing a career as a teacher or director of a childcare center, pursuing a career in social work or psychology, or improving skills as a future daycare home provider or parent. Students will develop an understanding of the social, emotional, mental, and physical needs of preschool children and how to meet those needs in a pre-school school or early childhood setting. Students will develop skills and positive guidance techniques in planning and carrying out age-appropriate activities with preschool children while maintaining a safe and stimulating environment. The course includes laboratory experiences with children. It is required to take this course full-year. Students who maintain attendance and complete all nine modules will earn an ECE Credential Level 1. An ECE Credential Level 1 is a symbol of professional achievement that validates knowledge, skills, and experiences in early care and education. Completion of ECE Credentials Level 1 also opens scholarship opportunities for those who pursue early childhood education. Students will gain entry-level job skills. Students can complete additional book studies for a weighted option. (19054A001) (FCS004) (FCS005) Weighted option (FCS020)

## **^ADVANCED CHILD DEVELOPMENT II**

Can take up to one year, two credits. Prerequisite: Passed Advanced Child Development with a C or higher and interview with instructor.

Students can complete additional book studies for a weighted option.

This course focuses on the planning, implementation and supervision of activities in child care centers or early childhood education programs. Students need to be self-directed. Curriculum is project based and functions similar to an independent study course. Students assist in the weekly pre-school program and maintain the pre-school website. (19055A001) (FCS006) (FCS008) Weighted option (FCS021)

## **INTRODUCTION TO CLOTHING**

One semester, one credit

This course is designed for students who have limited instruction in clothing construction and want to learn to use a simple commercial pattern and sewing machine. Students will learn about fashion, design, clothing care, and clothing construction as they relate to personal, family, and consumer use. Students will also learn hand sewing techniques and have class time to experiment with projects such as crocheting and knitting. Several projects will be constructed throughout the semester. (19201A001) (FCS012)

## **INTERIOR DESIGN**

One semester, one credit. Recommended for juniors and seniors

This course covers a variety of topics related to a career in this field; choosing housing, understanding the principles of interior design, evaluating interior furnishings, and creating and interpreting design plans. Classroom activities will include readings, discussions, and labs/projects. (05193A001)(FCS013)

## **+INDEPENDENT LIVING**

One semester, one credit. Recommended for juniors and seniors. Recommended Prerequisite: Human Development and Family Wellness

This course covers the skills needed for living independently such as; cooking, lifestyle, values, decision making, career choices, economics, banking, budgeting, credit, insurance, federal taxes, electronic banking, and current issues in the economy. This course focuses on the identification and management of personal and family resources to meet the needs, values, and wants of individuals and families throughout the life cycle. The course utilizes a variety of project-based experiences to gain knowledge of the topics listed above. This course satisfies the state graduation requirement for Consumer Education. (19251A002f) (FCS000)

*\* Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

## **WORK BASED LEARNING COURSES**

Work Based Learning Courses provide the opportunity to receive career training and earn high school credit while attending high school. During the school day, the student attends classes at Urbana High School. When classes are finished for the day, students are released and permitted to go to work. Every effort is made to provide training in the area of the student's interest. For Cooperative Education 1 and 2, students secure their own job with pay. For Executive Internship, the coordinator finds a placement with assistance from the student, these are non paid opportunities. For both courses students must submit timelogs every two weeks, failure to do so will result in removal from the class with an F. Apply for enrollment through the coordinator or your counselor.

### **+COOPERATIVE EDUCATION 1**

One year, up to two credits per semester. Prerequisite: Students must be 16 years of age or older

Note: If a student loses their job during the semester, they have 10 school days to find a new one. If the student does not find a new job they will be removed from the class without credit (withdrawal fail) and be placed in a study hall.

The course provides entry-level on-the-job training with pay at an approved training site. Approval of program coordinator is required prior to enrollment. Apply through the coordinator or your assigned counselor. This class will fulfill the state mandated Consumer Education requirement. You must have a job (working at least 10-15 hours per week) by the first day of class. Contact the coordinator in advance for assistance in obtaining employment. Regardless of when the off campus work portion is completed, COOP students are required to have one period of in class learning. Cooking/Culinary Arts (169998A001) Marketing/Management (1219A001) Class: (BUS129)(BUS130)(BUS131)(BUS132) Work portion: (BUS127) (BUS128)

### **+COOPERATIVE EDUCATION 2**

One year, up to two credits per semester. Prerequisite: Students must be 16 years of age or older. Recommended for seniors.

Note: If a student loses their job during the semester, they have 10 school days to find a new one. If the student does not find a new job they will be removed from the class without credit (withdrawal fail) and be placed in a study hall.

This course is a continuation of Cooperative Education 1. Approval of program coordinator is required prior to enrollment. Apply through the coordinator or your assigned counselor. This class will fulfill the state mandated Consumer Education requirement. You must have a job (working at least 10-15 hours per week) by the first day of class. Contact the coordinator in advance for assistance in obtaining employment. Regardless of when the off campus work portion is completed, COOP students are required to have one period of in class learning. Cooking/Culinary Arts (169998A001) Marketing/Management (1219A001) Class: (BUS129)(BUS130)(BUS131)(BUS132) Work portion: (BUS127) (BUS128)

## **EXECUTIVE INTERNSHIP PROGRAM**

One semester, variable credit. Selective admission. Open to seniors spring semester.

The Executive Internship Program offers highly motivated, professionally bound seniors the opportunity for first-hand observation and hands-on experience in their chosen careers. Seniors selected carry a reduced academic load during second semester and spend the remainder of the day with executives in the local business and professional community. Each placement is individually designed. By inclusion in the daily operation, activities, projects and meetings at their sites, interns get a realistic view of their interest area. On Fridays, interns meet in a seminar session. Each intern completing course requirements earns credit based on the hours averaged at the internship site and prepares a summary of the experience, which is attached to his/her high school transcript. Prospective interns are encouraged to take an interest inventory that is available through their high school counselor or the program coordinator. To apply for the program, interested juniors need to mark "Executive Internship Program" under the Interdisciplinary Studies section on the registration form. Informational meetings for students and parents, as well as student interviews, will be scheduled after registration. (22998A000) (IDS004-1DS011)

*\* Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

# English

English courses at Urbana High School are divided into college preparatory, Dual Credit Prep (to prepare the student to get 100 level English credit at most colleges) and APPrep (Advanced Placement Preparatory- to prepare students to get 2 English AP credits for college) levels. The college preparatory level is designed for the majority of our students and will provide them with a rigorous curriculum designed to give them the critical thinking skills and content knowledge needed to be successful in post-secondary education.

The following chart shows the course sequence of required courses for English credit

Level of Class	9	10	11	12
AP Prep Course Plan	*AP Prep Comp 9	*AP Prep WS English	*AP Language and Composition *AP Prep American Studies English	*AP Literature and Composition
Dual Credit Prep Course Plan	*AP Prep Composition 9/ Bridge Composition 9 2nd Semester	*AP Prep World Studies English	*AP Prep American Studies English American Studies English	Dual Credit English/ Advanced Composition
College Prep Course Plan	Composition 9	World Studies English	American Studies English	Advanced Composition Literature and Composition Transitional English
Senior English Credit Bearing Electives (each 1 credit)	Speech (Must have attempted Comp 9+/-, WSE and be at least a Junior) British Literature Creative Writing			
Other English Electives (1 Elective Credit)	BIPOC Literature, Intro to Theatre, Technical Theatre/acting, Journalism, Yearbook, Critical Race Theory in the 21st Century			

\* Designates a weighted course

⚡ The Speech course: The class cannot be taken by Freshmen. A Sophomore who is in APPWSE can take this course in the spring with teacher (both APPWSE and Speech teachers) approval.

## COMPOSITION 9

One year, two credits

This course is required of all 9<sup>th</sup> grade students not taking \*AP Prep Composition 9. It is a discussion and writing intensive course that provides specific instruction in a variety of persuasive and expository modes while giving the students a foundation in conventions and research skills. Specific attention will be given to reading strategies and paragraph and essay structure. Core texts include *Cemetery Boys* and *A Lesson Before Dying*. This course may be taken as a single period or with a lab\*\*. Determination of which course a student enrolls in is determined by building developed guidelines. Students enrolled in the lab section will receive one additional elective credit for each semester passed.

Comp 9 course: (01001A000) (ENG006) (ENG007) Lab: One year, two credits (Elective Credit) (22005A000) (ALS058) (ALS059)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

### **\*AP PREP COMPOSITION 9**

One year, two credits

This course is designed to help students prepare for the demands and rigor of senior Advanced Placement Literature and Composition. The course is designed for highly motivated and exemplary freshmen who read significantly above grade level, and who have mastered five paragraph expository compositions. This is a writing intensive course that provides advanced instruction in persuasion and exposition while giving the students a foundation in conventions and research skills. Core literature in this course includes *To Kill a Mockingbird*, *Inherit the Wind*, *A Lesson Before Dying*, *Romeo and Juliet* and *Bless Me Ultima*. (01001A000) (ENG010) (ENG011) (22005A000)

### **WORLD STUDIES - ENGLISH**

One year, two credits

This course is required for all sophomores not taking \*AP Prep World Studies English. This is a writing-intensive course that will build on the skills developed in Composition 9. Specific instruction will be given in a variety of persuasive and expository modes, grammar, and research skills. The class will also utilize a variety of reading strategies to better understand some of the social issues of various cultures throughout the world. Core texts for this class are *Things Fall Apart*, *Night* and *The Kite Runner*. \*\*This course may be taken as a single period or with a lab\*\*. Determination of which course a student enrolls in is determined by building developed guidelines. Students enrolled in the lab section will receive one additional elective credit for each semester passed. WS English: (01002A000) (ENG014) (ENG015) Lab: (ALS 060) (ALS061)

### **\*AP PREP WORLD STUDIES - ENGLISH**

One year, two credits

This course is designed to help students prepare for the demands and rigor of senior Advanced Placement Literature and Composition. This course is designed for more mature and independent sophomores who read and write above grade level. Students are expected to devote significant time outside of class to meet course requirements and expectations. This is a writing intensive course that emphasizes instruction in literary analysis papers. Works include *Oedipus Rex*, *Things Fall Apart*, *Beowulf*, and *Night*. (01058A000) (ENG018)(ENG019)

### **AMERICAN STUDIES - ENGLISH**

One year, two credits. (four credits if taken with Lab)

This course is required of all juniors not taking \*AP Prep American Studies English. Core texts include *The Great Gatsby*, *Malcolm X: A Graphic Biography*, *Fences*, *The Things They Carried* and *Barefoot Gen* or *Farewell to Manzanar*. \*\*This course may be taken as a single period or with a lab. Determination of which course a student enrolls in is determined by building developed guidelines. Students enrolled in the lab section will receive one elective credit for each semester passed. The Lab portion of the class earns a grade of Pass or Fail. AS English: (01003A000) (ENG020) (ENG021) Lab: (22005A000) (ALS062) (ALS063)

### **\*AP PREP AMERICAN STUDIES - ENGLISH**

One year, two credits

This course is designed to help students prepare for the demands and rigor of senior Advanced Placement Literature and Composition. It provides an advanced and rigorous approach to poetic and literary analysis, as well as critical nonfiction. The primary texts will be pieces following American literary movements and timelines of: Clashing Early Perspectives, Romanticism and Transcendentalism, Realism, Victorian Women Writers, Modernism (core text, *The Great Gatsby*), Postmodernism (core text, *Sula*), and modern American drama. This course will also prepare students for post-high school plans and choices for senior year English. (01003A000) (ENG024) (ENG025)

\* Weighted Courses

^ Course has weighted option

+These courses fulfill the state mandated Consumer Education graduation requirement



### **\*AP LANGUAGE AND COMPOSITION**

One year, two credits. This class is for juniors; sophomores can take it with recommendation. Cannot repeat; Prerequisite: AP Prep World Studies English

AP Language and Composition is the highest level of English available to students who have taken AP Prep World Studies. In general, students would move to AP Literature after this course. However, they would also have an option to move to Dual Credit English. AP Lang is a document-based exam, so the majority of the work will be focused on the skill of interpreting, analyzing, and reproducing the stylistic elements of original documents from various cultures and time periods. It would prepare students to take the AP Language and Composition exam and can be used for college credit. (ENG057) (ENG058)

### **LITERATURE AND COMPOSITION**

One year, two credits - Meets Senior English Requirement

In Literature and Composition, students will explore the craft of fiction and informational text, examining the impact and rationale of the author's choice. Students will analyze current events and their relevance in both society and literature, expanding their understanding of the issues of identity in the 21st century. Students will engage in a college or job preparation unit, expand on research skills through essays and projects, participate and lead discussion through Socratic Seminars, and deepen analysis of literature. Primary texts are *Anthem* and *Native Son*. (01052A000) (ENG028) (ENG029)

### **BRITISH LITERATURE**

One year, two credits - Meets Senior English Requirement

This survey course will provide students with a background in British Literature from Old English through the twentieth century. The assessment focus is on the development of student exposition and analysis, creative responsive writing, and preparing students for college level coursework. Additionally, the course encourages students to draw connections between seminal British texts and modern day concerns. The textbook is *Elements of Literature, Sixth Course*, by Holt. Other larger works in the course may include *Hamlet* and *Heart of Darkness*. (01056A000) (ENG042) (ENG043)

### **\*ADVANCED COMPOSITION (Parkland Dual Credit)**

One year, two credits - Meets Senior English Requirement.

This is a Parkland Dual Credit course offered at UHS. See Dual Credit section. This is a weighted course. This course will prepare students for competent written expression in college, career, and life through essay writing with attention to focus, development and organization, audience awareness, summary of others' arguments, and effective presentation. Students will employ all of the stages of the writing process. The course readings and discussions, as well as the gathering of information and writing of essays, will contribute to students' general cultural knowledge and abilities to read and think critically. A major focus of the course will be research, citations, and synthesis of information. More information about dual credit requirements is available in the Counselor's office. (Parkland Course: ENG 101 Composition I, 3 credit hours and ENG 102 Composition II, 3 credit hours) (01103A000) (ENG044) (ENG045)

### **\*AP LITERATURE AND COMPOSITION**

One year, two credits - Meets Senior English Requirement

This highly rigorous course is appropriate for seniors who read and write significantly above grade level. The text is *Literature: An Introduction to Fiction, Poetry, and Drama* by X.J. Kennedy, a text used in colleges. Longer works studied include *King Lear*, *Frankenstein*, *Beloved*, *The Things They Carried*, *All the King's Men* and *White Noise*. Reading and writing assignments are similar to those which can be expected in college English courses, including a required second semester research paper and oral presentation of that research. Taking this class can prepare the student to take the Advanced Placement Exam in May. Scoring well on that exam can result in up to 6 hours of college credit in Rhetoric or English. (01006A000) (ENG030) (ENG031)

\* Weighted Courses

^ Course has weighted option

+ These courses fulfill the state mandated Consumer Education graduation requirement

## **TRANSITIONAL ENGLISH**

One year, two credits- Meets Senior English Requirement. Prerequisite: American Studies AND written recommendation from ASE teacher.

Transitional English is a course developed through a partnership between our local school district and Parkland College. This course builds on students' personal experiences and academic knowledge to develop skills in reading, critical thinking, and writing that will enhance their success in college-level courses across majors and career pathways while aligning with Illinois Learning Standards. Transitional English is taught by UHS faculty who receive preparation and professional development from Parkland College and is open to qualifying students their senior year. Students are evaluated and assessed by both the district and Parkland College through shared student achievement data. Transitional English is a year-long course with the goal of providing students the requisite skills for "day one" success in college-level courses. Students are considered to be college ready based on two competencies: Metacognition and Essential Skills. Metacognitive development, as defined by the State of Illinois, is "to support students to consider how, why, and when to employ various reading and writing strategies and processes". Essential skills of the course relate to overall college readiness, employability, and life success. These skills are evaluated through activities and assignments in the course that are designed to apply real-world and relevant connections. Students are assessed through both formative and summative means to measure students' progress toward attainment of the competencies. Multiple opportunities for feedback, revision, and student reflection are offered on all major writing assignments to support students to demonstrate skills and growth over the length of the course.

Successful completion with a C or better in this class guarantees a placement in an entry-level college English class at Parkland Community College or any other Illinois community college, as well as any accepting Illinois university.

## **SPEECH COMMUNICATION**

One semester, one credit.

Note: This course can be used to meet the second semester of the Senior English requirement or can be used as an English recovery credit after a student has attempted Comp 9, WSE, ASE or Lit and Comp. Students must be in 11th or 12th grade. The class cannot be taken by Freshmen. A Sophomore who is in APPWSE can take this course in the spring with teacher (both APPWSE and Speech teachers) approval. In this course, students develop an appreciation for and practice in speech concepts, including self-communication, one-to-one communication, small group communication, and public speaking. Good listening skills, essential to communication, are emphasized throughout the course. Students who enroll in this course should have solid writing and research skills as they are necessary for effective completion of informative and persuasive speeches. Some speech assignments include but are not limited to personal experience, brown bag, impromptu, radio, informative, demonstration and persuasive. (01151A000) (ENG032)

## **INTRODUCTION TO THEATRE**

One semester, one credit.

In this course, students study and practice techniques of acting, direction, and production. There is a strong emphasis on performance, therefore students' grades will be significantly impacted by several in-class performances both individually and with groups. Completing all performance assignments is a requirement for passing this course. This course is especially recommended for students interested in performance and in extra-curricular drama activities. (05053A000) (ENG052)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

## **THEATRE PRODUCTION/ACTING**

One semester, one credit. Prerequisite: passed Introduction to Theatre or by audition.

In this course, students will be expected to draw on past experience for the development of roles in various situations. An analysis of impressions, techniques of improvisation and pantomime, work on physical body expressions, and characterization will be included. Students will be expected to do extensive memorization, reading, and analysis. Cuttings, one-act, and three-act plays will be used to achieve course objectives. Solo, as well as group, acting will be emphasized. The course will culminate in a production with performances that will take place outside of class. Students will be required to attend tech-week rehearsals after school hours for one full week to be determined by the production schedule. (05055A000) (ENG051)

## **^JOURNALISM**

One year, two credits. Selective admission.

Students may repeat the course with the consent of the instructor; repeating students will assume responsibility for production of *The Echo* and the active mentoring of new students in the class. Students who elect to repeat this course will be given the weighted option. This course is recommended for students who are interested in developing skills in objective reporting and editorial writing. This course provides an understanding of the ethical and legal responsibilities of journalists, the role of commercial journalism in our society, and the practice of scholastic journalism. Students in the class will prepare articles for *The Echo*, the student newspaper. All students will benefit from the emphasis on writing skills, regardless of whether they ultimately pursue a career in journalism. Desktop publishing skills will be taught within the context of the production of *The Echo*. Students must have the instructor's written consent to join the class midyear. Students will be expected to attend after school activities to complete reporting and/or photography assignments for this class. This course has a weighted option which must be declared within the first two weeks of each semester. (11101A000) (ENG035) (ENG036) Weighted (ENG041)

## **^YEARBOOK**

One year, two credits. Selective admission. This course is repeatable with the consent of the instructor (second year).

This course is recommended for students who are interested in developing skills in objective reporting and layout design. The first year of the course provides an introduction to the basic elements of yearbook production by stressing copywriting, caption writing, cropping, editing, layout design and computer use in all areas. The second year of this course is recommended for juniors and seniors who are interested in becoming editors of the *Rosemary*. During the second year, students will be primarily responsible for the *Rosemary* and will be provided with a thorough understanding of the production process. Students who elect to repeat this course will be given the weighted option. Students must have the instructor's written consent to join the class midyear. Students will be expected to attend after school activities to complete reporting and/or photography assignments for this class. This course has a weighted option which must be declared within the first two weeks of each semester. (11101A000) (ENG037) (ENG038) Weighted (ENG039) (ENG040)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

## **CREATIVE WRITING**

One semester, one credit or one year, two credits.

This class would be intended for students grades 9 - 12. This would give students interested in the prospect of creative writing including film writing, short story writing, poetry, novel writing, and songwriting an opportunity to explore the structure of writing, revising, and publishing as they would experience in a college-level creative writing course but with the support that a high school environment affords us. First semester topics could include poetry, song writing, short stories and film. Second semester topics could include vignettes, fairy tale adaptations, short stories and novellas. This course would be allowed to be taken once in each semester. Texts would include great variations of poetry, short stories, plays, and other works depending on the interests of the students. An English credit would be earned by successful completion of the course. (01104A000) (ENG055) (ENG056)

## **CRITICAL RACE THEORY IN THE 21ST CENTURY**

One semester, one credit: Open to all grade levels

This course aims to broaden the understanding of the socially constructed power tool that is Race, while deconstructing its original uses and relevance, and how those reasons have transgressed into the 21st Century. Students will receive a nuanced history of Race in the United States (specifically), and how the social categorization of people [based upon ethnic background], led to monumental oppression, social justice movements, political trends, and widespread cultural heritage and pride. The class will take an in-depth approach to the analysis of race in the past 17-18 years, within those years, specifically, how race functions in the life of a millennial. They will analyze the differences between covert and overt racism, the newly-created terms "colorism", "reverse-racism/prejudice", and the concepts of intersectionality (of race, gender, class, sexual orientation, etc.). The course will discuss the education achievement gap, mass-incarceration, white-privilege/white fragility, interracial dating/marriage, hair texture, the "naturalista" movement, language and dialect oppression, latino(a)/chicano(a) studies, etc. An elective credit would be earned by successful completion of the course. (ENG053) (ENG054)

## **BLACK AND INDIGENOUS PEOPLE OF COLOR LITERATURE**

One semester, one credit cannot repeat, Available to all levels.

To paraphrase Audre Lorde, "It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences." The purpose of this course is to provide space for academic exposure to and struggle with texts written by BIPOC authors both popular and obscure in order to recognize, accept, celebrate, and ultimately better understand those differences that we have. Students will be exposed to many different forms and authors in BIPOC literature through the following units: Personal Racial Narrative, The Black, Indigenous and Persons of Color Experience, Journalism: Black, Indigenous and Persons of Color connecting with the world-at-large, Novels: Black, Indigenous and Persons of Color authors (ENG059)

*\*Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

# Fine Arts

The Fine Arts Department offers courses in Art, Music, Music Performance, and Information and Technology.

## ART COURSES

### **ART 1**

One semester, one credit

This course is designed to introduce students to various techniques and processes used to create art. Media will include pencil, pen and ink, cut paper, tempera paint, and clay. Students will learn to recognize and utilize the visual elements of art such as line, shape, form, value, color, space, and texture as a means to develop ideas. Students will reflect on and analyze their own art and art from a variety of cultures, time periods, and styles. (05154A000) (ART001)

### **\*HONORS ART 1**

One semester, one credit

This course is designed to introduce students to various techniques and processes used to create art. Media will include pencil, pen and ink, cut paper, tempera paint, and clay. Students will learn to recognize and utilize the visual elements of art such as line, shape, form, value, color, space, and texture as a means to develop ideas. Students will reflect on and analyze their own art and art from a variety of cultures, time periods, and styles. This course will include ongoing independent artist research and art making. (05154A000) (ART005)

### **^ART 2 STUDIO**

One semester, one credit. Prerequisite: Art 1/\*Honors Art 1

This course is a continuation of Art 1 and introduces the students to the principles of design (movement and rhythm, proportion, balance, gradation, harmony, emphasis, and variety). Students will be introduced to various 2-D and 3-D techniques and processes such as drawing, collage, sculpture, printmaking, and ceramics. Students will learn the skills and vocabulary for interpreting and judging art works, including art from various time periods, cultures, and styles. This course has a weighted option which must be declared within the first 12 days of each semester. (05154A000) (ART002) Weighted (ART000)

### **ART 2 PHOTOGRAPHY**

One semester, one credit. Prerequisite: Art 1/\*Honors Art 1 OR Students in grades 11-12

This is an introductory photography course in which students will learn the technical, historical, and aesthetic aspects of photography. They will explore the techniques and processes of black & white film. Students will have access to SLR cameras and film to learn camera parts and manual camera settings. Lab activities will include taking photos, film developing, and beginning darkroom techniques. In addition to lab activities, students will use Adobe Photoshop to manipulate and edit images. (05167A000) (ART008)

### **ART 2 DIGITAL**

One semester, one credit. Prerequisite: Art 1/\*Honors Art 1 OR Students in grades 10-12

This course will introduce students to graphic design and digital artmaking through Adobe applications such as Illustrator, Photoshop, and InDesign. Students will learn how to navigate these applications to create a variety of digital artwork for functional and artistic purposes. Photo manipulation, combining text and imagery, vector graphics, and time & sequence will be utilized to create digital images. Students will produce a portfolio of images that reflect a variety of digital techniques, effective use of the principles of design, and a variety of creative and original imagery. (05169A000) (ART012)

*\*Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

### **^ART 3 DRAWING**

One semester, one credit. Prerequisite: Art 1/\*Honors Art 1 AND Art 2 Studio.

In this course students will build on the skills they learned in Art 1 and Art 2. Students will be introduced to various artists and cultures from a wide variety of time periods. They will explore drawing techniques and processes such as grid method, observational drawing, figure drawing. They will explore various drawing media such as pencil, pen and ink, charcoal, crayon, chalk, and colored pencil. This course has a weighted option which must be declared within the first two weeks of each semester. (05156A000) (ART003) Weighted (ART004)

### **^ART 3 PAINTING**

One semester, one credit. Prerequisite: Art 1/\*Honors Art 1 AND Art 2 Studio.

In this course students will build on the skills they learned in Art 1 and Art 2. Students will be introduced to various artists and cultures from a wide variety of time periods. They will explore painting techniques and processes such as advanced color theory, composition, stretching canvases and surface preparation, and advanced image transfer techniques. Students will primarily use acrylic paint with some exploration of watercolor. This course has a weighted option which must be declared within the first two weeks of each semester. (05157A000) (ART006) Weighted (ART018)

### **^ART 3 CERAMICS & SCULPTURE**

One semester, one credit. Prerequisite: Art 1/\*Honors Art 1 AND Art 2 Studio

In this course students will build on the principles and elements of design they learned in Art 1 and Art 2. Students will be introduced to various artists and cultures from a wide variety of time periods. Students will primarily focus on ceramics by learning basic handbuilding skills such as coil building, slab construction, and modeling. There will also be an introduction to wheel throwing. Sculpture materials may include wire, found objects, and/or plaster. This course has a weighted option which must be declared within the first two weeks of each semester. (05158A000) (ART013) Weighted (ART020)

### **^ART 3 PHOTOGRAPHY**

One semester, one credit. Prerequisite: Art 1/\*Honors Art 1 AND Art 2 Photography

In this course students will continue learning historic and aesthetic aspects of photography, as well as advanced black & white film techniques using an SLR camera. These techniques and processes include long exposures, hand coloring, double exposures, and digital imagery manipulation. Students will be introduced to digital photography and color photography by applying their SLR knowledge to DSLR cameras. Students will learn basic Adobe Photoshop skills to manipulate and digitally edit images. The course will conclude with a student created portfolio presentation of their work. This course has a weighted option which must be declared within the first two weeks of each semester. (05167A000) (ART007) Weighted (ART016)

### **ART 3 DIGITAL**

One semester, one credit. Prerequisite: Art 1/\*Honors Art 1 AND Art 2 Digital

In this course students will build on the skills that they learned in Art 1 and Art 2 Digital. Students will continue using Adobe applications such as Illustrator, Photoshop, and Premiere to apply their knowledge of the principles of design. Students will explore typography, digital painting/illustration, time based art (video, gifs) and graphic design experiences such as researching, designing, creating. Following this course students will have the prerequisites to take AP 2D Art & Design.

### **WEB DESIGN**

One year, two credits. Prerequisite: Students in grades 10-12

This is a course for students who are interested in learning to create a visually appealing website using web standard adherent HTML 5 and CSS code. Students will evaluate design across websites and be expected to integrate design principles into their own creations. They will consider color theory, typeface design, layout, and user experience across platforms. They will use the Adobe Creative Cloud (Photoshop, Illustrator) to create custom web graphics. Students will build a website showcasing the skills they have learned throughout the course including formatting, graphics, and overall site design. (10201A000) (ART009)

*\*Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

### **\*AP DRAWING**

One year, two credits. Prerequisite: Art 1/\*Honors Art 1, Art 2 Studio, AND Art 3 Drawing (Art 3 Painting strongly recommended)

Students will conduct an inquiry-based, in-depth sustained investigation of materials, processes, and ideas to develop a portfolio of artwork. The AP Drawing course involves a significant commitment to creating art both inside and outside of class time. Students who take as many art courses as possible prior to this course tend to merit the most success in the course and on the AP exam. The AP Drawing curriculum is available online at [apcentral.collegeboard.org/courses/ap-drawing](http://apcentral.collegeboard.org/courses/ap-drawing) and will be strictly adhered to. The skills that will be developed throughout this course are; inquiry & investigation; making art through practice, experimentation, & revision; communication & reflection. The AP exam consists of a portfolio that is submitted in May. (05172A000) (ART021)

### **\*AP 2D ART & DESIGN**

One year, two credits. Prerequisite: Art 1/\*Honors Art 1, Art 2 Studio, AND Art 3 Drawing (Art 3 Painting strongly recommended) OR Art 1/\*Honors Art 1, Art 2 Photography, AND Art 3 Photography OR Art 1/\*Honors Art 1, Art 2 Digital, AND Art 3 Digital

Students will conduct an inquiry-based, in-depth sustained investigation of materials, processes, and ideas to develop a portfolio of artwork. The AP 2D Art & Design course involves a significant commitment to creating art both inside and outside of class time. Students who take as many art courses as possible tend to merit the most success in the course and on the AP exam. The AP 2D Art & Design curriculum is available online at [apcentral.collegeboard.org/courses/ap-2-d-art-and-design](http://apcentral.collegeboard.org/courses/ap-2-d-art-and-design) and will be strictly adhered to. The skills that will be developed throughout this course are inquiry & investigation; making art through practice, experimentation, & revision; communication & reflection. The AP exam consists of a portfolio that is submitted in May. (05171A000) (ART014)

**Note:** AP Drawing and AP 2D Art & Design are offered during the same class period.

### WEIGHTED OPTIONS IN ART

The weighted option is available for the following courses.

^Art 2 Studio

^Art 3 Drawing

^Art 3 Painting

^Art 3 Ceramics & Sculpture

^Art 3 Photography

The weighted option course content will include expectations of the above classes and additional requirements. Additional requirements will be done outside of scheduled class time. These courses will meet during the same hour as the regular course. Students must enroll in the weighted option within the first two weeks of each semester.

**Any Art 3 Course and/or AP Art Course can be repeated for Credit with Consent of the Instructor.**

*\*Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

## **MUSIC COURSES**

**Classes requiring an audition must have auditions completed by April 15 of the year of registration.**

### **MUSIC THEORY**

One semester, one credit. Prerequisite: Junior or Senior and concurrent enrollment in a UHS performing ensemble, or consent of the instructor.

**(This course alternates with Song Writing and will be offered in the 2024-2025 school year).** This course will focus on fundamentals of music, including notation, intervals, scales, etc. The course will advance to include four-part writing. In addition to theoretical writing assignments, aural training exercises will be incorporated. Students will develop aural skills for recognition of melodic, rhythmic, and harmonic musical elements. (05113A000) (MUS022)

### **SONG WRITING**

One semester, one credit. Prerequisite: Junior or Senior or consent of the instructor.

**(This course alternates with Music Theory and will be offered in the 2025-2026 school year)** This course develops and refines songwriting techniques and explores foundations of songwriting in a variety of music genres. Students will write, record, and perform original songs for class, collaborate with and provide constructive feedback for their peers, reflect personally on their experiences, and engage with readings and recordings relevant to class activities. Previous experience playing accompanying instruments and reading standard notation are encouraged but not required. Students will learn basic accompanying skills on the ukulele, guitar, and piano throughout the course of the semester. (05119A000) (MUS037)

## **MUSIC PERFORMANCE COURSES**

**All Urbana High School performing arts classes have performances and/or rehearsals outside of the regular school day as a requirement for the course. These events are considered an integral part of the course content and an essential part of functioning within a performing ensemble. As individual absences affect the efficiency of instruction and ultimately the success of the ensemble and because the majority of instruction is geared towards the group as a whole, the contribution of each individual is needed at all rehearsals and performances.**

**Attendance and contribution at all performances and/or rehearsals outside of the school day will be a factor when determining the final grade for the course. On the first meeting day of the course, students will be provided with a syllabus that includes a list of all outside commitments. For specific questions about courses, please contact the individual teacher. All music performance courses are offered with a weighted option. That option must be selected within the first 8 days of each semester.**

### **^SYMPHONIC BAND 1-2**

One year, two credits. Prerequisite: Previous training on a band instrument and/or placement by audition. All freshmen will enroll in this course until they audition to be selected for Wind Ensemble or Wind Symphony.

This course will focus on basic level group training in full band with emphasis placed on musical literacy and improving skills in musicianship. Opportunities exist for participation in regional and state festivals. Orchestral playing may be a required component for wind and percussion players enrolled in this class. There are **required** performances outside of the school day for concerts, contests, festivals, and pep band. This course has a weighted option which must be declared within the first 8 days of each semester. (05102A000) (MUS001) (MUS002) Weighted (MUS028)

*\*Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*



### **^WIND ENSEMBLE 1-2**

One year, two credits. Prerequisite: Previous training on a band instrument and placement by audition. This course will focus on intermediate level training in full band with emphasis placed on musical literacy and improving skills in musicianship. This band is designed for students who are serious about performing band literature suitable for advanced high school musicians. It includes concert and small group experiences. Opportunities exist for participation in university, regional, and state festivals. Orchestral playing may be a required component for wind and percussion players enrolled in this class. There are **required** performances outside of the school day for concerts, contests, festivals, and pep band. This course has a weighted option which must be declared within the first 8 days of each semester. (05102A000) (MUS003) (MUS004) Weighted (MUS038)

### **^WIND SYMPHONY 1-2**

One year, two credits. Prerequisite: Previous training on a band instrument and placement by audition. This course will focus on advanced level group training in full band with emphasis placed on musical literacy and improving skills in musicianship. This band is designed for students who are serious about performing band literature suitable for the most advanced high school musicians. It includes concert and small group experiences. Opportunities exist for participation in university, regional, and state festivals. Orchestral playing may be a required component for wind percussion players enrolled in this class. There are **required** performances outside of the school day for concerts, contests, festivals, and pep band. This course has a weighted option which must be declared within the first 8 days of each semester. (05102A000) (MUS005) (MUS006) Weighted (MUS024)

### **TIGER MARCHING BAND (TMB)**

Fall Semester, one credit. Prerequisites: Wind and percussion players will have previous training on their instruments and basic musical literacy skills. Members of the color guard and percussion section are admitted by audition the preceding spring. Wind and percussion players must be enrolled concurrently in an instrumental or choral ensemble to be eligible for membership in TMB.

**Note:** Students in Tiger Marching Band for the semester receive a waiver of the semester's PE requirement.

In this course instructional emphasis is placed on improving skills in musicianship, marching, maneuvering, and showmanship. The Urbana Tiger Marching Band performs at all UHS home football games, selected away games, selected regional marching competitions and festivals, and local parades. In addition, TMB members participate in "band camp" and attend night rehearsals. Contribution at rehearsals and performances is **required** of all Tiger Marching Band members. Please Note: Sophomore students in Tiger Marching Band will take Driver's Education during the spring semester. (05103A000) (MUS000) (MUS007)

### **^URBANA SINGERS 1-2**

One year, two credits. Prerequisite: Previous musical experience desired but not required. This course will prepare students for involvement in choral music while covering the beginning levels of music fundamentals and good vocal production. Urbana Singers will give the students an opportunity to sing music specifically designed for the beginning choral music student. There are **required** performances outside of the school day for concerts, festivals, community activities, and rehearsals that affect a major portion of the student's assessment. Upon completion, students are eligible to audition for one of the advanced choral ensembles. This course has a weighted option which must be declared within the first 8 days of each semester. (05110A000) (MUS008) (MUS009) Weighted (MUS033) (MUS039)

*\*Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

### **^TREBLE CHOIR 1-2**

One year, two credits. Prerequisite: Successful completion of Urbana Singers 1-2, placement by audition, and/or consent of the instructor.

This course is designed for students who are serious about performing choral literature suitable for advanced high school singers. Intermediate vocal music techniques, music theory, and sight singing techniques will be studied in this course. Students who sing in this choir are eligible to sing in a variety of engagements on the local, state, and national levels. There are **required** performances outside of the school day for concerts, festivals, community activities, and rehearsals that affect a major portion of the student's assessment. This course has a weighted option which must be declared within the first 8 days of each semester. (05110A000) (MUS010) (MUS011)

### **^CONCERT CHOIR 1-2**

One year, two credits. Prerequisite: Successful completion of Urbana Singers 1-2, placement by audition, and/or consent of the instructor. Prior choral or instrumental music experience is **REQUIRED**.

This course is designed for students who are serious about performing choral literature suitable for advanced high school singers. Many singers choose this class because they have a desire to continue with music in some way after high school. Advanced vocal music techniques, music theory, and sight singing techniques will be studied. Students who sing in this choir are eligible to sing in a variety of engagements on the local, state, and national levels. Participation in solo/ensemble contest, organizational contest, and ILMEA is **STRONGLY** encouraged. There are more **required** performances outside of the school day in Concert Choir than in Urbana Singers and Treble Choir. This course has a weighted option which must be declared within the first 8 days of each semester. (05110A000) (MUS012) (MUS013) Weighted (MUS034)

### **^SYMPHONIC ORCHESTRA 1-2**

One year, two credits. Prerequisite: Previous training on a string instrument and/or placement by audition.

All freshmen will enroll in this course until they audition to be selected for Chamber Orchestra. This course involves instruction and performance on instruments which make up the string ensemble in the orchestra (violin, viola, cello, and string bass). Emphasis is placed on improving technical skills and musicianship. Members of the wind and percussion sections are selected from those registered in Symphonic Band. Performance groups include full orchestra, string orchestra, small ensembles, and soloists. There are **required** performances outside of the school day for concerts, contests, festivals, and rehearsals. This course has a weighted option which must be declared within the first 8 days of each semester. (05104A000) (MUS018) (MUS019) Weighted (MUS032)

### **^CHAMBER ORCHESTRA 1-2**

One year, two credits. Prerequisite: Previous training on an orchestral instrument and audition. Students who enroll in this course must demonstrate fluency in shifting, vibrato, tone production, and bow articulations such as spiccato, staccato, and marcato. The curriculum includes instruction and performance on instruments which make up the string choir in the orchestra (violin, viola, cello, and string bass). Emphasis is placed on improving skills in musicianship. Members of the wind and percussion sections are selected from those registered in Wind Symphony. Performance groups include full orchestra, small ensembles, and soloists. There are **required** performances outside of the school day for concerts, contests, festivals, and rehearsals. This course has a weighted option which must be declared within the first 8 days of each semester. (05104A000) (MUS016) (MUS017) Weighted (MUS030)

*\*Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

### WEIGHTED OPTIONS IN MUSIC

^Symphonic Band 1-2	^Urbana Singers 1-2
^Wind Symphony 1-2	^Treble Choir 1-2
^Symphonic Orchestra 1-2	^Concert Choir 1-2
^Chamber Orchestra 1-2	^Wind Ensemble 1-2

Students who are enrolled in Symphonic Band, Wind Symphony, Concert Choir, Urbana Singers, Treble Choir, Symphonic Orchestra, Chamber Orchestra, and Wind Ensemble, may elect to take the course with the weighted option. The course content of weighted music classes includes all preparation and performance expectations of the student's group plus a fall audition, spring contest, and a paper each semester. Students must enroll for weighted music classes within the first twelve days of each semester. Weighted courses meet the same period as regular courses. Writing, research, and individual practice for the audition and contest requirements will be done outside of class. If selected for one of the ILMEA district groups, students must attend the ILMEA district rehearsals and concerts. If chosen as a soloist or ensemble member for the contest, students must attend the contest performance.

### MUSIC PERFORMANCE ENRICHMENT ENSEMBLES

#### **JAZZ BAND AND JAZZ COMBO**

One year, no credits. Prerequisite: Concurrent enrollment in one of the concert bands: Symphonic Band, Wind Ensemble, or Wind Symphony, or consent of the instructor based on instrumentation needs of the ensemble. Students enrolled in music performance classes will be given priority when receiving consent from the instructor. The Jazz Band and Jazz Combo meet for rehearsals before the school day. This enrichment ensemble focuses on the instruction of all aspects of the jazz genre. There are required evening and weekend performances for concerts, contests, festivals, and community presentations

#### **VOCAL CHORDS REQUIRED (VCR) and VOCAL HARMONIES SUPPLIED (VHS)**

One year, no credits. Prerequisite: Concurrent enrollment in one of the choirs: Urbana Singers, Treble Choir, or Concert Choir, or consent of the instructor based on voice part needs of the ensemble. Students enrolled in music performance classes will be given priority when receiving consent from the instructor. Vocal Chords Required and Vocal Harmonies Supplied meet for rehearsals before the school day. These enrichment ensembles focus on the instruction of all aspects of *A cappella* singing. There are required evening and weekend performances for concerts, contests, festivals, and community presentations.

*\*Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

# Foreign Language

To become proficient and fluent in speaking, writing, reading and listening skills of modern language, it is recommended that students take a continuous sequence of language study. Proficiency in a second language enhances career opportunities in fields such as business, medicine, marketing, government, science, social work, international sales, banking, law, advertising, engineering, communications, accounting, secretarial work, agriculture, bilingual education, translation, and library science. Interested students are encouraged to consider the study of a second or third language during high school.

-In order for an incoming freshman to sign up for the 3-4 level of a foreign language, that student must have earned either As or Bs in his/her UMS foreign language class. A student who earned C's in UMS foreign language classes must petition with the UHS administration and the UHS Foreign Language Department in order to continue on to the 3-4 level. Any student who earned D's in UMS foreign language classes must repeat the 1-2 level at UHS.

-Any UHS student who is not passing his/her English course is prohibited from taking a foreign language course until a later semester. Continuation in any semester in a foreign language course requires a passing grade in the preceding semester.

-Any student who speaks Spanish, French, or German as one of their native languages, or a student who has had considerable experience with any of these languages through travel or extraneous coursework should contact a foreign language teacher and/or a counselor to discuss proper placement.

## **FRENCH 1-2**

One year, two credits

In this course students are introduced to the French language and culture. Students begin to express themselves in the target language by learning pronunciation, vocabulary, basic grammar and conversational skills. Emphasis is on vocabulary building, basic communication skills and cross-cultural understanding. Computer Lab activities provide considerable practice in listening and speaking. (06121A000) (FOR001) (FOR002)

## **FRENCH 3-4**

One year, two credits. Prerequisite: French 1-2

In this course students will review basic material covered in beginning French and concentrate on the acquisition of vocabulary, basic verb tenses, and grammatical concepts with an emphasis on improving speaking and listening comprehension skills. Computer Lab activities provide considerable practice in listening and speaking. (06122A000) (FOR003) (FOR004)

## **\*FRENCH 5-6**

One year, two credits. Prerequisite: French 3-4

In this course with increased rigor and expectations, students will further develop their listening, speaking, writing, and reading skills in French. Grammar, vocabulary, more sophisticated verb usage and tenses through cultural and literary excerpts are presented within units on contemporary themes. Much of the class is conducted in French. (06123A000) (FOR005) (FOR006)

## **\*FRENCH 7-8**

One year, two credits. Prerequisite: French 5-6

In this course with substantial rigor and expectations, the emphasis will be on consolidating grammar, vocabulary, and upon improving reading skills (literature), listening comprehension and self-expression both in speaking and writing. The units present additional cultural information through contemporary themes. The majority of the class is taught in French. Students are expected to use French in class. (06124A000) (FOR007) (FOR008)

*\* Weighted Courses*

*^ Course has weighted option*

+ *These courses fulfill the state mandated Consumer Education graduation requirement*

### **\*AP FRENCH LANGUAGE**

One year, two credits. Prerequisite: French 7-8

This course develops conversational and listening skills through class discussions, presentations, and a variety of class work that covers the historical, cultural, artistic, and literary development of France and other Francophone nations. The course emphasizes the refinement of sophisticated and complex speaking, listening, reading, and writing skills through the use of authentic materials. The class is conducted entirely in French. Students are expected to use French in class, work responsibly, be self-motivated, and self-disciplined. This class follows the Advanced Placement (AP) curriculum, and motivated students are encouraged to take the AP French Language Exam. Because this is an AP course, students should expect university level academic expectations and rigor. Students are required to do summer preparatory work for this class. (06132A000) (FOR009) (FOR010)

### **GERMAN 1-2**

One year, two credits

This course provides an introduction to the German language and culture. Emphasis is on the development of listening and speaking skills, vocabulary building, and acquisition of basic grammar, reading, and writing skills. Computer Lab activities provide additional listening and speaking practice. (06201A000) (FOR011) (FOR012)

### **GERMAN 3-4**

One year, two credits. Prerequisite: German 1-2

This course begins with a review of the basics covered in German 1-2. There is a continued emphasis on the development of listening and speaking skills, vocabulary building, and acquisition of basic grammar, reading, and writing skills, and cultural understanding. Computer Lab activities provide additional listening and speaking practice, as well as review. (06202A000) (FOR013) (FOR014)

### **\*GERMAN 5-6**

One year, two credits. Prerequisite: German 3-4

This course provides an emphasis on the development of listening, speaking, reading and composition skills and the introduction of more advanced grammatical structures. It also provides expansion of vocabulary and cultural understanding. Much of the class is conducted in German, and the students are expected to use German in classroom discussions and activities. Computer Lab activities provide additional listening and speaking practice, as well as review. Because this course is weighted, the students should expect increased academic expectations and rigor. (06203A000) (FOR015) (FOR016)

### **\*GERMAN 7-8**

One year, two credits. Prerequisite: German 5-6

In this course an emphasis is placed on the continued development of listening, speaking, reading and composition skills and cultural understanding. Advanced grammatical structures and extensive vocabulary expansion are continued. Students will also explore the German-speaking cultures by reading literature, accessing media (newspapers, the Internet, etc.), and viewing German-language films. The majority of the class is conducted in German and the students are expected to use German in class. Because this course is weighted, the students should expect increased academic expectations and rigor. (06204A000) (FOR017) (FOR018)

*\* Weighted Courses*

*^ Course has weighted option*

+ *These courses fulfill the state mandated Consumer Education graduation requirement*

### **\*AP GERMAN**

One year, two credits. Prerequisite: German 7-8

In this course a continued development of speaking and listening skills is achieved through activities such as class discussion, oral reports, and viewing and listening to authentic materials. Consolidation of grammatical concepts and composition skills, cultural understanding through reading of authentic materials and viewing contemporary films are course goals. This class follows the Advanced Placement (AP) curriculum, and motivated students are encouraged to take the AP German Exam. The class is conducted entirely in German. Because this is an AP course, the students should expect university level academic expectations and rigor. Students are required to do summer preparatory work for this class. (06212A000) (FOR019) (FOR020)

### **SPANISH 1-2**

One year, two credits

Students entering this course have not had any formal experience studying Spanish or have been recommended to repeat beginning Spanish due to a grade of D or lower. Beginning Spanish students are introduced to Hispanic language and culture with a focus on pronunciation, vocabulary, beginning conversation skills and basic grammar. An oral-aural approach is used to orient students to the study of Spanish. Listening, speaking, reading and writing skills are stressed. (06101A000) (FOR027) (FOR028)

### **SPANISH 3-4**

One year, two credits. Prerequisite: Spanish 1-2

Students entering this course should have a strong foundation in verb conjugation, question words, and the sound system of Spanish. Students will review the basics, learn several new tenses, and expand vocabulary. Listening, speaking, reading, and writing skills are emphasized. (06102A000) (FOR029) (FOR030)

### **\*SPANISH 5-6**

One year, two credits. Prerequisite: Spanish 3-4

In this course students will focus on in-depth vocabulary acquisition and grammar concepts. Students will work on developing advanced skills in listening, speaking, reading, and writing with an emphasis on creative expression in Spanish by the student. Much of the class will be taught in Spanish. In order to provide authentic materials students will also be exposed to Hispanic history, culture, and traditions. Students are expected to participate in the target language during oral presentations and class discussions. Because this course is weighted, the students should expect increased academic expectations and rigor. (06103A000) (FOR033) (FOR034)

### **\*SPANISH 7-8**

One year, two credits. Prerequisite: Spanish 5-6

In this course an emphasis is placed on the development of listening, speaking, reading, and writing skills, including creative expression in written and spoken Spanish. Students should expect advanced grammatical concepts and extensive vocabulary expansion. Language Lab activities provide practice with listening and speaking skills. Hispanic cultures are explored through magazine articles, music, cultural readings, videotapes, and class discussion. Class is conducted primarily in Spanish. Because this course is weighted, the students should expect increased academic expectations and rigor. (06104A000) (FOR037) (FOR038)

### **\*AP SPANISH**

One year, two credits. Prerequisite: Spanish 7-8 or native placement exam

In this course an emphasis is placed on listening and speaking skills with continued development of reading and writing skills. This class is taught as a university level course with academic rigor and expectations. Consolidation of grammatical concepts and cultural understanding will be achieved with reading of authentic materials as well as viewing contemporary films and/or historical documentaries. This class follows the College Board curricula and students are strongly encouraged to take the AP Exam. Class is conducted in Spanish with the expectation that students take notes and speak in Spanish. Students are required to do summer preparatory work for this class. (06112A000) (FOR039) (FOR040)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

# English as a Second Language

English as a Second Language (ESL) courses at Urbana High School are designed to improve the language proficiency of emergent bilingual students. Students' English proficiency level is determined by their score on the ACCESS for ELLs English proficiency test. All courses are aligned with English Language Development Standards, adopt culturally and linguistically sustaining pedagogical practices, and focus on teaching the English language through content area subjects. Students may repeat these courses as needed.

## **ESL-LITERACY 101-102**

One year, two credits. Prerequisite: English proficiency test

This course is a foundational course designed to help students develop English language reading, writing, speaking, and listening skills in various social and academic contexts. Culturally and linguistically sustaining pedagogical practices will be utilized. This course may be repeated for credit based on ACCESS scores. (01008A000) (ESL001) (ESL002)

## **ESL- LITERACY 103-104**

One year, two credits. Prerequisite: ELL 101-102 and/or English proficiency test

This course focuses on academic language improvement and prepares students for transition to mainstream English Language Arts classes. It also builds on, and provides further support for, grade level content area classes in literature, science and social studies. Culturally and linguistically sustaining pedagogical practices will be utilized. This course may be repeated for credit based on ACCESS scores. (01008A000) (ESL003) (ESL004)

## **ESL- EDUCATIONAL SUPPORT PROGRAM (ESP)**

One year, two credits.

This course is designed to teach strategies for successful learning and support multilingual learners academically and through SEL. Supervised assistance will be given for homework assignments, and additional support for student learning in their core classes will be provided. This course will adapt culturally and linguistically sustaining pedagogical practices and will help connect students with school and community resources. This course is offered based on need and will include newcomer students and those with interrupted education, along with other emergent bilingual students in need of educational support. This course may be repeated for credit. (01008A000) (ESL005) (ESL006)

## **^ESL- CIVICS**

One semester, one credit. Recommended for juniors and seniors.

This course will cover how the U.S. Federal System operates. This will include national, State of Illinois and local government. Other topics will be law and justice, civil liberties, elections and voting, public opinion and propaganda, and contemporary issues in American politics. Examinations will be given on U.S. and Illinois Constitutions. This course has a weighted option which must be declared within the first 8 days of each semester. (ESL015)

## **+ESL-CONSUMER ED**

One semester, one credit. Recommended for juniors and seniors.

This course covers the financial skills and knowledge needed for living independently such as banking, credit, housing, insurance, taxes, budgeting, and careers. The course utilizes a variety of project-based experiences to gain knowledge of the topics listed above. The projects are also intended to teach 21st century skills such as using spreadsheets to make a budget, slide presentations to communicate information, and word processing applications to create a resume. Language support and modifications will be provided to emergent bilingual students. This course satisfies the state graduation requirement for Consumer Education. (22210A001) (FCS000)(ESL016)

*\* Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

# Dual Language

Our Dual Language program is a bilingual education program that integrates students from Spanish speaking homes (bilingual and/or predominantly Spanish) with students from English speaking homes and/or additional languages. The goal of the dual language program is for students to develop high levels of proficiency and literacy in both Spanish and English. Dual language courses at the high school level are taught in Spanish, and students in the program are encouraged to take three or more courses per year. The benefits of bilingualism allow for creativity and problem solving, greater cross-cultural understanding, and marketability for future college and career goals in a bilingual and multilingual society.

The following chart reflects the general sequence of both required and elective courses.

9	10	11	12
<ul style="list-style-type: none"> <li>• SLA 1</li> <li>• Biology or Advanced Biology</li> <li>• Latin American Studies</li> </ul>	<ul style="list-style-type: none"> <li>• SLA 2</li> <li>• Chemistry/Physics</li> <li>• World Studies Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• SLA 3</li> <li>• American Studies Social Studies</li> <li>• Creative Writing</li> </ul>	<ul style="list-style-type: none"> <li>• *AP Spanish or *Spanish 7-8</li> <li>• Civics (1 semester)</li> <li>• Current Events (1 semester)</li> <li>• Speech (1 semester)</li> </ul>

**Note:** The 12th grade language course will be determined through a proficiency exam.

## **SPANISH LANGUAGE ARTS 1 Dual Language**

One year, two credits. Prerequisite: Approval from instructor and bilingual coordinator

This class is designed for students who are enrolled in a Spanish-English dual language program, as well as other students from Spanish-speaking backgrounds with some foundation in Spanish literacy. Students will explore social issues relevant to Spanish-speaking communities as they refine literacy and oracy skills such as making inferences in reading, understanding authors' points of view, writing persuasive essays, and presentational speaking. Course materials will include novels, plays, and/or short stories in Spanish, as well as short non-fiction texts. This course is aligned with the Illinois Spanish Language Arts Standards and will be taught in Spanish. (FOR042) (FOR043)

## **SPANISH LANGUAGE ARTS 2 Dual Language**

One year, two credits. Prerequisite: Spanish Language Arts 1

This class builds on the literacy and oracy skills developed in Spanish Language Arts 1. Students will engage with critical issues of equity and justice as they develop their reading, writing, listening, and speaking abilities in Spanish. Key focuses of the course include analyzing literary texts, writing arguments to support claims, participating in class debates, and evaluating sources to gauge their validity and relevance. Course materials include nonfiction, novels, and poetry in Spanish. The course is aligned with the Illinois Spanish Language Arts Standards and will be taught in Spanish. (FOR044) (FOR045)

\* Weighted Courses

^ Course has weighted option

+ These courses fulfill the state mandated Consumer Education graduation requirement



## **SPANISH LANGUAGE ARTS 3: LATINX AND LATIN AMERICAN FILM AND TELEVISION** **Dual Language**

One year, two credits. Prerequisite: Spanish Language Arts 2

In this course, students will use analytical listening, reading, speaking, and writing skills to explore Latinx and Latin American film and television. The units will be developed thematically, building off culturally and linguistically relevant topics explored in previous SLA courses. Students will watch clips and full features from different Latinx and Latin American cultures (including indigenous cultures), and intercultural awareness will be fostered through engaging class activities. All units will weave in important skills of literary analysis, critical reading/viewing, and analytical writing and discussion. The course is aligned with the Illinois Spanish Language Arts Standards and will be taught in Spanish. (FOR046) (FOR047)

## **SPANISH LITERACY INTERVENTION Dual Language**

One year, two credits.

This course is designed to help students develop Spanish language reading, writing, speaking, and listening skills in various social and academic contexts. It is offered based on need and will include newcomer students, those with interrupted education, and students enrolled in the Spanish-English dual language program.

Students will engage with media and social issues relevant to Spanish speaking communities and the general United States population. Course materials will include novels, short stories, non-fiction texts, music, and film. The course will also focus on teaching Spanish through content area subjects. Culturally and linguistically sustaining pedagogical practices will be utilized. This course is aligned with the Illinois Spanish Language Arts standards and will be taught in Spanish. (ESL048)(ESL049)

## **LATIN AMERICAN STUDIES Dual Language**

One year, two credits. Recommended for 9th grade DL students

In this course, students will recognize and identify with the lives of Latinos who were born in or migrated to the United States. Students will also expand their awareness and understanding of Latin America and the Caribbean. To learn about the overall cultural experience of being a Latino, students will get a chance to understand various customs and traditions, important cultural historical events, immigration issues, and the overall global impact. This course will be taught in Spanish. (SOC035) (SOC036)

## **WORLD STUDIES-SOCIAL STUDIES Dual Language**

One year, two credits

Over the course of the year, students will examine four major regions of the world through the lens of: history, culture and the five themes of geography. First semester, the course focused on Geography, Culture, Prehistory, and Africa. Second semester students study in detail Latin America, Religion, the Middle East, and Asia. This course also discusses current and modern issues each region faces. This course also discusses current and modern issues each region faces. This course will be taught in Spanish.

## **AMERICAN STUDIES – SOCIAL STUDIES Dual Language**

One year, two credits. This course is designed for all juniors not taking AP U.S. History.

This course covers events and themes in American History from post-Civil War reconstruction to the present day. A variety of current textbooks and primary and secondary sources are used in this course. This class will stress reading and writing skills, historical research, and historical analysis through projects, textbook and supplemental readings, and class discussion. This course will be taught in Spanish.

## **CIVICS Dual Language**

One semester, one credit. Recommended for 12th grade DL students. Open to Grades 11 and 12 only.

This course will cover how the U.S. Federal System operates. This will include national and local government. Other topics will be law and justice, civil liberties, elections and voting, public opinion and propaganda, and contemporary issues in American politics. Examinations will be given on U.S. Constitution. This course will be taught in Spanish.

*\* Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

### **CURRENT EVENTS Dual Language**

One semester, one credit. Recommended for 11th or 12th grade DL students

The focus of this class will be those current events that are changing our social, political, and economic life. The course will also cover events that shape our world today. Students will, along with the teacher, provide worthwhile topics for class discussion. Daily news sources, such as newspapers, television news shows, radio, magazines, and the Internet will be used in this class. The class will progress from basic to intermediate, and finally advanced skills in current events studies. The class will conclude with topic specific units. This course will be taught in Spanish.

### **BIOLOGY Dual Language**

One year, two credits

This course will fulfill the life science requirement for graduation. The course topics include: addressing misinformation, scientific methodology, metric measurements, cellular biology, cellular reproduction, molecular biology (DNA/RNA), use of microscopes and other tools, genetics, evolution, and ecosystems. The course will include laboratory work associated with the aforementioned topics. This course is offered in English as well as through the Dual Language (Spanish) program. (03051A000) (SCI047) (SCI048)

### **\*AP PREP BIOLOGY Dual Language**

One year, two credits

This course will fulfill the life science requirement for graduation. Students enrolled in this course should be reading at or above the ninth grade level. Ninth graders enrolled in the course are expected to be strong in science and math with the expectation of taking four years of science, which would include an advanced science course in the senior year. The course covers topics in cellular biology, evolution, genetics, ecosystems, biodiversity, energy cycles, and molecular biology (DNA/RNA). Lab work is included. This course differs from Biology as it has a greater emphasis on experimental design and problem solving. This course is offered in English as well as through the Dual Language (Spanish) program. (03051A000)

### **CHEMISTRY/PHYSICS Dual Language**

One year, two credits. Prerequisite: Completion of Biology

This course will fulfill the physical science requirement for graduation. In this course, students will gather evidence to make and support claims about how the changes and conservation of matter and energy help us understand our world and our universe. Students will study numerous topics to display how energy transfer influences our world including elements, the periodic table, forces, electromagnetic waves, Earth's weather systems, and our place in the universe. Students will also have the opportunity to engineer solutions to real world problems. This course will be taught in Spanish. (SCI049) (SCI050)

### **CREATIVE WRITING Dual Language**

One semester, one credit or one year, two credits. Recommended for 11th or 12th grade DL students

This class would be intended for students grades 9 – 12. This would give students interested in the prospect of creative writing including film writing, short story writing, poetry, novel writing, and songwriting an opportunity to explore the structure of writing, revising and publishing as they would experience in a college level creative writing course but with the support that a high school environment affords us. First semester topics could include Poetry, Song Writing, Short Stories and Film. Second semester topics could include Vinettes, Fairy Tale Adaptions, Short Stories and Novellas. This course would be allowed to be taken once in each semester. Texts would include great variations of poetry, short stories, plays and other works depending on the interests of the students. An elective credit would be earned by successful completion of the course. This course will be taught in Spanish. (01104A000)

### **SPEECH COMMUNICATION Dual Language**

One semester, one credit. Recommended for 11th or 12th grade DL students

In this course, students develop an appreciation for and practice in speech concepts, including self-communication, one-to-one communication, small group communication, and public speaking. Good listening skills, essential to communication, are emphasized throughout the course. Students who enroll in this course should have solid writing and research skills as they are necessary for effective completion of informative and persuasive speeches. Some speech assignments include but are not limited to personal experience, brown bag, impromptu, radio, informative, demonstration and persuasive. This course will be taught in Spanish.

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

# Mathematics

Math courses at Urbana High School are divided into college preparatory and Advanced Placement Preparatory (APPrep) levels. The college preparatory level is designed for the majority of our students and will provide them with a rigorous curriculum designed to give them the critical thinking skills and content knowledge needed to be successful in postsecondary education

The following chart reflects the general course sequence.

8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
8 <sup>th</sup> Grade Math	Algebra 1	Geometry	Algebra 2	Algebra 3 Quat Lit Math PreCalc/Trig *AP Statistics
8 <sup>th</sup> Grade Algebra 1	Geometry	Algebra 2	Algebra 3 PreCalc/Trig *AP Statistics	Quat Lit Math PreCalc/Trig *AP Prep PreCalc/Trig *AP Calculus AB *AP Statistics
	*AP Prep Geometry *AP Prep Algebra 2	*AP Prep Algebra 2 *AP Prep Pre Calc/Trig	*AP Prep PreCalc/Trig. *AP Calculus AB *AP Calculus BC	Quat Lit Math * AP Calculus AB *AP Calculus BC *Calculus 3 *AP Statistics

## ALGEBRA 1

One year, two credits.

Contents of this course include: Real world application of all material, pattern recognition, linear relationships, multiple representations of data, slope, slope intercept form, solving equations of one variable, lines of best fit, solving systems of equations, solving equations for a specific variable, using x and y intercepts, inequalities of one variable, inequalities of two variables, systems of inequalities, exponential growth and decay, laws of exponents with positive exponents, functions, absolute value problems, multiplying and working with binomials, going from standard form to factored form of a polynomial, graphing parabolas, solving quadratic equations. Out of class homework assignments are a part of the course. Attendance and in class engagement are crucial to success. This course may be taken as a single period or with a support. Determination of which course a student enrolls in is determined by building developed guidelines. Students enrolled in the lab section will receive an elective credit for each semester passed.

Alg I: (02052A000) (MAT006) (MAT007)

## GEOMETRY

One year, two credits. Prerequisite: Algebra I.

This course is the logical study of points, lines, angles, polygons and circles, through the use of transformations and the coordinate plane. This course will also include right triangle trigonometry, 3 dimensional solids (including surface area and volume), the study of congruence and similarity, and an exploration of geometric proof. Out of class homework assignments are part of the course. Attendance and in class engagement are crucial to success.

This course may be taken as a single period or with a lab. Determination of which course a student enrolls in is determined by building developed guidelines. Students enrolled in the support section will receive an elective credit for each semester passed. Geometry: (02072A000) (MAT014) (MAT015) Lab: (22025A000) (ALS036) (ALS037)

\* *Weighted Courses*

^ *Course has weighted option*

+ *These courses fulfill the state mandated Consumer Education graduation requirement*

### **\*AP PREP GEOMETRY**

One year, two credits. Prerequisite: Algebra I.

This course will cover all of the topics covered in Geometry. There will be an emphasis on the use of formal logic and the level of rigor in constructing proofs will be much higher than that in Geometry. This course will also include an Introduction to Vectors, Law of Sines, Law of Cosines, and some analytic geometry. Out-of-class homework assignments are part of the course. Attendance and in class engagement are crucial to success. Students are required to do summer preparatory work for this class. (02072A000) (MAT016) (MAT017)

### **ALGEBRA II**

One year, two credits. Prerequisite: Geometry or AP Prep Geometry.

This course extends the work of Algebra I. It includes an in-depth study of the multiple representations of linear functions, exponential functions, and quadratic functions; simplifying rational algebraic expressions; solving systems of equations (including linear, exponential, and quadratic); an introduction to inverse functions; logarithmic expressions and functions; polynomial expressions and functions, and an introduction to trigonometric expressions and functions. This course will stretch students' understanding of basic algebraic concepts and emphasize computation, graphing, and expressing ideas verbally. Out of class homework assignments are a part of the course. Attendance and in class engagement are crucial to success. This course may be taken as a single period or with a lab. Determination of which course a student enrolls in is determined by building developed guidelines. Students enrolled in the lab section will receive an additional elective credit for each semester passed. Alg II: (02056A000) (MAT010) (MAT011) Lab: (22005A000) (ALS034) (ALS035)

### **\*AP PREP ALGEBRA II**

One year, two credits. Prerequisite: Geometry or AP Prep Geometry

This is an extremely rigorous course. Accordingly, students are expected to have a deep understanding of linear and quadratic functions and their associated skills. This course will cover all the topics covered in Algebra II as well as others, including sequences and series, exponential and logarithmic functions, analytic geometry, rational expressions, matrices, and an introduction to trig functions. The focus of this course is on higher order thinking skills including analysis, synthesis, argument building and problem solving. Out of class homework assignments are a part of the course. Attendance and in class engagement are crucial to success. Students are required to do summer preparatory work for this class. (02056A000) (MAT012) (MAT013)

### **ALGEBRA III**

One year, two credits. Prerequisite: Algebra II or AP Prep Algebra II

This course is not designed to be taken by a student who has completed PreCalculus/Trigonometry or \*AP Prep PreCalculus/Trigonometry. This course is intended for college bound students who desire four years of high school mathematics. It consists of an in depth study of algebraic topics such as linear equations and systems, exponents and polynomials, factoring, functions, rational expressions and equations. While most of the material will be familiar to students, there will be an added level of difficulty with more rigor, new notations and equations and a new emphasis on vocabulary and review. Students will use graphing calculators in class, which will be provided. Students will also want to have access to a scientific calculator (or cell phone) to work outside of class. Out of class homework assignments are part of the course requirements and will be increased throughout the year. (02057A000) (MAT039) (MAT040)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

## QUANTITATIVE LITERACY AND STATISTICS

One year, two credits. Prerequisite: Successful completion of Algebra II; MUST be a senior, with 6 math credits. This will be treated like a college level course, therefore will have an enhanced pace and rigor. There will be a heavy emphasis placed on authentic applications and problem based learning.

This course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. The topics covered could include: numeracy (operation sense, estimation, measurement, quantitative reasoning, basic statistics, and mathematical summaries), application based algebraic topics, and functions and modeling. In addition, students should be able to: demonstrate proficiency and understanding in basic numeracy competencies in whole numbers, integers, fractions, and decimals, use estimation and explain/justify estimates, apply quantitative reasoning to solve problems involving quantities or rates, use mathematical summaries of data such as mean, median, and mode, use and apply algebraic reasoning as one of multiple problem-solving tools, and use functions and modeling processes. (MAT047) (MAT048)

Successful completion with a C or better will guarantee a placement at the student's district community college as well as any other Illinois community college and any accepting Illinois university into a college level math class. (At Parkland, this would be MAT 107 or MAT 108).

## PRE-CALCULUS/TRIGONOMETRY

One year, two credits. Prerequisite: Algebra II or \*AP Prep Algebra II

This course is intended to prepare math students for college level courses, such as \*AP Calculus AB. It will serve as a bridge from high school to college level mathematics. This course is very rigorous in terms of the mathematical content and pace. Topics covered include: polynomial, rational, trigonometric, inverse trigonometric, logarithmic, and exponential functions along with their graphs; sequences and series; trig identities; Law of sines and Cosines limits and continuity; analytic geometry; complex numbers. The course will also focus on applications and problem solving. A graphing calculator, such as the Casio Prizm or TI-83/84 or TI-89, is highly recommended. Out-of-class homework assignments are part of the course. Attendance and in class engagement are crucial to success. (02103A000) (02110A000) (MAT022) (MAT023)

## \*AP PREP PRE-CALCULUS/TRIGONOMETRY

One year, two credits. Prerequisite: Algebra II or AP Prep Algebra II.

This course is intended to prepare math students for college level courses, such as \*AP Calculus BC. This course is very rigorous in terms of the mathematical content and pace. Topics covered may include: polynomial, rational, trigonometric, inverse trigonometric, logarithmic, and exponential functions along with their graphs; polar coordinates; parametric equations; sequences and series; proof by induction; vector operations; trig identities; limits and continuity; matrix transformations; analytic geometry including rotated conic sections; and polar representations of complex numbers. The course will also focus on applications and problem solving. A scientific calculator is required; a graphing calculator is highly recommended. Out-of-class homework assignments are part of the course. Attendance and in class engagement are crucial to success. Students are required to do summer preparatory work for this class. (02103A000) (02110A000) (MAT024) (MAT025)

## \*AP STATISTICS

One year, two credits. Prerequisite: Algebra II or AP Prep Algebra II

This course is open to students in the 11th and 12th grades, but students who wish to take this as a junior (11th grade) need to have department head approval. The demands of this course include analytical reasoning skills and disciplined study habits appropriate for success in a college level course.

Independent study is expected and required. This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. These topics include curve fitting to make predictions, hypothesis testing, calculation of correlations and the use of sampling theory. College credit may be obtained by earning a sufficiently high score on the Advanced Placement exam administered in May. A graphing calculator with a statistics package is required, a Casio brand graphing calculator is recommended.. (02203A000) (MAT034) (MAT035)

*\* Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

### **\*AP CALCULUS AB**

One year, two credits. Prerequisite: Pre-Calculus/Trigonometry or AP Prep PreCalculus/Trigonometry  
This is a very rigorous, university level course and covers limits, differentiation theorems, Riemann sums, business and scientific applications, optimization, differential equations, and anti-differentiation, advanced techniques of integration, and many other topics. Students can earn university credit via the Advanced Placement Exam given in May. A graphing calculator is highly recommended. Students are required to do summer preparatory work for this class. (02124A000) (MAT026) (MAT027)

### **\*AP CALCULUS BC**

One year, two credits. Prerequisite: AP Prep Pre-Calculus/Trigonometry  
This is a very rigorous, university level course. Students are required to do summer preparatory work in precalculus and introductory calculus topics including matrix theory, parameterizations, conic sections, and limits. Homework is assigned and collected regularly throughout the school year. The course covers university-level calculus including limits, differentiation theorems, Riemann sums, business and scientific applications, optimization, differential equations, and anti-differentiation, infinite series, calculus using parametric and polar equations, advanced techniques of integration, and many other topics. Students can earn university credit via the Advanced Placement Exam given in May. A graphing calculator such as a TI-83+ or TI-89, is highly recommended. Students are required to do summer preparatory work for this class. (02125A000) (MAT028) (MAT029)

### **\*CALCULUS 3**

One year, two credits. Prerequisite: Calculus BC and a 4 or 5 on the AP Calculus BC exam.  
(Math 241-4 semester hours @University of Illinois) Calculus of Several Variables Grade 11-12. Contact the department chairperson for further explanation. This course is the third course in Calculus and Analytic Geometry. Topics include three-dimensional space, functions of several variables, partial derivatives, and multiple integrals. This course uses an online, web-based Mathematica platform. There is a fee associated with this course through the University of Illinois. Final grade will be assigned by the University of Illinois. Additional information from the University of Illinois:  
<https://netmath.illinois.edu/high-school/math-241> (MAT045) (MAT046)

### **ADDITIONAL NOTE**

Students who have exhausted the math course offerings at UHS are encouraged to look at Parkland and the University of Illinois to continue their mathematics education. These courses will have additional costs associated with them. Please talk to the counselors about adjustments to schedules if this is something you are interested in.

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

# Physical Education and Health

The ultimate goal of physical education at Urbana High School is to aid students in achieving their fullest potential through the acquisition of knowledge and skills necessary to attain healthy levels of well-being, and to maintain active lifestyles throughout their lifespan. The foundation of our program is the interrelationship of physical, mental, emotional, and social health and well-being. Students will be challenged to develop movement skills, healthy levels of fitness, and cooperative skills necessary for participation in an active lifestyle. It is our belief that a person who leads a healthy and physically active lifestyle has an increased capacity for effective work, positive behavioral choices, and increased academic success. All classes will be fitness based and provide a cardiovascular, strength, or muscular endurance activity every other day. For all PE classes, PE uniforms are required. Uniforms consist of black, orange, gray, white shorts/sweats and a black, orange, gray, white T-shirt.

Course	Grades	Prerequisites
Adaptive Physical Education	9,10,11,12	by IEP only
Health	9	
Physical Education 9	9	
Drivers Education	10	
Physical Education 10-11-12	10, 11,12	
Athletic PE	9,10,11,12	All athletes/Passed PE/ Recommendation from coach

## PHYSICAL EDUCATION 9

One semester, one credit

This course focuses on students gaining and building a basic understanding of the 5 health related components of fitness: cardiovascular endurance, muscular strength and endurance, flexibility and body composition. Students will also be introduced to the FIIT Principles. Along with participation in both the health related and skill related components of fitness, students will participate in a variety of individual and team activities to learn and apply rules, skills, sportsmanship and safety to prepare students for the course choices they will receive as 10th, 11th, and 12th graders. These concepts will be explored through daily participation. All students may retake this course if they did not pass the course. This class has the option of receiving a conditional at the end of the semester. (08001A000) (PEH023) (PEH024)

## HEALTH - 9

One semester, one credit

This course fulfills the health requirement for graduation and *is typically* taken freshman year, but some students may take the course their sophomore year. Using the 4 health components as a framework, students gain an understanding of many health concepts that will allow them to identify their behaviors, create goals, and make decisions that promote a healthy lifestyle now and in the future. This class has the option of receiving a conditional at the end of the semester. (08051A000) (PEH011) (PEH012)

## PHYSICAL EDUCATION 10 (Driver Education)

One semester, one credit

During the sophomore year, all students take one semester of physical education that includes nine weeks of Safety (Driver Education). This course is taught simultaneously with the Behind the Wheel (BTW) Driver Education phase that consists of six hours of guided practice with an instructor. The Safety grade is a pass/fail grade that has no effect on the Physical Education semester grade. The Physical Education grade will be determined by only the Physical Education portion of the course. (08001A000) (PEH003) (PEH004)

\* *Weighted Courses*

^ *Course has weighted option*

+ *These courses fulfill the state mandated Consumer Education graduation requirement*

## ADAPTIVE PHYSICAL EDUCATION - 9, 10, 11, 12

One year, two credits

The PE department recognizes its responsibilities to students who have special needs and who would benefit from an adaptive physical education program. This course consists of activities such as walking, running, bowling, weight training, aerobic exercises, indoor and outdoor active games, and conditioning. An IEP is required to enroll in this course, which is graded as Pass/Fail. (08007A000) (PEH016)(PEH017)

### **ATHLETIC PHYSICAL EDUCATION**

One semester, one credit

Must meet one or all of these and /or a recommendation from a coach or Physical Education teacher: play a UHS sport, participate in an approved out of school sport, must not be in more than 1 PE, and must have passed previous PE with a C or higher.

This course will provide UHS students the opportunity to obtain and develop a mastery understanding of various strength and conditioning principles, flexibility routines, and nutritional regimens to enhance their athletic ability (Monday, Wednesdays & Fridays). Training concepts will include: weight room orientation and expectations, lifting and safety techniques, basic anatomy, nutrition principles, and basic to advanced plyometrics. Students will be expected to participate in, and maintain a structured strength program that is primarily focused on developing strength and athleticism. Students will participate in activities designed to improve their overall health and wellness. Students will continue to play a variety of sports/games along with cardiovascular training on Tuesdays/Thursdays. Students are expected to: 1. demonstrate mastery understanding of movement principles, concepts, tactics, and strategies as they apply to the execution and knowledge of strength training techniques, 2. achieve and maintain a health enhancing level of muscular strength or endurance along with cardiovascular endurance. (08009A000) (PEH020) (PEH021)

### **PHYSICAL EDUCATION 10-11-12**

One semester, one credit

This course focuses on students continuing to build an understanding of the 5 health related components of fitness: cardiovascular endurance, muscular strength and endurance, flexibility and body composition. Students will also be introduced to the FIT Principles. Along with participation in both the health related and skill related components of fitness, students will participate in a variety of individual and team activities to learn and apply rules, skills, sportsmanship and safety to prepare students for the course they will receive as 10th, 11th, and 12th graders. These concepts will be explored through daily participation. All students may retake this course if they did not pass the course. A physical fitness component will be incorporated throughout the semester in order to maintain and/or increase student fitness levels in both the health and skill related components of fitness. These concepts will be explored through daily participation. 08002A000) (PEH029) (PEH030)

### **ATHLETIC STUDY HALL**

Sophomore, Junior, and Senior athletes may elect a supervised study hall in place of their Physical Education class during their sport's season. This choice will be available during each sport's season, and athletes will return to Physical Education class following their sport's season. Student athletes are assigned to an Athletic Study Hall by signing up with their coach. Students who quit the team, sustain an injury that prevents them from participating in the sport, or are dismissed from the team will be required to return to their Physical Education class. **Please note: athletic study hall athletes will not be given a P.E. grade during the time they are in the athletic study hall. Their P.E. grade will be based on the time they spent in P.E. class regardless of the length of time they are in class.**

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*



## **DRIVER'S EDUCATION POLICY**

**House Bill 418 - Requirements for Safety and Driver Education effective January 1, 1994 became law: IN ORDER FOR A STUDENT TO BE ELIGIBLE FOR ENROLLMENT IN DRIVER EDUCATION, HE/SHE MUST HAVE RECEIVED A PASSING GRADE IN AT LEAST EIGHT (8) COURSES DURING THE PREVIOUS TWO SEMESTERS.** Since the classroom phase (safety) is one 9-week component of our 10<sup>th</sup> grade physical education requirement, those students who do not meet the academic requirements necessary to be enrolled in driver education will be required to enroll in physical education during that time.

### **DRIVER EDUCATION - 10**

One semester, one credit

Driver Education is taught as a part of PE 10, which is listed as "Physical Education 10" above. This is typically a sophomore course and will only be available to freshmen if space allows and they have met all other course requirements. Students receive a grade for each of the two components of driver education (the classroom portion called "Safety" and the practice-driving portion "Behind the Wheel" – BTW). Students will receive one credit for P.E. 10. Based upon enrollment numbers of students entering the course, the student's birth date is used to determine the semester of enrollment. Students will not be permitted to enroll in Driver Ed during the fall semester if their birth date falls after the identified cut off date. (08152A000)

### **SAFETY - CLASSROOM PHASE:**

Nine weeks of classroom instruction is given during PE 10. Safety class is required of all students who wish to take the driving phase of driver education. Students must pass a license and vision test and pay a fee of \$20.00 to the Secretary of State for a driving permit. (08151A000) (PEH008) (PEH009) (PEH010)

### **BEHIND-THE-WHEEL PHASE:**

A student cannot apply for a driver's license before 18 years of age unless the student passes both phases of driver education. Then, a license may be issued to a student 16 years of age. Questions should be directed to the Athletic Director's Office at 384-3533. A \$200.00 lab fee is required for behind-the-wheel instruction. This fee is payable to Urbana High School. The permit is necessary before starting to drive and the lab fee (\$200.00) must be paid before completion of the Behind the Wheel Phase. No notification to the Illinois State Board of Education will be made without payment of the lab fee. If a student fails the behind-the-wheel phase, they will need to pay an additional \$200.00 prior to taking the behind-the-wheel phase again. (PEH019) (08199A000)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

# Science

Science courses at Urbana High School are divided into College Preparatory and Advanced Placement preparatory (APPrep) levels. The college preparatory level is designed for the majority of our students and will provide them with a rigorous curriculum designed to give them the critical thinking skills and content knowledge needed to be successful in post-secondary education.

The following chart reflects the general sequence of both required and elective science courses.

9	10	11	12
*AP Prep Biology  *AP Prep Dual Language Biology	*AP Prep Chemistry  *AP Prep Dual Language Chemistry/Physics  Chemistry/Physics  Food Science	*AP Physics 1 *AP Chemistry *AP Biology *AP Environmental Science *Anatomy & Physiology Physics Earth & Space Science Environmental Science Zoology Animal & Plant Science Veterinary Science Food Science	*AP Physics 1 *AP Biology *AP Chemistry *AP Physics C *AP Environmental Science *Anatomy & Physiology Physics Earth & Space Science Environmental Science Zoology Animal & Plant Science Veterinary Science Food Science
Biology  Dual Language Biology	*AP Prep Chemistry Chemistry/Physics  *AP Prep Dual Language Chemistry  Dual Language Chemistry Physics  Food Science	*Anatomy & Physiology Chemistry *AP Environmental Science Earth & Space Science Physics Environmental Science Zoology Food Science	*AP Physics 1 *Anatomy & Physiology *AP Biology *AP Chemistry *AP Environmental Science Physics Chemistry Earth & Space Science Environmental Science Zoology Food Science

## **BIOLOGY**

One year, two credits

This course will fulfill the life science requirement for graduation. The course topics include: addressing misinformation, scientific methodology, metric measurements, cellular biology, cellular reproduction, molecular biology (DNA/RNA), use of microscopes and other tools, genetics, evolution, and ecosystems. The course will include laboratory work associated with the aforementioned topics. This course is offered in English as well as through the Dual Language (Spanish) program. (03051A000) (SCI007) (SCI008)

## **\*AP PREP BIOLOGY**

One year, two credits

This course will fulfill the life science requirement for graduation. Students enrolled in this course should be reading at or above the ninth grade level. Ninth graders enrolled in the course are expected to be strong in science and math with the expectation of taking four years of science, which would include an advanced science course in the senior year. The course covers topics in cellular biology, evolution, genetics, ecosystems, biodiversity, energy cycles, and molecular biology (DNA/RNA). Lab work is included. This course differs from Biology as it has a greater emphasis on experimental design and problem solving. This course is offered in English as well as through the Dual Language (Spanish) program. (03051A000) (SCI005) (SCI006)

\* *Weighted Courses*

^ *Course has weighted option*

+ *These courses fulfill the state mandated Consumer Education graduation requirement*

## CHEMISTRY/PHYSICS

One year, two credits. Prerequisite: Completion of Biology

This course will fulfill the physical science requirement for graduation. In this course, students will gather evidence to make and support claims about how the changes and conservation of matter and energy help us understand our world and our universe. Students will study numerous topics to display how energy transfer influences our world including elements, the periodic table, forces, electromagnetic waves, Earth's weather systems, and our place in the universe. Students will also have the opportunity to engineer solutions to real world problems. This course is offered in English as well as through the Dual Language (Spanish) program. (03159A000) (SCI035) (SCI036)

## \*AP PREP CHEMISTRY

One year, two credits Prerequisite: Completion of Biology or AP Prep Biology **AND** concurrent enrollment in Geometry. Suggested concurrent enrollment in Algebra 2 if planning on advancing to AP Physics 1 the following year.

This course will fulfill the physical science requirement for graduation. In this course, students will use mathematical reasoning along with experimental data to gather evidence to make and support claims about how the changes and conservation of matter and energy help us understand our world. Students will design scientific experiments to help study and understand numerous topics to display how energy transfer influences our world including **elements, atomic structure, the periodic table, chemical reactions, moles and stoichiometry, gas laws, solutions, equilibrium and acids bases**. Students will also have the opportunity to engineer solutions to real world problems. This course differs from Chemistry/Physics as it has greater emphasis on experimental design and mathematical problem solving, preparing students to take an AP-course (\*AP Chemistry, \*AP Physics 1, or \*AP Biology) the following year. Students enrolling in this class are required to complete summer preparatory work. This course is offered in English as well as through the Dual Language (Spanish) program. (03159A000) (SCI037) (SCI038)

## CHEMISTRY

One year, two credits Prerequisite: Completion of Biology or AP Prep Biology and Chemistry/Physics or AP Prep Chemistry

This course is a detailed chemistry course, focusing on matter and its changes. This focus includes topics such as atomic structure, chemical reactions and calculations, periodicity of chemical properties, bonding between atoms, gas laws, solution properties, ionization, acids and bases, energy. Laboratory work emphasizes quantitative measurements, data collection, and interpretation of data based on models of atoms and compounds. (03101A000) (SC1009) (SC1010)

## ENVIRONMENTAL SCIENCE

One year, two credits

This course focuses on the scientific investigation of environmental changes and its impact on the land, plants, animals, and humans. Areas of emphasis include: types of ecosystems, management of waste, chemical use, soil conservation, water and air quality, and more. Encouraging students to be conscious and concerned about the environment and recognizing the need to conserve the environment and its resources will be a theme throughout. The class format will be lecture, discussion, and laboratory. Participation in real-life ecological development and restoration projects are an integral part of the course. Students will also have a chance to develop leadership, workplace, and computer skills, and explore career options. This course does not meet the science requirements for graduation, but is considered an elective science credit. (18504A001) (AGR005) (AGR006)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

## **EARTH AND SPACE SCIENCE**

One year, two credits. Prerequisite: Completion of Biology or AP Prep Biology **AND** Chemistry/Physics or AP Prep Chemistry. Students may take either or both semesters

This course will cover the fascinating disciplines that help us understand the Earth and its place in the universe. The fall semester will cover earth history and its place in our solar system and universe. The spring semester will cover dynamic geology, atmosphere, and climate. Students will build from concepts learned in biology, chemistry, and physics to look at structure and function on a variety of scales: galaxies, solar systems, and planetary systems. Students will be engaged in a variety of projects, labs, readings, and videos to synthesize a scientific understanding of the world around them and beyond. (03001A000) (03004A000) (SCI029) (SCI030)

## **\*ANATOMY AND PHYSIOLOGY**

One year, two credits. Prerequisite: Completion of Biology or \*AP Prep Biology, **AND** concurrent enrollment in or completion of Chemistry or \*AP Prep Chem.

This is a rigorous course that will prepare students for college-level first year anatomy courses. This course is designed for students interested in learning about the human body systems and how they work. It is intended for those students who have already decided on a medical or medically related career and want more information and preparation for that career. It is also for students who have an interest in how the human body works. The laboratory work for this course includes dissections. Students are required to do summer preparatory work for this class, which is due the first day of attendance in the fall. (03053A000) (SCI013) (SCI014)

## **PHYSICS**

One year, two credits. Prerequisite: Completion of Chemistry/Physics or AP Prep Chemistry/Physics **AND** Geometry **AND** concurrent enrollment in Algebra II or higher math class.

This course is designed for students preparing for college and interested in applying skills learned in previous math and science courses. The course emphasizes a mathematical and conceptual understanding of physics through labs, discussion, group work, and the use of various computer software applications. The topics covered include: one and two-dimensional kinematics, Newton's laws, vectors, gravitation, momentum, energy, waves, light, electrostatics, circuits, and possibly quantum mechanics and special relativity. Problem solving is also an important component of the course, drawing upon mathematics skills learned in Algebra 1 and Geometry. (03151A000) (SCI015) (SCI016)

## **\*AP PHYSICS 1**

One year, two credits. Prerequisite: Completion of Physics or AP Prep Chemistry **AND** concurrent enrollment in PreCalc/Trigonometry.

This course is intended to prepare students for college-level study of most sciences and engineering as it is the equivalent of 1-2 semesters of algebra-based college physics. It is very rigorous in terms of depth at which content is covered, pace, and mathematical problem solving. This course is a survey of physics, covering topics in: kinematics, forces, vectors, circular motion, energy, linear and angular momentum, conservation laws, torque, mechanical advantage, gravitation, thermodynamics, astronomy, fluids, waves, light, optics, sound, electrostatics, electric current, and magnetism. Students will participate frequently in the lab activities, making use of data-gathering computer equipment and data-analysis software. Students need to be mature enough to study regularly and get extra help before or after school when necessary. Students will also be required to make use of significant portions of online content for the class. This class will prepare students to take the AP Physics 1 Exam. With additional extra outside work, students would also be able to take the AP Physics 2 Exam. Students are required to do summer preparatory work for this class. (03151A000) (SCI027) (SCI028)

*\* Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

### **\*AP BIOLOGY**

One year, two credits. Prerequisite: Completion of Biology, AP Prep Biology **AND** Chemistry or AP Prep Chemistry

This course follows the guidelines established by the College Board for an AP Biology course taught by a College Board trained teacher, and will prepare students to take the AP Biology exam. Successful completion of the AP exam will require the student to commit to an extensive amount of independent study outside of the school day. This course will also prepare students for college-level study of biological science. This is a laboratory and research course emphasizing evolution, diversity, biological systems, life processes and the interactions between these. Students are required to do summer preparatory work for this class. (03056A000) (SCI019) (SCI020)

### **\*AP ENVIRONMENTAL SCIENCE**

One year, two credits. Prerequisite: Completion of Biology or AP Prep Biology **AND** Chemistry or AP Prep Chemistry

As described in the College Board course description, the goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them." This course follows the guidelines established by the College Board for an AP Environmental Science course taught by a College Board trained teacher, and will prepare students to take the AP Environmental Science exam. Successful completion of the AP exam will require the student to commit to an extensive amount of independent study outside of the school day. This course will also prepare students for college-level study of environmental science. Students are required to do summer preparatory work for this class. (03207A000) (SCI001) (SCI002)

### **\*AP CHEMISTRY**

One year, two credits. Prerequisite: Completion of Chemistry or AP Prep Chemistry

This course follows the guidelines established by the College Board for an AP Chemistry course, is taught by a College Board trained teacher, and will prepare students to take the AP Chemistry exam. Successful completion of the AP exam will require the student to commit to an extensive amount of independent study outside of the school day. This course will also prepare students for college-level study of chemistry, as it is the equivalent of 1-2 semesters of general college chemistry and uses a college text and laboratory experiments. There is special emphasis on calculations, oxidation-reduction, equilibrium, acids and bases, atomic and molecular structure, qualitative and quantitative analysis, elementary thermodynamics, kinetics, and solutions. Students are required to do summer preparatory work for this class. (03106A000) (SCI021) (SCI022)

### **\*AP PHYSICS C**

One year, two credits. Prerequisite: Completion of AP Physics 1 or AP Prep Physics **AND** concurrent enrollment in AP Calc AB or BC.

This course follows the guidelines established by the College Board for an AP Physics C course, is taught by a College Board trained teacher, and will prepare students to take the AP Physics C exams in Mechanics, Electricity, and Magnetism. Successful completion of the AP exam will require the student to commit to an extensive amount of independent studying outside of the school day. Students who successfully complete this course will be very well prepared for coursework in engineering and physics in college. This course is very rigorous as it parallels the first two courses of a typical calculus-based, university-level physics sequence. The topics covered include extensions of AP Prep Physics concepts related to mechanics, electricity, and magnetism. However, in AP Physics C, these topics are approached from a vector calculus perspective. This extends into topics such as rotational dynamics, non-constant forces, vector fields, potential energy, mechanical and electrical oscillators, circuit analysis, capacitance, inductance, magnetic fields, Maxwell's equations, and alternating current. Additional topics such as quantum mechanics and relativity are introduced following the AP exams. Students will use computer software to obtain and analyze data in the lab and to simulate experiments that are impossible to conduct in the lab. Students in this course will be encouraged to assist \*AP Physics 1 students via tutoring, online support, or other computer-based activities. Students are required to do summer preparatory work. (03156A000) (SCI023) (SCI024)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

## ZOOLOGY

One semester, One credit. Prerequisite: Biology or AP Biology **AND** Chemistry/Physics or AP Prep Chemistry. Students will build upon their introductory knowledge of the animal kingdom gained in either Biology or AP Biology. The course will consist of two parts, invertebrate and vertebrate animals. The study of invertebrates groups will include sponges, cnidarians, unsegmented worms, mollusks, annelids, arthropods, echinoderms, and invertebrate chordates. The study of vertebrate groups will include fish, amphibians, reptiles, birds, and mammals. Students will make comparisons of characteristics within each group as well as examining animal behavior. Laboratory work, including some dissections, will be integrated into this course when appropriate. (03061A000) (SCI033) (SCI034)

## FOOD SCIENCE

One semester, one credit. This course is designed for 10th-12th grade students. Prerequisite: Completion of Biology or \*AP Prep Biology, **AND** concurrent enrollment in or completion of Chem/Phys or \*AP Prep Chem.

This is a course for students who are interested in learning about the science behind how our food is made. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. This course is for students who are interested in science but want to see how it is applied within our daily lives. We will be exploring what our food is made of, investigating the various food manufacturing processes, examining what happens to our food when we cook it, all the while critically analyzing the inequities that exist within our food industry. (SCI051)

## ANIMAL AND PLANT SCIENCE

One year, two credits. Prerequisite: Introduction to Agriculture. Animal Science (taught in Fall) and Plant Science (taught in Spring). This course builds on basic skills and knowledge gained in the Introduction to the Agricultural course. Major units of instruction include agricultural research, soil science, plant science, biotechnology, animal science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving computer and workplace skills will be a focus. This course has a weighted option, which must be declared within the twelve (12) days of Fall semester.

Weighted option: 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. (18003A001) (AGR011) (AGR012)

\* Weighted Courses

^ Course has weighted option

+ These courses fulfill the state mandated Consumer Education graduation requirement

# Social Studies

**Social Science courses at Urbana High School are divided into College Preparatory and Advanced Placement preparatory (AP Prep) levels. The college preparatory level is designed for the majority of our students and will provide them with a rigorous curriculum designed to give them the critical thinking skills and content knowledge needed to be successful in post-secondary education.**

The following chart reflects the course sequence for social studies offerings:.

Elective Courses	10th- required	11- required	12- required
*AP Human Geography Pre-AP Human Geography Latin American Studies- DL Current Events Psychology Sociology Film & Music Ancient World History Economics AP Economics	*AP Prep World History	*AP U.S. History	^Civics
	World Studies-SS	American Studies-SS	Civics
	World Studies-SS DL	American Studies-SS DL	Civics DL

## **^CIVICS**

One semester, one credit. Open to Grades 11 and 12 only.

This course will cover how the U.S. Federal System operates. This will include national and local government. Other topics will be law and justice, civil liberties, elections and voting, public opinion and propaganda, and contemporary issues in American politics. Examinations will be given on U.S. Constitution. This course has a weighted option which must be declared within the first two weeks of each semester. (04151A000) (SOC020) (Weighted SOC014)

## **CURRENT EVENTS**

One semester, one credit. Recommended for 9th graders.

The focus of this class will be those current events that are changing our social, political, and economic life. The course will also cover events that shape our world today. Students will, along with the teacher, provide worthwhile topics for class discussion. Daily news sources, such as newspapers, television news shows, radio, magazines, and the Internet will be used in this class. The class will progress from basic to intermediate, and finally advanced skills in current events studies. The class will conclude with topic specific units. (04064A000) (SOC000)

## **WORLD STUDIES-SOCIAL STUDIES**

One year, two credits

Over the course of the year, students will examine four major regions of the world through the lens of: history, culture and the five themes of geography. First semester, the course focused on Geography, Culture, Prehistory, and Africa. Second semester students study in detail Latin America, Religion, the Middle East, and Asia. This course also discusses current and modern issues each region faces. (04061A000) (SOC003) (SOC004)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

### **\*AP WORLD HISTORY**

One year, two credits

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In this course, students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. (SOC033) (SOC034)

### **AMERICAN STUDIES – SOCIAL STUDIES**

One year, two credits. This course is designed for all juniors not taking AP U.S. History.

This course covers events and themes in American History from post-Civil War reconstruction to the present day. A variety of current textbooks and primary and secondary sources are used in this course. This class will stress reading and writing skills, historical research, and historical analysis through projects, textbook and supplemental readings, and class discussion. (04103A000) (SOC021) (SOC022)

### **\*AP U.S. HISTORY**

One year, two credits. Recommended for juniors and seniors.

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. History course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians; analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. This course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. This course will prepare students for the College Board Advanced Placement Exam given in May. The course will satisfy the American Studies Social Studies requirement for graduation. (04104A000) (SOC023) (SOC024)

### **^ANCIENT/MEDIEVAL WORLD HISTORY**

One semester, one credit or one year, two credits

This course explores the ideas of big history by looking at the Ancient World through a series of guiding essential questions. Rather than looking chronologically at different civilizations throughout the world, we will be studying several civilizations at one time based on themes or topics. First semester topics include, defining what a civilization is, similarities in mythology, and discovering the best way to govern a society. Second semester topics include: The rights of women in the ancient world, the history of ancient technology and its effect on war, and the history of secluded tribes in the ancient world. Students have a weighted option, which will include all expectations of the non-weighted course as well as additional requirements. This course has a weighted option which must be declared within the first two weeks of each semester. (04060A000) (SOC009) (SOC010) Weighted (SOC011)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*



## **^AMERICAN HISTORY IN FILM AND MUSIC I and II**

One semester, one credit or one year, two credits

This course is designed to deepen the understanding of the history, film, and the music of the United States. The overarching goal of this class is to develop an ability to critically analyze art (film and music) and use evidence to support claims (opinions) about the overall quality of the art in question. Students will examine the history of the United States in a variety of areas, including the 1920s, the Great Depression, and World War II (first semester); and McCarthyism, the counterculture of the 1960s, punk aesthetic and culture of the late 1970s, and the Reagan era (second semester). Equipped with a basic understanding of this history, students will then learn about the evolution of American music during these eras, including Jazz, blues, folk, and protest music (first semester); and early Rock and Roll, Soul, R&B, psychedelic rock, punk, and rap music (second semester). Finally, students will be trained to analyze and assess films from these historical eras and compare them to contemporary films that explore the same themes. First semester films may include *Whiplash* (2014), *The Gold Rush* (1925), *The Freshman* (1925), *The Grapes of Wrath* (1940), *O' Brother Where Art Thou?* (2000), and *Casablanca* (1942). Second semester films may include *The Breakfast Club* (1985), *High Noon* (1952), *Invasion of the Body Snatchers* (1956), *American Graffiti* (1973), *Woodstock* (1970), *The Bad News Bears* (1976), *Punk Attitude* (2005), and *Do The Right Thing* (1989). This course is recommended for students reading above grade level. Students may take one or both semesters which will be taught independently. This course has a weighted option which must be declared within the first two weeks of each semester. (94299A0000) (SOC027) (SOC028) Weighted (SOC029)

## **SOCIOLOGY**

One semester, one credit

This course will involve the study of culture, social structure, social institutions, and social interaction. Class work and projects will concentrate on problems in contemporary society such as: family, crime and delinquency, racial discrimination, youth and aging, poverty, education, and social change. A significant portion of the course will involve a service-learning project designed to enhance students' engagement in civic experiences. (04258A000) (SOC017)

## **PSYCHOLOGY**

One semester, one credit

This course will focus on the study of why humans behave the way they do. Topics covered in the class will include research methods in psychology, developmental psychology, social psychology, learning, psychological disorders, and intelligence. Within each topic, students will discuss and explore areas such as cognitive development, conditioning, obedience, psychological institutions, and memory. A semester project is required. This course is designed to cover many of the topics that are typically included in an introductory college psychology course. (04254A000) (SOC019)

## **\*AP PSYCHOLOGY**

One year, two credits. Recommended prerequisite: Psychology. (Recommended for juniors and seniors. Sophomores admitted with Psychology as a prerequisite)

This course will give students an opportunity to learn in depth about the scientific study of human and animal behavior. Students will investigate the major fields and disciplines of psychology, including developmental psychology, learning, emotion, personality, and abnormal behavior, and they will conduct research using the scientific methods of psychologists. This is a college-level course designed to fulfill the requirements of an introductory college psychology course, and students will be expected to complete a considerable amount of work outside of class on a daily basis. This course will prepare students for the College Board Advanced Placement Exam given in May. (04256A000) (SOC030) (SOC031)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

## **+ECONOMICS**

One semester, one credit. Recommended for juniors and seniors. (offered during the fall semester)

This course covers basic micro and macroeconomic concepts. Students who want to understand the American economy should enroll in this course. Topics studied include: supply and demand, monetary and fiscal policy, the stock market, capitalism, money, inflation, unemployment, installment purchasing, budgeting, comparison shopping, labor unions and the consumer's role in the U.S. economy. This course will fulfill the state mandated Consumer Education requirement. (04201A000) (SOC015)

## **+\*AP ECONOMICS**

One semester, one credit. Recommended for juniors and seniors (offered during the spring semester)

This is a college level course that will prepare students to take the College Board Advanced Placement Exam given in May. This course will concentrate on Macroeconomics and follow the recommended AP Macroeconomics curriculum. Additionally, students will have an understanding of the roles of consumers interacting with agriculture, business labor unions and government in formulating and achieving the goals of the free enterprise system. This course will fulfill the state mandated Consumer Education requirement. (04205A000) (SOC016)

## **^PRE-AP HUMAN GEOGRAPHY**

One semester, one credit

This course is designed as a preparatory course for advanced placement social studies classes at Urbana High School. Through the study of Human Geography, students will learn how an AP course is structured, and skills that are necessary for success in advanced placement courses in social studies. Skills taught will include the evaluation of evidence in primary and secondary sources, the incorporation of evidence into arguments, writing an AP essay, and explaining relationships among events and people. Students will also learn the basics of Human Geography, including the interpretation of information shown in maps, tables, graphs, infographics, images, and landscapes, and the spatial relationships on Earth using both political and geographic concepts. This course has a weighted option that must be declared within the first two weeks of each semester. (04049A000) (SOC049)

## **\*AP HUMAN GEOGRAPHY**

One year, two credits. Recommended for 9th-grade students.

AP Human Geography is designed as an introductory college-level course in human geography. Students explore how humans have understood, used, and changed the surface of the Earth. They use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use. Students will learn to connect geographic concepts and processes to real-life scenarios. There will be an emphasis on the interpretation of information shown in maps, tables, graphs, infographics, images, and landscapes. Students will also understand spatial relationships using geographic scales. This course will prepare students for the College Board Advanced Placement Exam given in May. (04004A000) (SOC047) (SOC048)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

# Non-Departmental Electives

## **SOCIAL JUSTICE**

One semester, one credit (offered spring semester)

In this course, students will develop their understanding of systems of power and individual agency through consideration of these essential questions: What is out there that we can't change? Why are things the way they are? How has it affected you? What is it that we can change? How can we create that change? Students will explore racism, classism, sexism, heterosexism, ableism, ageism, religious discrimination, and the intersection of these oppressions. (04259A000) (ADM040)

## **\*SOCIAL JUSTICE 2**

One semester, one credit (offered spring semester) Requires Instructor approval

This is a course for students who have taken the social justice class and want to deepen their understanding of how privilege, power, and difference work. Students will continue to consider the essential questions, *who has power, how can I access it, and how can I affect change?* The course is offered for a weighted grade because it demands that students serve as leaders and facilitators during classroom discussion and social action research projects. Students in this course will continue to get empowered and empower others by making change at the school policy level. (04259A000) (ADM068)

## **INTRODUCTION TO CAREERS IN EDUCATION**

One semester, one credit

Introduction to Careers in Education will introduce students to the field of education and training, and the opportunities available at all levels of education. The students will gain an understanding of the career options available in teaching, administrative work, and support services. They will also explore the education and background experience needed to succeed in these careers. This course provides opportunities for students to explore skills and examine current teaching practices through an academic, social emotional and whole child learning lens. Coursework includes opportunities for students to learn about and develop teaching objectives, design lesson plans, and to experience teaching in a controlled environment. Students will examine and practice rigorous and relevant activities focusing on core content as well as social emotional learning. Students will examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. (19152A000) (ADM194)

## **INTRODUCTION TO TEACHING**

One semester, one credit.

Introduction to Teaching will introduce students to the experience of working in a classroom setting as the teacher. Students will explore skills and examine current teaching practices through an academic, social emotional and whole child learning lens. Coursework includes opportunities for students to learn about and develop teaching objectives, design lesson plans, and to experience teaching in a controlled environment. Students will examine and practice planning rigorous and relevant activities focused on core content as well as social emotional learning. Students will examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. (19152A000) (ADM195)

*\* Weighted Courses*

*^ Course has weighted option*

*+These courses fulfill the state mandated Consumer Education graduation requirement*

## **INFORMATION AND TECHNOLOGY COURSES**

### **^PROGRAMMING IN C++**

One semester, one credit. (offered fall semester) Prerequisite: Algebra II or concurrent enrollment in Algebra II or \*AP Prep Algebra II

This course will focus on the development of logical reasoning, and the writing of pseudo code (a precursor to computer code written in plain English). The course will also focus on the C++ programming language, a language that is both commonly taught in university computer science courses and frequently used by professional programmers. A requirement of the course will be the design and completion of a project in which the student uses programming skills to solve a problem relating to some field of the student's interest. The intent of the course is two-fold: 1. Students interested in pursuing a computer-related career will gain practical programming experience and be better prepared for future college computer science courses. 2. Students who are not necessarily planning on such a career will benefit from the problem-solving skills that they will develop. This course has a weighted option which must be declared within the first two weeks of each semester. (10154A000) (IAT002) Weighted (IAT005)

### **INTRO TO COMPUTER SCIENCE**

One year, two credits.

This course will give students an opportunity to be introduced to the basics of computer science and programming. The essential understandings of the course are problem solving, programming, data and information, algorithms and computing. The students will be able to explore the topics related to digital information, programming skills using Java Script, data and cybersecurity.

### **\*ADVANCED SEMINAR**

One semester, one credit (offered spring semester)

This course is intended for students interested in pursuing a course of study in a topic not directly offered at UHS, such as advanced topics in mathematics, history, science, and computer programming. Other possibilities would include philosophy, international relations, sign language, poetry, and finance. This is a one-semester, grade-weighted course that may be repeated (with a different emphasis each time). It will only be offered during the second semester of the school year. ***The course is open to juniors and seniors*** and will largely entail research, presentations, writing, discussion, and projects. Each student will, in consultation with the instructor, plan a detailed course of study. An emphasis will be placed on critical thinking, as well as on the analysis of arguments. An \*Advanced Seminar student should be intrinsically motivated by his or her chosen course of study and capable of rigorous work, both independently and in groups. Interested students should contact Mr. Beuschlein before signing up in order to discuss the topic of study. (22106A000) (IAT003)

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

# Special Education

Special Education courses are offered for those students who have been identified and declared eligible for services through the I.E.P process. Special Education provides a continuum of services for students with a current Individualized Education Program. Services and Placement are determined at least yearly at a student's Annual Review IEP Conference. Below are examples of services determined through the IEP process with decisions based on eligibility and need.

***Courses within this department are treated as basic level courses for GPA calculations.***

As a means of allowing students access to the general education curriculum, all core classes offered for students with IEPs are aligned to the general education curriculum. A brief description of each class is available within its course content section. Teacher instruction and class content may vary in an effort to meet learning objectives as outlined by a student's individual education plan.

## Core Classes

Comp 9	Algebra 1	Civics	Biology
WS English	Geometry	WS Social Studies	Chem/Phys
AS English	Algebra 2	AS Social Studies	
Lit & Comp	Algebra 3		

**CO-Taught Classes:** offer students in special education a means of focused support on their deficit areas in the general education setting through a collaborative partnership between a general education teacher and a special education teacher.

**Special Education Classes:** self-contained classes offer students in special education with more significant needs instruction in the basic academic areas. These classes are taught by special education teachers and are aligned to the general education curriculum and standards. Content and outcomes may be modified if determined appropriate through the IEP process.

**Life Skills Classes:** specialized, self-contained classes. Instruction occurs across 5 domains: vocational, community training, recreation/leisure, functional academics, and daily living skills. Students have experiences both in school and in the community.

**The following classes are elective courses offered which are unique to the special education department with placement being determined at annual IEP meetings. These classes are elective classes.**

## SENIOR MATH

One year, two credits

Senior Math is a one-year course for senior students with an IEP. The course will address skills that are typically needed for life after high school, such as managing money, checkbooks, paying bills, working within a budget, making major purchases and living on your own. We will also address IEP math goals as they apply to each student.

## SENIOR ENGLISH

One year, two credits.

This course explores student values by reading several novels that explore the human condition. Students will increase their reading and comprehension skills, and improve writing skills by writing essays. Students will learn the process of research and note taking and apply the skills to a research project. Each student will participate in transition related activities, such as visiting Parkland College and their Office of Disability Services.

\* *Weighted Courses*

^ *Course has weighted option*

+ *These courses fulfill the state mandated Consumer Education graduation requirement*

## **READING**

One semester, one credit (this class can be taken for multiple semesters and multiple credits to meet reading instruction as per a student's IEP)

This class is designed to meet the needs of students who are performing below grade-level expectations in reading. Students receive direct reading instruction in decoding, comprehension, and writing. Student enrollment is based on recommendations and goals developed at an individual educational planning meeting.

## **CAREER EXPLORATION**

One semester, one credit

This course is highly recommended for freshmen and sophomores to help with determining an effective and meaningful transition to adulthood plan for students with IEPs. Students will explore interests and careers. Guest speakers are planned for this course and job shadowing for individual students are possible. Upon completing the class, students should have a clear idea of their strengths, be able to communicate their needed accommodations, and have ideas for a future career.

## **CAREER AWARENESS**

One semester, one credit

This course is recommended for sophomores who plan to be in the STEP work program. This course provides an introduction into the world of work. Emphasis is placed on career awareness, how to find a job, how to keep a job, how to live on your own, and how to plan for your future. This course is a prerequisite for participating in the STEP work program. The student must have a current IEP.

## **+SECONDARY TRANSITION EXPERIENCE PROGRAM (STEP)**

One credit for each hour of participation in a semester. Prerequisites: Passing grade of Career Awareness class and must be a junior or senior with a current IEP

In this course students learn job entry skills and career training through class discussion, on-the-job training at approved work sites, and/or through volunteer work. Approval of the Vocational Coordinator is required for enrollment. This class fulfills the Consumer Education requirement.

## **SELF MANAGEMENT**

One semester, one credit

The Structured Learning Center (SLC) is an Urbana High School program for students in need of specially designed instruction in the area of social skills/behavior. We will identify and implement social skills/behavior supports at the secondary school level based upon each individual student's needs. These supports may involve individualized or small group instruction, behavior monitoring, skill building, and therapeutic interventions.

## **ESP**

One semester, one credit

This course provides students further practice in organization, note taking, and study skills that allow them to be successful in the classroom. Students will also receive further time to complete assignments and homework from other classes. Individual attention and accommodations will be available based on need.

*\* Weighted Courses*

*^ Course has weighted option*

*+ These courses fulfill the state mandated Consumer Education graduation requirement*

## Early College and Career Academy

The Early College and Career Academy is a program for high school juniors and seniors to earn dual credit (college and high school), while gaining skills in different Parkland College programs: Automotive Technology, Computer Programming, Construction Trades, Criminal Justice, Certified Nursing Assistant, Education Pathway, Emergency Medical Services (Health Professions or Fire Service Focus), Industrial Technology, and Precision Agriculture. ECCA courses are taken at Parkland College. Each program allows students to earn between 10 – 14 college credits per school year.

### **AUTOMOTIVE TECHNOLOGY**

Students gain the skills needed to inspect, maintain, and repair automobiles and light trucks with internal combustion engines. Successfully completing five Academy classes over two years earns the Parkland College Maintenance and Light Repair Certificate. Automotive students will have the opportunity to participate in the Hot Rodders of Tomorrow engine challenge.

### **COMPUTER PROGRAMMING**

This program will introduce logic and fundamental programming concepts using a common computer language with emphasis on syntax and structure. Topics include programming skills for creating websites, covering a range of topics from HTML and CSS to basic usage of common design patterns and web frameworks.

### **Construction Trades**

This program is for students interested in careers related to the building and construction trades and is a partnership with the East Central Illinois Building and Construction Trades Council. ECCA Construction Trades will include a combination of on-campus instruction through coursework and off-campus hands-on instruction at local building trades facilities. Students will learn from professionals in areas such as plumbing, electrical, carpentry, painting, roofing, ironworking, bricklaying, and more.

### **CRIMINAL JUSTICE**

Students learn how criminal justice procedures and agencies have developed over time, along with their philosophy and constitutional aspects. Students survey the juvenile delinquency and U.S. correctional systems to discover other important aspects of criminal law. Hands-on instruction will include techniques to process crime scenes and analyze physical evidence.

### **HEALTH PROFESSIONS - Certified Nurse Assistant (CNA)**

Under the direct supervision of a licensed nurse, students learn how to care for patients in a long-term care facility, hospital, or assisted living facility, or in the home. Successfully completing the four Academy courses prepares students for the Illinois Nurse Assistants Certification exam.

### **EDUCATION PATHWAY**

This program is for future teachers and will focus on the philosophy and history of American public education and the role of the teacher, including discussion on current issues in education. The Education program includes a practical experience, which will take place throughout the school year. The practical experience will be jointly developed by ECCA and the student's home high school and will include observation hours and classroom assisting at local school districts.

### **Emergency Medical Services (EMS) – Health Professions Focus**

Through Emergency Medical Technician training, students are prepared to provide pre-hospital assessment and care for those with medical conditions and traumatic injuries. Successfully completing the four Academy courses prepares students for the Illinois EMT-Basic license exam.

### **Emergency Medical Services (EMS) – Fire Service Focus**

Students who elect this option will participate in an Introduction to Fire Service course during the fall semester, which will include interactive activities and hands-on demonstrations related to careers in the Fire Service profession.

Through Emergency Medical Technician training, students are prepared to provide pre-hospital assessment and care for those with medical conditions and traumatic injuries. Successfully completing the four Academy courses prepares students for the Illinois EMT-Basic license exam.

### **INDUSTRIAL TECHNOLOGY: Machining, Welding, and Design**

In Parkland's the state-of-the-art Parkhill Applied Technology Center, students learn AutoCAD software, basic machining processes and machine tool equipment, and computer numeric control (CNC) and CNC programming. Other courses will include instruction in welding, hydraulics/pneumatics, mechanical assembly, and computer-aided machine design.

### **PRECISION AGRICULTURE**

The ECCA Precision Agriculture program is for students interested in the application of UAV (drone) technology. Students will complete coursework to prepare for the FAA Commercial Drone Pilot exam, while learning about the implementation of GPS, GIS and other technologies within the precision agriculture industry.

# Automotive Technology- Year One



**Course Description:** This program introduces students to the skills needed to inspect, maintain, and repair automobiles and light trucks with internal combustion engines. Instructional units include: Automotive industry overview, careers, advanced training options, and workplace ethics; Vehicle safety, operation, inspection and maintenance; Hybrid vehicle operation and safety; Vehicle steering and suspension system operation, component inspection and repair, braking system operation, inspection and repair. Second year students will have the opportunity to earn ASE student certifications. Students who successfully complete both years of the ECCA automotive program will have completed the coursework necessary for the Parkland College Maintenance and Light Repair Certificate. Students will have the option to try out for the Hot Rodders of Tomorrow engine building team.

## **Parkland College Dual Credit Available**

Course Number	Course Name	Credit Hours
AFD 110	Automotive Maintenance and Light Repair	4 Credit Hours
AFD 210	Automotive Work Experience Seminar	3 Credit Hours
AFD 113	Automotive Chassis Systems Maintenance and Light Repair	7 Credit Hours
		14 Total Credit Hours

## **Careers Available in this Industry**

Automotive Service Technician  
Service Manager  
Parts Manager  
Automotive Instructor  
Product Engineer

## **Course Requirements/Prerequisites**

- 2.0/4.0 GPA preferred, but exceptions can be made with administrative approval
- Check with your counselor for any school-specific program prerequisites
- Open to both Juniors and Seniors



# Automotive Technology- Year Two



**Course Description:** This program introduces students to the skills needed to inspect, maintain, and repair automobiles and light trucks with internal combustion engines. Instructional units include: Engine operation, testing and performance. Automotive electrical/electronic system operation, inspection, testing and repair. Cooling system inspection, testing and maintenance; Drive axle inspection and service. Second year students will have the opportunity to earn ASE student certifications. Students who successfully complete both years of the ECCA automotive program will have completed the coursework necessary for the Parkland College Maintenance and Light Repair Certificate.

## **Parkland College Dual Credit Available**

Course Number	Course Name	Credit Hours
AFD 111	Automotive Powertrain Maintenance and Light Repair	7 Credit Hours
AFD 115	Basic Chassis Electrical Systems	7 Credit Hours
		14 Total Credit Hours

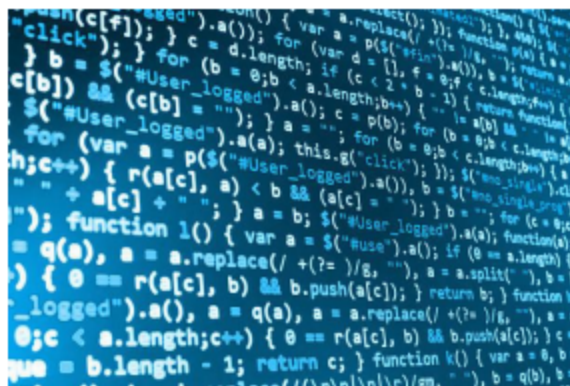
## **Careers Available in this Industry**

Automotive Service Technician  
Service Manager  
Parts Manager  
Automotive Instructor  
Product Engineer

## **Course Requirements/Prerequisites**

- Successful completion of Automotive Technology Year One ECCA Program
- 2.0/4.0 GPA preferred, but exceptions can be made with administrative approval
- Check with your counselor for any school-specific program prerequisites

# Computer Programming



**Course Description:** This program will provide an introduction to logic and fundamental programming concepts using a common computer language with emphasis on syntax and structure. Topics covered will include programming skills for creating websites, covering a range of topics from HTML and CSS to basic usage of common design patterns and web frameworks. An introduction to computer science and programming using the Java language will be provided with an emphasis on problem solving, algorithm design, and program development including data representation, programming constructs, and object-oriented design fundamentals. Spring semester will include an introduction to developing software systems integrated with databases, file systems, and networks and to web application frameworks.

## Parkland College Dual Credit Available

Course Number	Course Name	Credit Hours
CIS 122	Introduction to Computer Programming	4 Credit Hours
CIS 152	Web Design and Development 1	3 Credit Hours
CSC 155	Systems Development 1	3 Credit Hours
CSC 140	Computer Science 1 (Java)	3 Credit Hours
		13 Total Credit Hours

## Careers Available in this Industry

Computer Programmer  
Web Developer  
Software Developer  
Mobile App Developer  
Business Intelligence Analyst

## Course Requirements/Prerequisites

- 2.5/4.0 GPA preferred, but exceptions can be made with administrative approval
- Seniors only with limited exceptions

# Construction Trades



**Course Description:** ECCA Construction Trades is for students interested in careers related to the building and construction trades and is a partnership with the East Central Illinois Building and Construction Trades Council. The program will include a combination of on-campus instruction through Parkland coursework and hands-on lab activities and off-campus instruction at local building trades facilities. Students will learn at off-campus locations two days per week from professionals in areas such as plumbing, electrical, carpentry, painting, roofing, ironworking, bricklaying, and more. On-campus instruction during the first semester will include an introduction to the construction industry including residential, commercial, and industrial sectors; a survey of career paths within construction; jobsite safety; and professional tool usage. Second semester on-campus instruction will provide an overview of basic residential building planning, components, materials, and construction methods. Drawings, specifications and building codes will be covered, as well as an overview of plumbing, electrical, heating, and air conditioning systems. Students will have an opportunity to form connections with local professionals within the construction industry and earn their OSHA 30-hour safety certification. Additionally, students will learn how to apply for apprenticeships with local building trade unions.

## Parkland College Dual Credit Available

Course Number	Course Name	Credit Hours
CIT 118	Introduction to Construction	3 Credit Hours
CIT 135	Residential Building Systems	3 Credit Hours
CIT 110	Introduction to Building Trades	4 Credit Hours
		10 Total Credit Hours

## Careers Available in this Industry

All Construction Trades  
(plumber, carpenter, electrician, roofer, painter, equipment operator, etc.)  
Construction Manager  
Civil Engineer  
Architect

## Course Requirements/Prerequisites

- 2.0/4.0 GPA preferred, but exceptions can be made with administrative approval
- This is a one-year program

# Criminal Justice



**Course Description:** This program provides a history of the development, philosophy, and constitutional aspects of criminal justice procedures and agencies. Included will be an overview of the juvenile delinquency system and the United States correctional system. Other topics will be criteria for criminal acts, requisite mental state, criminal parties, causation and defenses, common law crimes, and application of the Illinois Criminal Code. Hands-on instruction will include techniques to process crime scenes and analyze physical evidence to help solve cases.

## Parkland College Dual Credit Available

Course Number	Course Name	Credit Hours
CJS 127	Juvenile Delinquency	3 Credit Hours
CJS 101	Introduction to Criminal Justice	3 Credit Hours
CJS 203	Criminal Law	3 Credit Hours
CJS 104	Introduction to Corrections	3 Credit Hours
		12 Total Credit Hours

## Examples of Careers in Criminal Justice

Police Officer  
Lawyer  
Crime Scene Investigator  
Probation/Parole Officer  
Department of Natural Resources Officer  
Paralegal

## Course Requirements/Prerequisites

- Seniors only with limited exceptions
- 2.5/4.0 GPA preferred, but exceptions can be made with administrative approval
- Must finish first semester with C average or better to continue into second semester

# Certified Nursing Assistant- Health Professions

## Fall or Spring Semester

**Orientation to Health Careers Course Description:** The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice within the healthcare field. Course content will provide in-depth information regarding health occupations careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements of careers in the medical field.

**Medical Terminology Course Description:** The primary focus will be on developing both oral and written skills in the language used to communicate within health care professions.

**Legal Issues in Healthcare Course Description:** This course focuses on law as it pertains to health professionals; consent for medical services, invasion of privacy, malpractice, governmental regulations, actions for collecting patient bills, bioethical, and end of life issues.

## Fall or Spring Semester

**Certified Nursing Assistant Course Description:** The Basic Nursing Assistant Training Program prepares students to care for patients under the direct supervision of a licensed nurse in a long-term care facility, a hospital, assisted living facility, or in the home. The course is approved by the Illinois Department of Public Health. After successful completion of the program, students are eligible to sit for the Illinois Nurse Assistants Certification exam.

### Parkland College Dual Credit Available

Course Number	Course Name	Credit Hours
HCS 112	Orientation to Health Careers	2 Credit Hours
HCS 154	Medical Terminology	3 Credit Hours
HCS 174	Legal Issues in Healthcare	1 Credit Hour
NAS 111	Basic Nursing Assistant Training Program	6 Credit Hours
		12 Total Credit Hours

### Examples of Careers in Healthcare

Doctors  
Nurses  
Physical Therapists  
Athletic Trainers  
X-Ray Technicians  
Surgical Technologists

### Course Requirements/Prerequisites

- 2.5/4.0 GPA preferred, but exceptions can be made with administrative approval
- Assessment: Placement into CCS 099, ENG 099, MAT 072
- Open to Juniors and Seniors
- Students will be able to sit for the state CNA licensing exam

# ECCA Education Pathway



**Program Description:** This program is for future teachers and those who are considering a career in education. The Education Pathway program will include a classroom component and an off-campus component, which will be developed in consultation with local school districts. The classroom portion will focus on the philosophy and history of American public education, careers within education, and the role of the teacher, including discussion on current issues in education. Additionally, the instruction will include the development of teaching methods and lesson plans incorporating differentiated instruction. Students will develop an understanding of characteristics of exceptional learners and their education including history, definitions, service delivery, legislation, and principles, strategies and methods of effective instruction for exceptional learners. Educational Technology will prepare students to incorporate technology into lesson plans to meet the needs of all learners

**Practical Experience:** The Education program includes a practical experience, which will take place on each Friday throughout the school year. The practical experience will be jointly developed by ECCA and the student's home high school and will include observation hours and classroom assisting at local school districts.

## Parkland College Dual Credit Available

Course Number	Course Name	Credit Hours
EDU 101	Introduction to Education	3 Credit Hours
FYE 101	Strategies for College Success	3 Credit Hours
EDU 104	Introduction to Special Education	3 Credit Hours
EDU 103	Introduction to Educational Technology	3 Credit Hours
		12 Total Credit Hours

## Program Requirements/Prerequisites

- 2.5/4.0 GPA preferred, but exceptions can be made with administrative approval
- ENG 101 Placement
- Check with your counselor for any school-specific program prerequisites

# Emergency Medical Services- Health Professions Focus



## **1<sup>st</sup> Semester**

**Orientation to Health Careers Course Description:** The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice within the healthcare field. Course content will provide in-depth information regarding health occupations careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements of careers in the medical field.

**Medical Terminology Course Description:** The primary focus will be on developing both oral and written skills in the language used to communicate within health care professions.

**Legal Issues in Healthcare Course Description:** This course focuses on law as it pertains to health professionals; consent for medical services, invasion of privacy, malpractice, governmental regulations, actions for collecting patient bills, bioethical, and end of life issues.

## **2<sup>nd</sup> Semester**

**Emergency Medical Technician Course Description:** The Emergency Medical Services-Basic course prepares the student to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of EMT-Basics, anatomy and physiology, medical emergencies, trauma, special considerations for working in the pre-hospital setting, and providing patient transport. This course prepares the student to take the State of Illinois EMT-Basic license examination.

### **Parkland College Dual Credit Available**

Course Number	Course Name	Credit Hours
HCS 112	Orientation to Health Careers	2 Credit Hours
HCS 154	Medical Terminology	3 Credit Hours
HCS 174	Legal Issues in Healthcare	1 Credit Hour
EMS 110	Emergency Medical Services 1: EMT-B	5 Credit Hours
		11 Total Credit Hours

### **Course Requirements/Prerequisites**

- Seniors Only, no exceptions
- 2.5/4.0 GPA preferred, but exceptions can be made with administrative approval
- Assessment: Placement into CCS 099, ENG 099, MAT 072
- Students will be able to sit for the EMT (B) state licensing exam upon graduation from high school and after reaching 18 years of age.



# Emergency Medical Services- Fire Service Focus



## 1<sup>st</sup> Semester

**Orientation to Health Careers Course Description:** The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interests to a tentative career choice within the healthcare field. Course content will provide in-depth information regarding health occupations careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements of careers in the medical field.

**Legal Issues in Healthcare Course Description:** This course focuses on law as it pertains to health professionals; consent for medical services, invasion of privacy, malpractice, governmental regulations, actions for collecting patient bills, bioethical, and end of life issues.

**Introduction to the Fire Service Course Description:** Provides an overview to fire service; career opportunities in fire protection and related fields; philosophy and history of the fire service; fire loss analysis; organization and function of public fire protection services; fire departments as part of local government; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics. Will include hands-on activities and demonstrations.

## 2<sup>nd</sup> Semester

**Emergency Medical Technician Course Description:** The Emergency Medical Services-Basic course prepares the student to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of EMT-Basics, anatomy and physiology, medical emergencies, trauma, special considerations for working in the pre-hospital setting, and providing patient transport. This course prepares the student to take the State of Illinois EMT-Basic license examination.

### Parkland College Dual Credit Available

Course Number	Course Name	Credit Hours
HCS 112	Orientation to Health Careers	2 Credit Hours
FST 111	Introduction to the Fire Service	3 Credit Hours
HCS 174	Legal Issues in Healthcare	1 Credit Hour
EMS 110	Emergency Medical Services 1: EMT-B	5 Credit Hours
		11 Total Credit Hours

### Course Requirements/Prerequisites

- Seniors Only, no exceptions
- 2.5/4.0 GPA preferred, but exceptions can be made with administrative approval
- Assessment: Placement into CCS 099, ENG 099, MAT 072
- Students will be able to sit for the EMT (B) state licensing exam upon graduation from high school and after reaching 18 years of age.



# Industrial Technology: Machining, Welding, & Design



**Course Description:** This program will include interpreting documentation for assembly and installation requirements; fundamentals of power transmission; basic and precision measuring tools; fasteners, tools, and torque specifications; bearing types and applications; seals; gaskets, and lubrication. Welding topics will include selection and use of electric arc, oxyacetylene, inert gas, and wire-feed welders, with an emphasis on skills and competencies as demanded by industry. The program will also include an introduction to applications of fluid and pneumatic power transfer and control. Content will include the design process with practical and computer-aided evaluation of power transmission devices, including gears, shafts, belts, chains, and other components using SolidWorks software. Both first-year and second-year Manufacturing students will be enrolled in the courses listed below.

## **Parkland College Dual Credit Available**

Course Number	Course Name	Credit Hours
WLD 111	Introduction to Welding	4 Credit Hours
MFT 113	Introduction to Hydraulics and Pneumatics	3 Credit Hours
MFT 110	Mechanical Assemblies	3 Credit Hours
CAD 113	Computer Aided Machine Design I	4 Credit Hours
		14 Total Credit Hours

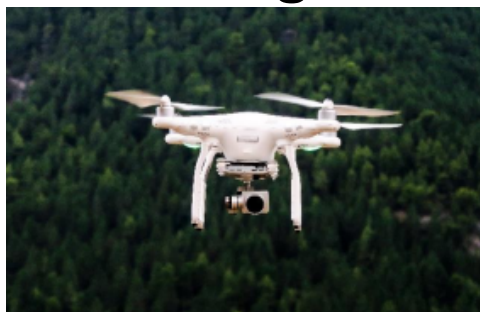
## **Examples of Careers in Manufacturing and Industrial Technology**

Machinists, including CNC machine operators and programmers  
Welders  
Electrical/Industrial/Mechanical Engineers  
Industrial Maintenance Workers  
Logistics Managers  
Quality-Control Specialists

## **Course Requirements/Prerequisites**

- 2.0/4.0 GPA preferred, but exceptions can be made with administrative approval
- Check with your counselor for any school-specific course prerequisites
- Scholarship and internship opportunities are available

# Precision Agriculture



**Course Description:** The ECCA Precision Agriculture program is for students interested in the application of UAV (drone) technology. Students will complete coursework to prepare for the FAA Commercial Drone Pilot exam, while learning about the implementation of GPS, GIS and other technologies within the precision agriculture industry. Students will learn basic drone flight maneuvers and use simulator software. Mission planning, data collection, and safety procedures are covered. Students do not need to be involved in or have completed coursework in Agriculture to be enrolled. All students are welcome, especially those with an interest in technology and its implementation.

## Parkland College Dual Credit Available

Course Number	Course Name	Credit Hours
AVI 111	Commercial Drone Ground School	3 Credit Hours
AVI 112	Introduction to Drone Flight	3 Credit Hours
AGB 214	Precision Farming Technology	3 Credit Hours
AGB 215	Applications of GIS in Agriculture	3 Credit Hours
		12 Total Credit Hours

## Examples of Careers in Precision Agriculture

Crop Specialist  
Precision Farming Specialist  
Precision Agriculture Technician

## FAA-licensed drone pilots are employed in almost every industry including:

Real estate, Insurance, Agriculture, Construction, and many others

## Course Requirements/Prerequisites

- 2.0/4.0 GPA preferred, but exceptions can be made with administrative approval
- Seniors only with limited exceptions
- Students will complete coursework to prepare for the FAA Commercial Drone Pilot exam
- Summer internship opportunities available for motivated students