

ASHTON
FRANKLIN CENTER

HIGH SCHOOL

CURRICULUM GUIDE

**Ashton Franklin Center C.U.S.D. 275
611 Western Avenue
Ashton, Illinois 61006
815-453-7461**

General Information

- Advanced Art, Band, Chorus, and English Topics are all repeatable for credit.
- Consumer Education does not count towards History credits.
- English, History, Math, and Science courses that are above the required amount will count toward your electives.
- Courses that students are required to take include (but are not limited to):
Health (typically in grade 9 or 10 opposite of Driver Education)
9th grade-English I, PE
10th grade-English II/Speech, PE
11th grade-English III, American History, PE
12th grade-Constitution, Consumer Education, PE
- Accelerated English can be taken for dual credit through Sauk. Placement testing or minimum ACT scores are required to take the course. Payment of fees to Sauk is required for dual credit. Nine college credit hours were earned as of 2016-17 school year.

Graduation Requirements:

Class of 2018: 27 credits

Class of 2019: 26 credits

Class of 2020: 26 credits

Class of 2021: 26 credits

Subject Area Requirements:

English 4 credits

History 2.5 credits (**Consumer Education does not count**)

Math 3 credits

Science 3 credits

PE 4 credits unless using approved exemptions

Music, Art, Foreign Language, *or* Vocational Education 1 credit

Consumer Education ½ credit

Health ½ credit

Constitution ½ credit (count towards History credits and includes Civics)

The remainder of credits are electives (*****can include additional English, History, Math, and/or Science credits*****)

Must pass US and State Constitution tests through Constitution class

English Credit

Accelerated English (SVCC English)
 British Literature 1 and 2
 College Prep English
 English Topics
 English I
 English II/Speech
 English III

History Credit

American History
 Constitution (1/2 credit)
 Popular Culture/Current Events and Geography
 Social Issues
 Social Science Survey
 World History

Math Credit

Integrated Math 1, 2, and 3
 Integrated Math A, B, and C
 Calculus
 Physics (2017-18)
 Pre-Calculus
 Statistics

Science Credit

Anatomy
 Biology 1 and 2
 Chemistry 1 and 2
 Earth Science
 Environmental Science
 Horticulture
 Physical Science
 Physics (2015-16 and prior years)
 Plant/Animal Science

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Environmental Science
Horticulture
Physical Science
Plant Science BSAA/Animal Science BSAA

AGRICULTURE

Agricultural Construction

Grades: 10-12

> *Prerequisite:* None

> *Course Description:* This advanced course focuses on the knowledge, hands-on skills, and work place skills applicable to construction in the agricultural industry. Major units of instruction include: personal safety, hand tools, power tools, blue print reading, surveying, construction skills in carpentry, plumbing, electricity, concrete, block laying, drywall and painting. Careers such as agricultural engineers, carpenter, plumber, electrician, concrete and block layers, finishers, safety specialists, and other related occupations will be examined. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. FFA membership fee is required for class enrollment.

> *Outcome Statement:* To develop advanced understanding and opportunities available in the agricultural industry segment of construction. To develop the leadership skills through the use of the FFA. To develop students into youth as future farmers, agriculture businesspersons and adults in the Ashton Franklin Center communities. (State goals #3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 18)

Agricultural Mechanics

Grades: 10-12

> *Prerequisite:* None (Introduction to Agricultural Science recommended)

> *Course Description:* This course will concentrate on expanding student's knowledge and experiences with agricultural mechanics technologies utilized in the agricultural industry. Units of instruction included are: design, construction, fabrication, maintenance, welding, electricity/electronics, internal combustion engines, hydraulics, and employability skills. Careers of agricultural construction engineer, electrician, plumber, welder, equipment designer, parts manager, safety inspector, welder, and other related occupations will be examined. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. FFA membership fee is required for class enrollment.

> *Outcome Statement:* To develop advanced understandings and opportunities available in the agricultural industry segment of mechanics. To develop the leadership skills of students through the use of the FFA. To develop students into youth as future farmers, agriculture businesspersons, and adults in the Ashton community. (State goals #3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 18)

Introduction to the Agricultural Industry

Grades: 9-12

> *Prerequisite:* None

> *Course Description:* This orientation course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influences 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.

agricultural mechanics and environmental science. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. FFA membership fee is required for class enrollment.

> *Outcome Statement:* To develop an understanding of the career opportunities available in the agricultural industry. To develop an introductory understanding and skills associated with of all aspects of the total agricultural industry. To develop the leadership skills of students through the use of the FFA. To develop students into youth as future farmers, agriculture businesspersons, and adults in the Ashton Franklin Center communities. (State goals #3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 18)

Business

Computer Applications

Grades: 9-12

> *Prerequisite:* None

> *Course Description:* This course is designed to provide students with a comprehensive knowledge about the use of word processing, spreadsheets, databases, and communication applications. This hands-on course is designed to meet the needs of all students as the knowledge of computer applications is a necessity in the work world, in colleges and universities, and for personal needs. Students will have the opportunity to use the integrated Microsoft Office Suite, specifically MS Word, Excel, Access and Power Point on computers in a networked environment.

Desk Top Publishing

Grade: 12

> *Prerequisite:* None

> *Course Description:* Students will learn the basics of desktop publishing, which includes the layout of text and graphics. Students will learn to manipulate design elements by using Adobe PageMaker software. Step-by-step applications will be completed first semester and second semester will entail the design of the school yearbook. It will be necessary for students to sell ads and participate in all tasks needed to create the yearbook. Students will be using PhotoShop 7.0. During second semester, grading will be based on participation, and the design and accuracy of yearbook pages.

> *Outcome Statement:* Students will analyze and evaluate how the choice of media, technologies and processes support and influence the communication of ideas. (State goal 26.A.5) Students will create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision- making. (State goal 26.B.5)

General Business

Grades: 9-12

> *Prerequisite:* None

> *Course Description:* This orientation-level course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership, including

entrepreneurship, as well as the basic functional areas of business (finance, management, marketing, administration and production). Students will be introduced to a wide range of careers in fields such as accounting, financial services, information technology, marketing, and management. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing, and speaking), math and problem solving. Business ethics as well as other workplace skills will be taught and integrated within this course. This course is not intended to meet the consumer education requirement, but rather to provide preparation for the skill level courses that make up the Business, Marketing and Management occupations programs.

> *Outcome Statement:* Improve economic citizenship through the study of business and economic environment in which we all live. (State goals #19, 20 and 21).

Multimedia/Web Page Design

Grades: 10-12

> *Prerequisite:* None

> *Course Description:* This course will provide students an opportunity to expand their knowledge of computer skills by allowing them to work with a wide variety of multimedia applications using Web 2.0 tools that are specifically designed for making better presentations and producing more creative projects. Movie-making and Photo-editing software will also be emphasized first semester, giving students the unique advantage to use the skills attained in other classes during their high school career. Second semester will be devoted to Web Page Design. Students will critique and evaluate web sites, develop the skills required to produce a well-designed web page, and create purposeful web pages/sites.

Foreign Language

Spanish 1 (Through Illinois Virtual Schools)

Grades: 9-12

> *Course Description found on www.ilvirtual.org:* Spanish 1 is an introductory course which opens the door to both the Spanish language and Spanish culture. Guided by the standards of the American Council on the Teaching of Foreign Languages (ACTFL) Spanish 1 focuses on the core skills of listening, speaking, reading and writing of this Romance language. Using multi-media tools, students participate in guided conversations and written activities which include a comprehensive cultural approach to the Spanish-speaking world incorporating history, architecture, the arts, literature and foods. Students can record and listen to their voices at any time as well as send audio files to their instructor for assessment. While both semesters follow similar patterns of instruction, first semester focuses on building basic grammar skills in the areas of verb conjugation, article usage, regular and irregular verb usage (focus on ser, estar, tener, gustar), telling time and possessive adjectives. Second semester covers reflexive verbs, prepositions, demonstrative, affirmative and negative expressions, the preterite tense, and adjective and pronoun usage. Both formative and summative assessments are used in this course.

Spanish 2 (Through Illinois Virtual Schools)

Grades: 10-12

> *Prerequisite:* Spanish 1

> *Course Description found on www.ilvirtual.org:* Spanish II is considered a continuation of Spanish I and builds on knowledge gained in that course. First semester begins with a review of Spanish 1 skills and students are expected to use what they learned in Spanish I in this course. As they progress through this course, students will continue to learn more Spanish language concepts in reading, writing and speaking and add to their knowledge of Spanish vocabulary. Students will also continue to build linguistic proficiency and deepen cultural appreciation through relevant content interwoven with language and culture. Items of focus in first semester include irregular verbs, present, present imperative, preterito, and imperfect tense, verb usage (specific focus on *querer*, *conocer*, and *saber*), indirect object pronouns and weather and time. Second semester begins with a review of Spanish I and first semester skills and students are expected to use what they learned previously in this course. Items of focus in second semester include describing past actions, numbers and calendar, augmentatives, future tense, and conditional and subjunctive moods. Semester two contains many review activities intended to help students master the material presented in both first and second semesters. Students will communicate with their classmates and teacher via asynchronous discussions, uploaded audio files and live web conferencing.

Spanish 3 (Through Illinois Virtual Schools)

Grades: 11-12

> *Prerequisite:* Spanish 1 and 2

> *Course Description found on www.ilvirtual.org:* In Spanish III, Semester 1 students will continue to improve listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (Feelings, Transportation, Work, Countries and the Future), students learn to express themselves using ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is embedded throughout the course in an attempt to help the learner focus on the Spanish-speaking world and its culture, people, geographical location and history. Spanish III, Semester 2 is a continuation of the first semester where students will continue to improve listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (LaSalud, La Casa, Las Medidas, Las Profesiones, and Historia), students learn to express themselves using ever-increasing vocabulary, varied verb tenses, pronouns, articles, and adjectives. The course is aligned to the American Council on the Teaching of Foreign Language standards.

Spanish 4 (Through Illinois Virtual Schools)

Grade: 12

> *Prerequisite:* Spanish 3

> *Course Description found on www.ilvirtual.org:* In Spanish IV, Semester 1 students will continue to sharpen listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (La Gente, Los Logros, Los Deseos, Actividades and Celebración), students learn to express themselves using an ever increasing

vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Spanish speaking world and their culture, people, geographical locations and histories. In Spanish IV, Semester 2 students will continue to sharpen listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (Posibilidades, El Pasado, Las Artes, Ahora, Se Acaba), students learn to express themselves using an ever increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. The course is *conducted almost entirely in Spanish* and is aligned to the ACTFL standards.

General

Academic Enrichment

Grades: 9-12

> *Prerequisite:* Teacher recommendation

> *Course Description:* Guided study hall to assist students who are experiencing academic struggles maintain passing grades and increase academic skills.

Art Foundations (not repeatable for credit)

Grades: 9-12

> *Course Description:* Art Foundations students will study and apply the Elements of Art and Principles of Design. Students will work under the direction of their teacher to create two and three dimensional projects. Students will be required to create and respond to works of art that express concepts, ideas, and feelings. Students will work with a variety of art media that explore techniques used in professional art. Students will measure their degree of success in their own projects by stated objectives. Students will be introduced to career opportunities that utilize art skills.

The year will be split into quarters and each quarter will focus on different areas including: Sculpture, Drawing, Other 2-dimensional techniques (printmaking, collage, painting), and Art History and Art Careers.

> *Assessments:* Students will be responsible for a project due approximately every two weeks, self-evaluations as well as an artist statement for each, handouts and reading pertaining to subject matter, sketchbooks due 3 times per quarter.

> *Outcome Statement:* Students who meet requirements for this course will have an understanding of the state standards 25A-27B. They will understand the sensory, organizational principles and expressive qualities of the visual arts, and the similarities and connections in and among the arts. Students will understand processes, traditional tools, and modern techniques used in the visual arts. Students will learn how to apply skills and knowledge necessary to create in the visual arts. Students will have an understanding of how visual arts function in history, society and everyday life and reflect history, society and everyday life.

Advanced Art

Grades: 10-12

> *Prerequisite:* Art Foundations

> *Course Description:* An advanced level course in two dimensional and three dimensional techniques with an emphasis on developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Studio experiences include drawing, painting, illustration, and printmaking, ceramics and other sculptural techniques. Students will measure their degree of success in their own projects by stated objectives. This course may be repeated.

> *Assessments:* Students will be responsible for a project due approximately every two weeks, self-evaluations as well as an artist statement for each, handouts and reading pertaining to subject matter, sketchbooks due 3 times per quarter.

> *Outcome Statement:* Students who meet requirements for this course will have an understanding of the state standards 25A-27B. They will understand the sensory, organizational principles and expressive qualities of the visual arts, and the similarities and connections in and among the arts. Students will understand processes, traditional tools, and modern techniques used in the visual arts. Students will learn how to apply skills and knowledge necessary to create in the visual arts. Students will have an understanding of how visual arts function in history, society and everyday life and reflect history, society and everyday life.

Band

Grades: 9-12

> *Prerequisite:* Experience with a band instrument in grades 5 – 8 is preferred, but not required.

> *Course Description:* High school band is an elective course. It is offered in order to stimulate interest in participation in the school music program. This interest can also be carried over into adult life.

> *Course Assessments:* Attendance, participation, lesson preparation, and performance at required events.

> *Outcome Statement:* The goals of the instrumental music program are to develop the instrumental skills of the participants and to make playing and listening to instrumental music an enjoyable experience. (State goals #25.A.4, 25.A.5, 25.B.4, 25.B.5, 26.A.4, 26.B.4, 26.B.5, 27.B.4 and 27.B.5).

Chorus

Grades: 9-12

> *Prerequisite:* None

> *Course Description:* High school chorus is an elective course. It is offered in order to stimulate interest in participation in the school music program. This interest can also be carried over into adult life.

> *Course Assessments:* Attendance, participation, lesson preparation, and performance at required events.

> *Outcome Statement:* The goals of the choral program are to develop the vocal skills of the participants and to make singing and listening to singing an enjoyable experience. (State goals #25.A.4, 25.A.5, 25.B.4, 25.B.5, 26.A.4, 26.B.4, 26.B.5, 27.B.4 and 27.B.5).

Consumer Education/Resources Management

Grade: 12

> *Prerequisite:* This course meets the requirement for consumer education instruction as required by the School Code of Illinois (section 27-12.1)

> *Course Description:* This class is intended to help students learn skills needed to survive in the marketplace. Students will be able to utilize resources and information in the decision-making process. They will be able to identify consumer rights and responsibilities in the marketplace. They will be able to perform the steps necessary to seek employment: prepare a resume, fill out a job application, and participate in a job interview. They will be able to prepare and evaluate a personal budget and balance a checkbook. Students will be able to analyze consumer-oriented ads related to ethics and the law. They will understand the requirements of contracts and related consumer responsibilities. Students will evaluate types of credit, credit laws, and practices necessary for developing a positive credit history. They will be able to evaluate needs for life, health, and auto insurance based on changing lifestyles. Students will fill out a 1040 EZ tax form.

> *Assessments:* Daily work, budget preparation, checkbook project, and completion of 1040 EZ tax form.

> *Outcome Statement:* Upon completion of this class the student will be able to: Critically evaluate advertisements, credit contracts and warranties (State goal #1). Students will be able to prepare a resume, complete a job application, and participate in a job interview (State goal #3). Prepare and evaluate a personal budget (State goal #6). Balance a checkbook (State goal #6). Evaluate types of credit according to use and costs (State goal #6). Analyze consumer laws and regulatory policies and the impact they have on the consumer (State goal #15). Complete a 1040 EZ tax form (State goal #15). Utilize comparison shopping practices in purchasing credit, insurance and other goods and services (State goal #15).

Cooperative Education (CO-OP)

Grade: 12

> *Prerequisite:* Recommended for seniors that desire to receive work/study experience in the workplace who have completed all required courses for graduation from high school. Students are required to be enrolled in a related vocational/career course in the area of their work experience job. Teacher and/or administrative approval required to enroll in this course.

> *Course Description:* Cooperative Education is provided to allow for vocational/career experiences in a variety of occupations making cooperative education accessible to students in schools with limited enrollment. Students participate in paid cooperative work experience at appropriate training sites and take 200 minutes of related class instruction per week. Classroom instruction focuses on providing students with job related and personal social skills needed for job development for specific occupational training utilizing validated tasks lists. The training plan agreed upon by the employer, student and coordinator provides the framework for job site instruction and experiences. A qualified coordinator facilitates student learning. The coordinator, student and employer assume compliance with federal, state and local laws and regulations. FFA membership fee is required for class enrollment.

> *Assessments:* Daily/weekly assignments, written tests, hands-on assignments, and required SAE record keeping on all job experiences.

> *Outcome Statement:* To develop an understanding of the career opportunities available to students in the Ashton Franklin Center area. Also, to develop and expand a

student's individualized experiences in order to make informed decisions for further training in their chosen career path with could include technical schools, community colleges, or four-year universities. (State goals #1, 3, 4, 5, 6, 10, 14, 15, and 16)

Driver Education (1st or 2nd semester)

Grades: 9-10

> *Prerequisite:* Academically passing 12 semester hours the last two semesters.

> *Course Description:* Designed to meet all requirements set by the State of Illinois. 30 minimum classroom hours of instruction – with 6 hours of behind the wheel instruction and 6 hours of behind the wheel observation. These must be met and passed to receive credit with the state and is required to obtain a driver's license at age 16 or 17.

> *Assessments:* Quizzes, homework, tests, papers, field trips, and performance.

Students will be evaluated on comprehension of laws and regulations, driving attitudes and ability to maneuver a moving vehicle.

> *Outcome Statement:* Introduce 15 and 16 year olds to the proper method of thinking, maneuvering and basic maintenance of a motor vehicle in different situations, not only in ideal conditions but hazardous and unexpected moments also. At its completion, students will be capable of mixing with the flow of traffic without being a hazard and will know the laws and regulation known as the Rules of the Road.

Health (1st or 2nd semester)

Grades: 9-12

> *Prerequisite:* None

> *Course Description:* The intention of this class is to encourage young people to build healthy lifestyles for today and the future through understanding the principles of healthy living and the prevention and treatment of illness and injury. Students will study the components of health focusing on self-esteem, social relationships, stress, depression, suicide prevention, human sexuality, alcohol and drug abuse, and other health related topics. Students will examine practical ways to make and implement positive personal choices. (State Goals 22, 23, and 24).

> *Assessments:* Homework, quizzes, projects, group activities, and tests.

Physical Education

Grades: 9-12

> *Prerequisite:* None

> *Course Description:* Students will be involved in a well planned and well-executed learning experience selected to meet the current and projected needs of the individual students. The primary focus of physical education is the optimum health of the student for the present and in the future. The student will participate in exercises and activities designed to improve the anaerobic and aerobic energy systems, flexibility, strength, agility, physical fitness knowledge, sports skills, sports knowledge, social skills and positive character traits.

> *Assessments:* Participation, personal fitness, playing rubrics, performance, journal, written tests, and videotaping.

> *Outcome Statement:* Students will be able to perform, analyze, apply, develop, select, and evaluate movement skills and concepts needed to engage in health-enhancing physical activity (State goal #19). Students will be able to interpret, record, implement, evaluate, and design individualized health-related fitness plan (State goal #20).

Strength and Conditioning (Physical Education class) Grades: 10-12

> *Prerequisite:* Students must have 1 year of traditional PE before enrolling in this class.

> *Course Description:* Strength and conditioning focuses on the components of health related fitness. This will include cardiovascular endurance, flexibility, body composition, and muscular strength. Students will know the components of health-related fitness. Students will be active participants in maintaining or improving their health-related fitness. This course is aimed at any student. The course is not specifically focused on traditional sport or activity orientation. Students will assess their own fitness levels on a regular basis as well as keep personal portfolios in which they track their personal progress.

English**Accelerated English** (option of dual credit with SVCC-fee paid to Sauk)

Grade: 12

> *Prerequisite:* Minimum ACT score in English or qualify through placement testing at SVCC.

> *Course Description:* A college level course. A basic course in essay writing with emphasis on exposition, which stresses knowledge and application of the rhetorical modes. An advanced course in essay writing with emphasis on formal research, which serves to develop a proficiency in the collection and selection of data as applied to the completion of a formal research paper. In addition, students receive instruction in logic and reasoning, including the fundamentals of argumentative and persuasive writing. An examination of the elements of form, methods of analysis and theories of criticism of the short story, the novella and the novel.

British Literature 1 (700-1797)

Grades: 11-12

This is a college preparation level course that requires high level reading ability and self-motivation.

> *Prerequisites:* None

> *Course Description:* This course is designed to teach the students the basic elements of literature and will enable them to develop a greater appreciation of the different genres and writing periods.

> *Outcome Statement:* Students will read with understanding and fluency through vocabulary study. They will also analyze the defining characteristics and structures of a variety of complex literary genres (State goal #1). Students will compare and evaluate literature through analyzing various literary terms (State goal #2). Students will analyze and express an interpretation of a literary work (State goal #2). Students will write compositions that contain complete sentences and effective paragraphs using English conventions (State goal #3). Students will research, design, and present information in a logical manner in oral and written forms (State goal #5).

British Literature 2 (1798 – 1900)

Grades: 11-12

> *Prerequisites:* None

****Do not need to take Brit Lit 1 before Brit Lit 2****

> *Course Description:* Same as British Literature 1

> *Outcome Statement:* Same as British Literature 1

College Prep English

Grade: 12

> *Prerequisites:* English III

> *Course Description:* This college preparatory class is designed to teach the various types of expository writing (non-fiction prose that aims at communicating facts, ideas, or opinions) and will enable students to appreciate and model quality essays through their own writing.

> *Outcome Statement:* Students will read and comprehend a broad range of reading materials in order to evaluate ideas and information from various sources and genres (State goal #1). Students will read literature representative of various societies, eras, and ideas in order to understand how literary elements and techniques are used to convey meaning (State goal #2). Students will write to communicate for a variety of purposes. They will be required to produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences (State goal #3). These documents should show planning and organization and effectively convey the intended message and meaning (State goal #3).

English Topics

Grades: 10-12

> *Prerequisite:* None

> *Course Description:* English Topics is a series of eight, semester-long courses that are linked under a broad general heading and designed to give students both an introduction and a more in-depth opportunity to study a variety of issues within the field of English. Though it is intended primarily for upper-division students, and has a workload that is designed with that in mind, any student is welcome in the class. Some of the topics that are offered on a rotational basis include: Women Authors, Adolescence in Literature, Mystery and Fantasy, Multicultural Literature, and Nonfiction.

> *Assessments:* Brainstorming, prior knowledge assessment, discussion (both large and small group), demonstrations (both teacher and student-driven), in-class reading activities, individual and group work, presentations, student “teaching” activities, research paper appropriate to genre, tests and quizzes, comparisons and connections to other media (film, art, etc.)

> *Outcome Statement:* 1) Students will be reading both novels and several short selections in order to examine the genres of science fiction and fantasy literature (State goals #1.A.5, 1.B.5, 1.C.5, 2.A.5, 2.B.5, 3.A.5, 3.B.5, 3.C.5, 4.A.5, 4.B.5, 5.A.5, 5.B.5, and 5.C.5). 2) Gothic Horror & Mystery will introduce students to two genres that are increasingly popular in American society: the horror novel and the mystery. As the result of study, students will learn about the development of these two modes of writing from their 19th century origins into their contemporary forms, discovering the connections between the issues raised in these works and students’ own lives (State goals #1.A.5, 1.B.5, 1.C.5, 2.A.5, 3.A.5, 3.B.5, 3.C.5, 4.A.5, 4.B.5, 5.A.5, 5.B.5, and 5.C.5). 3) Multicultural Literature is a course designed to expose students to authors whose work does not come from European literary tradition (State goals #1.A.5, 1.B.5, 1.C.5, 2.A.5, 2.B.5, 3.A.5, 3.B.5, 3.C.5, 4.A.5, 4.B.5, 5.A.5, 5.B.5, and 5.C.5). 4) Short Stories & Poetry is intended as a semester-long exploration of shorter works by a

variety of authors. These two forms will be read, examined, reinterpreted/rewritten by students. Additionally, students will write their own poems and short stories, developing their own style of writing and discovering the concept of “borrowing” from other writers (State goals #1.A.5, 1.B.5, 1.C.5, 2.A.5, 2.B.5, 3.A.5, 3.B.5, 3.C.5, 4.A.5, 4.B.5, 5.A.5, 5.B.5, and 5.C.5). 5) Women’s Literature will introduce students to the writings of women, representing different time periods, cultures, and views. Not only will students learn about the influences and perspectives of women writers, but they will also discover the important connections these writers have on our lives and our society today (State goals #1.A.5, 1.B.5, 1.C.5, 2.A.5, 2.B.5, 3.A.5, 3.B.5, 3.C.5, 4.A.5, 4.B.5, 5.A.5, 5.B.5, and 5.C.5). 6) This course is designed to examine the mythologies of various cultures. As the result of intensive study, students will be able to determine cultural connections between these myths, accounting for similarities of purpose and understanding the reasons for their creation (State goals #1.A.5, 1.B.5, 1.C.5, 2.A.5, 2.B.5, 3.A.5, 3.B.5, 3.C.5, 4.A.5, 4.B.5, 5.A.5, 5.B.5, and 5.C.5). 7) Shakespeare Survey will expose students to (arguably) one of the most important writers of the canon of classic literature. Students will read and examine representative plays from each of the major categories, as well as the sonnets and portions of Shakespeare’s longer poems (State goals #1.A.5, 1.B.5, 1.C.5, 2.A.5, 2.B.5, 3.A.5, 3.B.5, 3.C.5, 4.A.5, 4.B.5, 5.A.5, 5.B.5, and 5.C.5).

English I

Grade: 9

> *Prerequisite:* None

> *Course Description:* Students will read and comprehend the following pieces of classic literature from around the world: *Romeo and Juliet*, *The Odyssey*, *To Kill a Mockingbird*, and a variety of poems and short stories. In doing so, they will further develop vocabulary skills and apply reading strategies to improve understanding and fluency. Students will then analyze and create compositions of varying lengths in the following areas: Exposition, description, narration, and persuasion. In doing so, they will be studying and applying proper punctuation and grammatical skills as well as spelling and organizational skills. Students will also participate in individual and/or group presentations and projects that require gathering information from different sources that reflect various aspects of each piece of literature. Lastly, students will be required to take a comprehensive final exam at the end of each semester.

> *Assessments:* Each assignment and test is graded on a point system determined by the number of questions to be answered. Quarter grades are figured by percentile formula, based on the number of points possible.

> *Outcome Statement:* Students will analyze the defining characteristics and structures of a variety of literary genres. Students will compare and evaluate literature through analyzing various literary terms. Students will analyze and express an interpretation of a literary work. Students will write to communicate for a variety of purposes. Students will use language arts to acquire, assess, and communicate information.

English II (1st semester)

Grade: 10

> *Prerequisite:* None

> *Course Description:* This course is designed to teach the students the basic elements of literature and will enable them to develop a greater appreciation of the different genre manner with appropriate introduction, elaboration, and conclusion. Students will use clear and expressive spoken language in order to present their ideas in an orderly manner.

> *Assessments:* Each assignment and test is graded on a point system determined by the number of questions expected to be answered. Quarter grades are figured by percentile formula based on the total number of points possible.

> *Outcome Statement:* Students will use clear and expressive spoken language in order to present their ideas in an orderly manner with appropriate introduction, elaboration, and conclusion. Students will use various forms of literature in order to recognize central theme, author's purpose, and bias. (State goals #1.A.4a, 1.A.4b, 1.B.4a, 1.B.4b, 1.B.4c, 1.C.4a, 1.C.4b, 1.C.4c, 1.C.4d, 1.C.4e, 2.A.4a, 2.A.4b, 2.A.4c, 2.A.4d, 2.B.4b, and 2.B.4c)

Speech (2nd semester)

Grade: 10

> *Prerequisite:* None

> *Course Description:* Students will use clear and expressive spoken language in order to present their ideas in an orderly manner.

> *Assessments:* Each assignment and test is graded on a point system determined by the number of questions expected to be answered. Quarter grades are figured by percentile formula based on the total number of points possible.

> *Outcome Statement:* Students will use clear and expressive spoken language in order to present their ideas in an orderly manner with appropriate introduction, elaboration, and conclusion. (State goals #4.A.4a, 4.A.4b, 4.A.4c, 4.A.4d, 4.B.4a, 4.B.4b, 4.B.4c, and 4.B.4d)

English III

Grade: 11

> *Prerequisite:* English II

> *Course Description:* This course is designed to teach the students the basic elements of classical American literature and will enable them to develop a greater appreciation of the different genres and writing periods. Students will implement the writing process by responding to writing situations. The lessons will center on elements of descriptive, expository and persuasive writing. Students will engage in using workable strategies including revising, editing, and proofreading, which will enable them to become independent writers. Students will also research and write a research paper using the MLA style manual.

> *Assessments:* Each assignment and test is graded on a point system determined by the number of questions to be answered. Quarter grades are figured by percentile formula, based on the number of points possible.

> *Outcome Statement:* Students will read with understanding and fluency through vocabulary study. They will also analyze the defining characteristics and structures of a variety of literary genres. Students will compare and evaluate literature through analyzing various literary terms. Students will analyze and express an interpretation of a literary work. Students will write to communicate for a variety of purposes. Students will use the language arts to acquire, assess, and communicate information.

History

American History

Grade: 11 (or grade 10
with administrative approval)

> *Prerequisite:* None

> *Course Description:* A study of American history from the 1860s to the 1940s, making connections between the past and the present to better meet the challenges of the future.

> *Assessments:* Based on unit tests, quizzes, group work, special projects, and other homework.

> *Outcome Statement:* Students will be able to understand general trends, movements, and concepts in U.S. history, focusing on political, social, geographical and economic aspects of America. Students will understand and explain basic principles of Illinois and United States government, with emphasis on the U.S. Constitution. Students will analyze, and interpret significant American political events (State goals #16a.b.), social history (State goal #16d.), and explain the development of specific economic systems (State goal #16c.).

Constitution + (1st or 2nd semester)

Grade: 12

> *Prerequisite:* None

> *Course Description:* This course is designed to familiarize students with the U.S. Constitution, including the amendments, and certain other aspects of government in the U.S. An emphasis will be placed on civil liberties, the judicial system, and the relevance of the Constitution in today's society. In this class, students will also discuss state and local government, and various other government-related issues, as well as equipping students to be competent and responsible citizens by discussing current and controversial issues, and responsibilities that are expected of citizens of the United States.

> *Assessments:* Unit tests, quizzes, projects, participation and group work. Federal and state constitution tests.

> *Outcome Statement:* Students will be able to understand the founding and creation of our national government, the executive, legislative, and judicial branches, as well as the intricacies of voting, amending the constitution, and also the Illinois State government. Students will analyze, work cooperatively, and interpret the events that shaped our country into what it is today.

Popular Culture (1st semester)

Grades: 10-12

> *Prerequisite:* None

> *Course Description:* The course covers selected topics in American Popular Culture from the late 1800's to the present. In studying certain aspects of Popular Culture the class will relate them to more notable events and social trends of the times (such as wars, the Depression, and the civil rights movement). Through written assignments, quizzes, and tests students will show knowledge of American Popular Culture and its relationship with major historic events and trends. Students will also be required to take

a comprehensive final semester exam. The class most directly addresses state goals 16.A.4a, 16.C.5b (U.S.), 16.D.4b (U.S.), 16.D.5 (U.S.), and 18.A.4.

Current Events/Geography (2nd semester)

Grades: 10-12

> *Prerequisite:* None

> *Course Description:* The course covers selected geography topics and various news stories, as well as significant ongoing events in the U.S. and the world. Through the use of a variety of resources, including taped television news shows, the class will examine and discuss top news stories. In addition, the course will address the reasons and background for continuing news stories. This course also includes the study of basic geographical principals and themes. Through written assignments, quizzes, and tests and projects, the students will show an understanding of a variety of current events and geographical concepts. Students will also be required to take a comprehensive semester exam. State goals 14.A.4, 14.B.5, 14.D.5, 14.E.5, 15.A.5b, 15.C.5a, 15.D.5b, 16.B.5b (W), 16.C.5a (U.S. and W), 17.A, 17.C.5c, and 17.D.5.

Social Issues

Grades: 11-12

> *Prerequisite:* None

> *Course Description:* A study of various current social issues including the following major topics; research, psychology, family, education, religion, gender, race, health, age, science, and sports and media.

> *Outcome Statement:* Students will have an overall understanding of sociological and psychological concepts, including past and current perspectives and various methods of study. Students will use methods of social science investigation to study the development and functions of human behavior, relationships and social systems. Students will understand the purpose and processes of various institutions, with emphasis on current trends. (State goals 18a, 18b, 18c)

Social Science Survey

Grade: 9

> *Prerequisite:* None

> *Course Description:* A survey class of the social sciences with an emphasis on behavioral sciences, investigating the nature of human behavior in their environment. Major units include thinking and study skills, psychology, sociology, anthropology, geography, political science, history and economics. In social science, solving problems helps students to recognize that individual decisions and actions have consequences—and these consequences affect the way people, groups and nations associate with each other. Students in Social Science Survey are asked to analyze information from a variety of sources and to solve problems through a rational process based on goals and criteria. The integrated study of the social sciences and humanities promotes civic competence. Within the school program social science provides coordinated, systematic study of such disciplines as anthropology, economics, geography, history, law, political science, and sociology.

> *Assessments:* Based on unit tests, section quizzes, class participation, special assignments, and other homework.

> *Outcome Statement:* (See above) State Goals 14, 15, 16, 17, and 18.

World History

Grades: 9-12

- > *Prerequisite:* None
- > *Course Description:* A study of western civilization from prehistory to the 1600s, making connections between the past, and the present to better understand our world.
- > *Assessments:* Based on unit tests, study guides, quizzes, individual projects, group work, and other homework.
- > *Outcome Statement:* Students will be able to understand general trends, movements, and concepts in world history focusing on political, social, geographical, and economic aspects of western civilization. Students will understand, analyze and interpret significant world political events (State goals #16a.b.), social history (State goal #16d.), and the development of economic systems (State goal #16c.).

Math

Calculus

Grade: 12

- > *Prerequisite:* A or B both semesters of Math 3 or completion of Pre-Calculus or teacher recommendation.
- > *Course Description:* Calculus is the study of math involved in motion and change. Calculus involves finding limits, derivatives, and integrals of functions.
- > *Outcome Statement:* Students should be able to find and apply limits, derivatives and integrals.

Integrated Mathematics 1

Grades: 9-10

- > *Prerequisite:* None
- > *Course Description:* This course is the first in a sequence of three courses that students should study in order to be college and career ready and includes topics from Algebra, Geometry, and Statistics. The fundamental purpose of Mathematics 1 is to formalize and extend the mathematics that students learned in middle school. Students will problem solve using equations, graphs, and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Mathematical modeling is stressed as a methodology for approaching the solution to problems both by the use of technology and by hand. The mathematics learned in this class will be needed in order for students to be successful in Mathematics 2 and Mathematics 3. College bound students should take Integrated Mathematics 1 as a freshman if they have not previously taken the course.

Integrated Mathematics 2

Grades: 10-11

- > *Prerequisite:* Mathematics 1 or recommendation of teacher
- > *Course Description:* This course is the second in a sequence of three courses that students should study in order to be college and career ready and includes topics from Algebra, Geometry, and Statistics. In Mathematics 2 students will spend time extending the number system and will start to investigate quadratic functions. A big focus of this course will not only be to compare and model functions, but to also perform transformations on them. During the Geometry units students will deepen their

knowledge as they deal with similarities, are introduced to Trigonometry, and investigate circles. The focus of the Statistics unit will be on probability as students decide what makes something fair. Mathematical modeling is stressed as a methodology for approaching the solution to problems both by the use of technology and by hand. Students must have completed Mathematics 1 prior to taking this course or receive teacher recommendation.

Integrated Mathematics 3

Grades: 11-12

> *Prerequisite:* Mathematics 2 or recommendation of teacher

> *Course Description:* This course is the third in a sequence of three courses that students should study in order to be college and career ready and includes topics from Algebra, Geometry, and Trigonometry. In Mathematics 3 students will spend time building upon their knowledge of functions as they start to investigate polynomial and rational functions. During the Geometry units students will focus on proving geometric relationships and using geometry to design. Students will build on their knowledge of right triangle trigonometry as they deal with more complex trigonometric representations. Mathematical modeling is stressed as a methodology for approaching the solution to problems both by the use of technology and by hand. Students must have completed Mathematics 2 prior to taking this course or receive teacher recommendation.

Physics

Grades: 11-12

> *Prerequisite:* C or better in Math 2

> *Course Description:* Physics uses mathematics to study mechanics, materials, waves, electricity, and magnetism. If time allows, modern physics, including nuclear physics will be covered.

> *Outcome Statement:* Students will develop an appreciation of physics, a knowledge of the principles or concepts on which physics is based, and an ability to solve problems.

Pre-Calculus/Trigonometry (1st semester)

Grades: 11-12

> *Prerequisites:* Math 3 (can be done concurrently)

> *Course Description:* This course focuses on functions. It emphasizes trigonometry. There is also some probability, and statistics.

> *Outcome statement:* Students should have a basic understanding of the 6 trig functions and how to apply them to real life situations. They will also learn how to graph and solve trigonometric equations. Logarithmic equations will be introduced and compared to exponential equations. An introduction to the calculus ideas of derivative and integral will be given. Students will apply vectors to real life situations. Combinations and permutations will be taught in a probability unit. Polar and parametric equations will be introduced.

Statistics (2nd semester)

Grades: 11-12

- > *Prerequisite:* Math 3 (can be done concurrently)
- > *Course Description:* Statistics is a course that teaches you how to analyze data. Students will be able to describe various sets of data based on statistical terms like mean, median, mode, standard deviation, normal distribution, correlation coefficients, and others. Students will be able to evaluate everyday data in the media as well as make educated decisions given data. Statistics is a class that nearly every college major requires in some form or another. This statistics class will better prepare students for the college class that will be required of them.

Science

Anatomy

Grades: 11-12

(Alternate years with Chemistry 2)

- > *Prerequisites:* Biology 1 and Chemistry 1 with grades of “C” or better.
- > *Course Description:* Designed to help students learn the basic facts of human anatomy and physiology. Students will be encouraged to develop problem-solving skills, therefore enabling them to be better healthcare professionals and citizens. The “dynamic” aspect of the human body will be emphasized to develop the overall “big picture” of anatomy.
- > *Outcome Statement:* Student will be able to identify and tell the functions of the human body that is covered and be able to give explanation of how the environment is affected by and affects the human body.

Biology 1

Grades: 9-12

- > *Prerequisite:* None
- > *Course Description:* A beginning Biology class that provides a base for further biological study and an understanding of basic biological processes and functions.
- > *Outcome Statement:* Student will be able to apply their understanding of biological materials covered to assess and evaluate real life problems involving this material.

Biology 2

Grades: 10-12

- > *Prerequisite:* Biology 1
- > *Course Description:* An additional Biology class that is a continuation of biological principles and functions discussed in Biology.
- > *Assessment:* Worksheets, study guides, quizzes, tests, and labs.

Chemistry 1

Grades: 10-12

- > *Prerequisites:* Enrollment in Math 3 concurrently or teacher recommendation if enrolled in Math 2.
- > *Course Description:* A traditional course in introductory chemistry. The course covers formula and equation writing, problem solving, laboratory work with environmental chemistry and organic chemistry applications.

Chemistry 2

Grades: 11-12

(Alternate years with Anatomy)

> *Prerequisites:* Math 2 and Chemistry 1 with a grade of “C” or better.

> *Course Description:* This is a continuation of Chemistry 1 and includes topics such as electron structure, bonding, acid-base neutralization, hydrolysis, electrolytic cells, reaction kinetics, equilibria, gas laws, periodic table, solutions, Environmental and Organic Chemistry.

Environmental Science

Grades: 10-12

(Alternate years with Horticulture)

> *Prerequisite:* None

> *Course Description:* This course examines the relationship of agriculture and the environment. The impact of plant and animal production practices on the environment and the adoption of practices leading to improved air, land, and water quality are investigated. 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. Careers of environmental technicians, soil and water conservationists, monitoring field technicians, land surveyor, and related occupations will be examined. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. FFA membership fee is required for class enrollment.

> *Outcome Statement:* To develop advanced understandings and opportunities available in the agricultural industry. To develop an advanced understanding of the skills and knowledge in the scientific aspects of environmental science. To develop the leadership skills of students through the use of FFA. To develop students into youth as future young farmers, agriculture businesspersons, and adults in the Ashton Franklin Center communities. (State goals #1, 3, 4, 5, 6, 7, 12, 13, 14, 15, 16, 17, 18, 19 and 24)

Horticulture

Grades: 10-12

(Alternate years with Environmental Science)

> *Prerequisite:* None

> *Course Description:* This course offers instruction in both the floriculture and landscape areas of horticulture. Units of study include plant identification, greenhouse management, culture of greenhouse crops, care and handling of cut flowers, and floral design. Also included are landscape design, installation, and maintenance; horticulture mechanics; nursery management; and turf production. Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Improving computer and workplace skills will be a focus.

Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. FFA membership fee is required for class enrollment. Outcome Statement: To develop advanced understandings and opportunities available in the agricultural industry. To develop and

advanced understanding of the skills and knowledge in the scientific aspects of horticulture. To develop the leadership skills of students through the use of the FFA. To develop students into youth as future farmers, agriculture businesspersons and adults in the Ashton-Franklin Center communities.

Physical Science

Grade: 9

> *Prerequisite:* None

> *Course Description:* Beginning Physical Science class that will give the opportunity to obtain a basis upon which to farther study the physical sciences like chemistry and physics.

> *Assessments:* Students will be given class work, labs, tests, and class participation.

> *Outcome Statement:* When the student completes this class, they will have an understanding of the scientific process, basic laws of science and how to apply them, able to solve problems using material covered.

Plant Science (BSAA) (1st semester)

Grades: 10-12

> *Prerequisites:* None (Biology recommended)

> *Course Description:* This course is designed to reinforce and extend students understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of plant growth and management in agriculture and the specific biological science concepts that govern management decisions. Topics of study are in the areas of initiating plant growth – germination, plant sensory mechanisms, enzyme action, absorption, and managing plant growth – photosynthesis, respiration, translocation, metabolism, and growth regulation. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. FFA membership fee is required for class enrollment.

> *Outcome Statement:* To develop advanced understandings and opportunities available in the agricultural industry. To develop and advanced understanding of the skills and knowledge in the scientific aspects of plant science. To develop the leadership skills of students through the use of the FFA. To develop students into youth as future farmers, agriculture businesspersons and adults in the Ashton-Franklin Center communities.

Animal Science (BSAA) (2nd semester)

Grades: 10-12

> *Prerequisites:* None (Biology recommended)

> *Course Description:* This course is designed to reinforce and extend students understanding of science by associating scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of animal agriculture and specific biological science concepts that govern management decisions in the animal industry. Topics of study are in the areas of growth and development of animals – embryology, ethology, nutrition, immunity systems, and processing animal products –

preservation, fermentation, and pasteurization. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. FFA membership fee is required for class enrollment.

> *Outcome Statement:* To develop advanced understandings and opportunities available in the agricultural industry. To develop and advanced understanding of the skills and knowledge in the scientific aspects of animal science. To develop the leadership skills of students through the use of the FFA. To develop students into youth as future farmers, agriculture businesspersons and adults in the Ashton-Franklin Center communities.