

Tuscola



Community High School

Curriculum Guide

*Revised Spring 2024

TUSCOLA HIGH SCHOOL GRADUATION REQUIREMENTS

Number of credits required for graduation	21
Number of academic credits required for graduation	19

FRESHMAN

English I	1
Math	1
Integrated Science	1
Computer Concepts	½
P.E.	½

SOPHOMORE

English II	1
Math	1
Science	1
American Govt.	½
Health	½
P.E.	½
Driver Ed.	NC

JUNIOR

English III	1
Math	1
U.S. History	1
Speech	½
P.E.	½

SENIOR

English IV	1
Consumer Ed	½
P.E.	½

In addition, students must meet the following requirements:

1. An additional one-half credit in social studies (Current Events, HIS 101, HIS 102, Psychology, Sociology, World History I, World History II, or a third semester of U.S. History).
2. One year of credit in a vocational, art, music, or foreign language course.
3. Physical Education credit is required to graduate. If a student takes both band and chorus then they can waive PE.

REGISTRATION AND GRADUATION REQUIREMENTS

Students entering the ninth grade must have had a physical examination within the last twelve months. Physical exams are also required by state law for all children who enter from out of the state regardless of age or grade level. "Certificate of Child Health Examination" is also accepted by the Illinois High School Association in order to meet the physical examination requirement for athletic participation. **NOTE: The Illinois High School Association's "Physician's Certificate" is not acceptable for ninth grade health examination.** These forms must be completed and sent to the school by **September 2023**.

Transferred credits will be evaluated to correspond with our standards. However, credits will be given for subjects not offered at Tuscola if they can be classified as academic credits.

As many as two (2) credits in correspondence work from an accredited institution may be accepted as make-up credits toward graduation at TCHS only if the student has failed courses in high school and/or has obtained approval from the principal prior to enrolling in the correspondence course. The two credit restriction may be waived by the administration.

Audit of classes is permitted only with the permission of the teacher and if space is available. No credit is given for an audit. A student must have a cumulative GPA of 3.50 to qualify to audit. Auditing a class implies full participation in all classroom activities including taking the final exam. Furthermore, a failed second semester math course may also necessitate an audit (See the Guidance Department.)

Course selection will be based on classroom size and availability of space. **Changes from original course requests on pre-registration forms may be made only during the first five days of each semester.** Acceptable reasons for changes include "credit problems" and "course failure." "Changed my mind" is not a legitimate reason. Be sure and take great care in making your decision at registration. Ask questions!!!!

COURSE DESCRIPTIONS

ENGLISH

English I (Required: 9) – Credit 1.0

English I is an integrated course focused on improving student skills in reading, vocabulary, literature, the writing process, and grammar. Students will improve these skills through a study of literary genres including myths, nonfiction, short stories, poetry, drama, essays, and speeches. Grading is based on quizzes, tests, homework assignments, compositions, class participation, and a final exam both semesters.

English II (Required: 10) – Credit 1.0

English II is an integrated course focused on improving student skills in reading, literary analysis, vocabulary, the writing process, various forms of writing, and grammar. Students will improve these skills through a study of major literary genres including myths, nonfiction, short stories, poetry, drama, essays, and speeches. Grading is based on quizzes, tests, homework assignments, compositions, class participation, and a final exam both semesters.

English III (Required: 11) – Credit 1.0

English III is an integrated English course for juniors. Students will study the various forms, styles, techniques, and historical backgrounds of American literature by analyzing different works from the first inhabitants through contemporary authors. Along with the literature, writing skills will be enhanced through continued instruction in the writing process with expository and persuasive essays, a major research paper (using MLA format), literary analysis, and practice in impromptu writing. Grades will be based on class activities, discussion, literature responses, writing assignments, quizzes, projects, and a final exam both semesters.

English III - American Literary Studies (Required: 11) – Credit 1.0

Prerequisites: B average in English II

American Literary Studies, **which satisfies the English III requirement**, will explore the literary legacies of our country and how they are interrelated with the historical legacies. This course will examine literary works of the historical periods, including songs, speeches, poetry, short stories, essays, novels, autobiographies, and other literary and nonfiction pieces. Students will analyze various forms, styles, and techniques of American literature, as well as the literary depictions of the historical periods and the writers' reactions to historical events. Writing skills will be enhanced through continued instruction in the writing process and with various forms of writing, including a major research paper using MLA format. Grades will be based on class activities, discussion, literature responses, writing assignments, quizzes, projects, and a final exam both semesters.

English IV (Required: 12) – Credit 1.0

English IV is an integrated English course for seniors who are planning to attend a two – or four year school or for those who will enter the work force after graduation. Students will explore and engage in contemporary issues and in the value of contextual awareness in reading and writing. Reading of text, film, and media will facilitate critical thinking skills for application in students' daily lives today and in the future. Lifelong learning will be stressed. Process writing of expository and persuasive essays, text responses, and other forms of writing will promote improvement of writing skills and will foster an understanding of how writing matters beyond high school. Grades will be based on class activities, discussion, literature/media responses, writing assignments, quizzes, projects, and a final exam both semesters.

English IV 101 & 102 - Dual Credit (Required: 12) – Credit 1.0

Prerequisites: English III – American Literary Studies

ENG 101: 3.0 GPA, 480 ERW SAT score or appropriate placement test score, ENG 102: C or better in ENG 101

This college level course earns seniors one high school credit and six college level credits when taken for a full year and successfully completed. Students must complete a Parkland Application and Dual Credit form. The purchase (or other acquisition) of paperback novels will be required.

First Semester ENG 101: Essay writing with emphasis on the writing process, purpose and audience, critical analysis, focus, organization, development, clarity, and coherence.

Second Semester ENG 102: Research paper writing with emphasis on adopting and logically arguing a position, narrowing and supporting a thesis statement, developing effective research techniques, accurately documenting sources with conventional format, and recognizing the particular needs of an audience.

English IV - Creative Expressions (Required: 12) – Credit 1.0

Creative Expressions will allow students to take what they write to another level. This course provides activities and projects to stimulate ideas and extend the student's writing talent, to encourage appropriate freedom of expression, and to develop sensitivity to the power of words AND technology. Students will explore how different technological mediums communicate and will discover the best technology venues to communicate intended meaning. Students will understand how writing and technology work together to convey meaning and experience and will demonstrate knowledge of the skills involved in the creative process. Students work will be "published" and shared.

Speech Communication (Required: 11) – Credit 0.5

Speech Communication focuses on the study and practice of speaking. This is accomplished through the development of various types of speeches and delivery techniques, the application of listening and evaluating skills, the organization and research of ideas, and a study of the influence of words and non-verbal communication. Grades are based on class discussion and participation, speeches, evaluations, and quizzes.

MATHEMATICS

Pre-Algebra* (9) – Credit 1.0

This is a course designed to help students obtain the skills necessary for success in a future, full-year algebra course. Geometry content is also included in this course. Topics will include, but will not be limited to, measuring length; perimeter of rectangles, triangles, polygons; surface area of a prism; angle classification; parallelograms; trapezoids; parts of a circle; circumference; and constructs of geometric designs.

Algebra I (9-10) – Credit 1.0

Prerequisite: Pre-Algebra or placement as a 9th grade student.

This is a course designed around simplifying and solving expressions and equations. Graphing linear, quadratic, absolute value, and exponential functions will be covered. Geometric topics include coordinate plane, distance formula, Pythagorean Theorem, volume and area formulas, trigonometric ratios, parallel and perpendicular lines, and solving right triangles.

Geometry (9-10) – Credit 1.0

Prerequisite: Algebra I

This second college preparatory math course focuses on the study of geometric figures, applications of geometric properties, and logical reasoning.

Algebra II (10-12) – Credit 1.0

Prerequisite: Algebra I and Geometry

This third college preparatory math class focuses on solving equations, graphing, and solving word problems. A TI-83 or TI-84 calculator is required.

Pre-Calculus (11-12) – Credit 1.0

Prerequisite: Algebra II

This course is intended to prepare strong math students for calculus. 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; polar coordinates; parametric equations; sequences and series; proof by induction; vector operations; trig identities; limits and continuity; matrix transformations; analytic geometry; and polar representations of complex numbers. The course will also focus on applications and problem solving. A TI-83+ or TI-84 graphing calculator is required.

AP Calculus (12) – Credit 1.0

Prerequisite: Pre-Calculus

Calculus, the fifth college preparatory math course is for those who excel in math and desire a course in calculus before entering calculus in college. Calculus is centered on the study of limits, differentiation, and integration.

Transitional Math: Quantitative Literacy and Statistics (12) – Credit 1.0

Math course framework 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 competencies within each domain should include, but are not limited to: numeracy (operation sense, estimation, measurement, quantitative reasoning, basic statistics, and mathematical summaries), application based algebraic topics, and functions and modeling. Upon completion 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. Course to be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills.

* While this course is accepted by TCHS as a math course, it may not count for college admission or NCAA Clearinghouse.

SCIENCE

Integrated Science (Required: 9) – Credit 1.0

Integrated Science is a freshman class that will focus on physical science and earth and space science. In this class students will be learning about topics such as energy, forces and interactions, earth's systems and earth and human activity. In these units students will be engaged frequently in the process of science. Students will learn how to think like scientists through building models, collecting & analyzing data, and engaging in scientific argumentation.

Biology I (10-12) – Credit 1.0

In Biology I students will be learning many of the life science core ideas (structure and function, ecosystem dynamics, heredity & variation in traits, evolution) through being engaged in units on regeneration, the human microbiome, Type II diabetes, Lyme disease, and Killifish evolution. Students will spend the majority of time working on group projects and activities and will learn how to think like biologists through science practices which will include developing and using models, designing and conducting experiments, data collection & analysis, and engaging in argument from evidence.

Biology 105 (11-12) – Credit 1.0

Prerequisite: Biology I

Biology 105 is a dual credit class taught through Parkland College. The following description was obtained from Parkland's website. This class provides non-science majors basic principles of human biology in the context of current social issues. An emphasis on the human body and its interconnectedness to health, disease, growth, development, genetics, and evolution, as they relate to individuals and society.

Chemistry I (10-12) – Credit 1.0

Prerequisites: Algebra I/Geometry

Chemistry deals with all the substances that make up our environment and the changes that take place in these substances. Lab experiments, group and individual projects, problem-solving situations and guest lecturers are all utilized to enhance the educational environment in chemistry. Topics covered may include the principles of chemical reactions, gas laws, nuclear chemistry, periodic table, and atomic structure.

Chemistry II (11-12) – Credit 0.5

Prerequisite: Chemistry I

This one semester chemistry class is designed for the college-bound student interested in exploring chemistry in more depth. Topics may include organic chemistry, forensics, polymers, solutions, redox reactions, and electrochemistry. An emphasis is placed on individual research, lab work, and projects whose topics are often chosen by the student.

Forensic Science (11-12) – Credit 1.0

The forensic science course will explore the history of forensic science, methods of investigating a crime scene, types of evidence, analysis of fingerprints, hair, fibers, drugs, soil and blood. In addition, students will study agencies that offer forensic services, typical forensic labs and careers in forensic science. Students will learn about these topics in a variety of ways, including hands-on investigation playing the role of a CSI forensic scientist.

Geology (10-12) – Credit 1.0

Geology courses provide an in-depth study of the forces that formed and continue to affect the earth's surface. Earthquakes, volcanoes, and erosion are examples of topics that are presented.

Physics (11-12) – Credit 1.0

Prerequisites: Algebra I/Geometry, Algebra II is strongly recommended & 2 years from Integrated Science, Biology, or Chemistry
Physics is the study of the interrelationship between matter and energy and applies the mathematics used in Algebra II in the solution of the physics problems. Physics develops reasoning based on experience and experiment and leads students to an awareness of these principles and how they interrelate with physical phenomena. Topics covered are mechanics, vectors, momentum, universal gravitation, work and energy, heat, light, electricity, and nuclear physics.

Agricultural Science* (10-12) – Credit 1.0

Prerequisites: Intro to Agriculture or consent of the instructor

This course builds on the basic skills and knowledge gained from the introductory course. Major units of instruction include plant and soil science, animal science, food science, and environmental science. Applied math/science skills are stressed throughout the course. Agribusiness skills and computer applications are emphasized. Individualized instruction and learning reinforcement are provided through supervised agricultural experience programs (SAEP) maintained by each student.

Animal Science* (10-12) – Credit 1.0

Prerequisites: Intro to Agriculture or consent of the instructor

This course will develop students' understanding of the livestock (beef, dairy, sheep, goats, and swine), poultry, and large (equine) animal industry. Topics of instruction include scientific investigations, genetics, animal anatomy and physiology, animal nutrition, animal reproduction, animal health, and meat science. Improving computer and workplace skills will be a focus.

Horticulture* (10-12) – Credit 1.0

Prerequisites: Intro to Agriculture or consent of the instructor

This advanced 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; horticultural mechanics; nursery management; and turf production. Agribusiness units will cover operating and horticultural business, pricing work, advertising, and sales. Improving computer and workplace skill will be a focus. Participation in FFA student organization activities and supervised agricultural experience (SAE) projects are integral course components for leadership development, career exploration, and reinforcement of academic concepts.

* While these courses are accepted by TCHS as science courses, they may not count for college admission or NCAA Clearinghouse.

SOCIAL STUDIES

American Government (Required: 10) – Credit 0.5

American Government examines all seven articles of the federal Constitution and emphasizes the three branches of government and the checks-and-balances system. All amendments to the federal constitution, the Illinois Constitution, and Tuscola government are also studied. Students will also learn about public, economic, and foreign policy, as well as the role of political parties.

Current Events (10-12) – Credit 0.5

Current Events enables students to study political, economic, and social issues facing the world. These courses will focus on current issues around the world.

HIS 101 - World History Western Civilization I (10-12) – Credit 0.5

Prerequisite: 3.0 GPA, completion of Parkland College's Dual Credit Forms and Assessment

An examination of the origins and development of major social, political, economic, and intellectual institutions of European civilization from the ancient cultures of the Mediterranean world through 1715.

HIS 102 - World History Western Civilization II (10-12) – Credit 0.5

Prerequisite: 3.0 GPA, completion of Parkland College's Dual Credit Forms and Assessment

An examination of the origins and development of major social, political, economic, and intellectual institutions of European civilization from 1715 to the present.

Psychology (11-12) – Credit 0.5

Psychology is an introductory course covering its scientific methodology, its noted theorists, and its five approaches: behaviorism, psychoanalysis, humanism, cognitive psychology, and physiological psychology. Application is made when appropriate.

Sociology (11-12) – Credit 0.5

This course examines the nature and scope of sociology, its terminology, and concepts and studies sociological perspectives, social processes, social institutions, the development of society, and characteristics of social life.

U.S. History I (2 semesters of U.S. History are required: 11, 11-12) – Credit 0.5

**This will be taught every other year.

This includes the study of the United States from Colonial America to Reconstruction; topics will include, but will not be limited to, expansion, the Colonies, the Revolutionary War, the creation and expansion of the United States from the administrations of Washington through Lincoln, slavery, the Civil War, and Reconstruction.

U.S. History II (2 semesters of U.S. History are required: 11, 11-12) – Credit 0.5

**This will be taught every other year.

The study of the United States from the 1880's to the mid-1950's will include, but not be limited to, the Spanish-American War, American Imperialism, the Progressive movement, World War I, the Roaring Twenties, the Depression, World War II, the Holocaust, and the Korean War.

U.S. History III (2 semesters of U.S. History are required: 11, 11-12) – Credit 0.5

**This will be taught every other year.

The study of the United States from the mid 1950's to the present will include, but will not be limited to, the Civil Rights movement, the Kennedy administration, Vietnam, the Nixon administration, and Watergate.

U.S. History IV (2 semesters of U.S. History are required: 11, 11-12) – Credit 0.5

**This will be taught every other year.

The study of the United States from the end of the Cold War to the present will include, but will not be limited to, the Reagan administration, the collapse of the Soviet Union, Iran Crisis, the George H.W Bush administration, Desert Storm, the Clinton administration, the 9-11 attacks and the War on Terrorism.

World History I (9-10) – Credit 0.5

World History is a study of world civilizations, beginning with ancient cultures and proceeding through the Middle Ages. Greek civilization, the Roman Empire, the development of Islam, and medieval times are among the key areas covered.

World History II (9-10) – Credit 0.5

World history II is the study of world civilizations ranging from the Renaissance through the modern age. The Renaissance, Protestant Reformation, exploration, French Revolution, Industrial Revolution, and World Wars are among key areas covered.

WORLD LANGUAGE

Spanish I (9-10 or approval) – Credit 1.0

Spanish I will provide students with an introduction to the Spanish language and culture. The course emphasizes verb usage, basic grammar skills, and vocabulary expansion as well as oral comprehension and expression.

Spanish II (10-12) – Credit 1.0

Prerequisite: Spanish I

Spanish II continues studies begun in Spanish I. More advanced grammar skills and verb study are introduced. Spanish II will provide students with more emphasis on reading comprehension and written and oral expression.

Spanish III (11-12) – Credit 1.0

Prerequisites: B average in Spanish II

A variety of activities that focus on a practical, personalized communication are used with advanced grammar and vocabulary, focusing on practicing realistic "situations" to help build proficiency in Spanish. Students will build interpretive skills through audio and reading selections. Culture will be presented through authentic photographs, popular sayings, rhymes, songs, and readings.

Spanish IV (12) – Credit 1.0

Prerequisites: B average in Spanish III

Advanced grammar and vocabulary will be used in a variety of activities. Reading selections will include everyday Hispanic materials and excerpts from past and present "classics" and will provide cultural insights into the Spanish-speaking world. Students will also continue advance grammar and vocabulary by practicing realistic situations.

CONSUMER EDUCATION

Consumer Education (Required: 12) – Credit 0.5

The ultimate goal of Consumer Education is to help students become confident individuals with regard to understanding his/her responsibilities in the American economic system. The course centers on four topics of concern: economic understanding, decision making, financial management, and resource management. No other course is more deeply rooted in the real world or more relevant to everyday living.

HEALTH

Health (Required: 10) – Credit 0.5

This is a lecture/discussion/hands on class covering mental/emotional, social, and physical Health. Topics include nutrition, exercise, systems of the body, alcohol, drugs, tobacco, CPR, first aid, relationships, contraception, sexually transmitted diseases, pregnancy, and birth. The class focuses on making good choices.

PHYSICAL EDUCATION

Physical Education (Required: 9, 10, 11, 12) – Credit 0.5 (Non-Academic Credit)

Although a non-academic course, Physical Education is an integral part of the curriculum at T.C.H.S. The goals of this program emphasize each student's physical development, including the mental, social, and emotional aspects which are necessary to develop a healthy and active lifestyle. Participation in a variety of individual and team sports provides each student with the opportunity to improve systematic efficiency, endurance, strength, and coordination. Students will also have an opportunity to experience a program in weight training, flexibility, and cardiovascular improvement. Students are also encouraged to develop a plan and appreciation for lifetime fitness.

Physical Education – Conditioning (Required: 9, 10, 11, 12) – Credit 0.5 (Non-Academic Credit)

This course may be taken in place of Physical Education. This non-academic course offers a more intensive setting for physical activity. Fitness based activities will be the focus rather than life activities that are common in a regular physical education course. Curriculum will vary based on "in season" training of specific athletic competition. Students will be afforded an opportunity to improve their level of physical strength and cardiovascular endurance while utilizing other fitness related activities to improve sport-specific conditioning.

**Students who are taking Band and Chorus may waive out of P.E. to allow for one study hall.

** The administration maintains the authority to remove a student from this course and place them in a standard physical education course.

DRIVER EDUCATION

Driver Education (Required: for 9 weeks when a student turns 15 years old) – Credit 0.0

Driver education focuses on the safety measures necessary to promote effective driving techniques. The instruction offered to students who are between the ages of 15 and 18 years of age includes a minimum of 30 hours of classroom work and 6 hours of behind-the-wheel driving. Eight courses must be passed prior to enrolling in Driver Education.

AGRICULTURE

Introduction to Agriculture (9-12) – Credit 1.0

Prerequisite: Never have previously taken a high school agriculture class.

This orientation course provides an opportunity for students to learn how 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, horticulture, natural resources, agribusiness management, agricultural mechanics, biotechnology, food science, environmental science, and leadership will be presented. Because FFA and Supervised Agricultural Experience Programs are integral components of this course, students will be encouraged to start and maintain an SAE and to participate in FFA activities.

Ag Business (10-12) – Credit 0.5

Prerequisite: Introduction to Agriculture

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

Intro to Trades and Ag Mechanics (9-12) – Credit 1.0

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 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.

Welding (10-12) – Credit 0.5

Prerequisite: Ag Mechanics

An in-depth study of welding processes; hands-on experience will include oxygen/acetylene welding, brazing, and cutting and also shielded metal arc welding. Strong emphasis shall be placed on welding safety and quality of workmanship.

**** Other Agricultural Courses can be found under the Science Section.**

ART

Art I (9-12) – Credit 1.0

Art I will cover the basic elements and principles of design and creating interesting compositions utilizing drawing skills and techniques, as well as the technical aspects of drawing as a foundation for understanding broader media. A variety of media will be utilized including pencil, charcoal, paint, ceramics, fiber arts, and art history to gain a basic understanding of art principles.

Art II (10-12) – Credit 1.0

Prerequisite: Art I

Art II is an extension of Art I where students will work with a variety of mediums including pencil, charcoal, paint, sculpture projects and many others. Students will have more expected of them and the projects will be more advanced since all of the basics were covered in Art I.

Painting I (10-12) – Credit 1.0

Students will learn basic and advanced techniques in painting including advanced color theory and development of spatial awareness while utilizing watercolor, acrylic, tempera, and oil paints. Art history will be interwoven so that students may gain a broader understanding of how painting has developed.

Painting II (11-12) – Credit 1.0

Prerequisite: Painting I

Students will learn basic and advanced techniques in painting including advanced color theory and development of spatial awareness while utilizing watercolor, acrylic, tempera, and oil paints. Art history will be interwoven so that students may gain a broader understanding of how painting has developed.

Ceramics I (10-12) – Credit 1.0

Students will learn form and surface design, color utilization, and texture skills using coil, slab, pinch, throwing, and casting techniques to enhance their understanding of 3-dimensional materials. Art history will be interwoven so that students can develop a broader understanding and perspective of art.

Ceramics II (11-12) – Credit 1.0

Prerequisite: Ceramics I

Students will learn form and surface design, color utilization, and texture skills using coil, slab, pinch, throwing, and casting techniques to enhance their understanding of 3-dimensional materials. Art history will be interwoven so that students can develop a broader understanding and perspective of art.

Senior Studio (12) – Credit 1.0

Prerequisite: 3 years of art or instructor approval

Senior Studio is an independent study for students wanting to develop a portfolio for college admittance or a career in art.

Students will create an art contract based on individual needs and use this contract to lobby the principal and the art instructor for admittance into the class. Students will attend Portfolio Days and hold a Senior Show.

BUSINESS

Accounting I (10-12) – Credit 1.0

This is an entry course designed for students looking for a strong background in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying, and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision making. Accounting computer applications are integrated throughout the course where applicable. In addition to stressing basic fundamentals and terminology of accounting, instruction provides initial understanding of the preparation of budgets and financial reports, operation of related business machines and equipment, and career opportunities in the accounting field. Processing employee benefits may also be included. Practice sets with business papers may be used to emphasize actual business records.

Accounting II (11-12) – Credit 1.0

Prerequisite: Accounting I

This is a skill-level course which builds upon the foundation established in Accounting I. The course is designed to help students develop a deeper knowledge of the principles of accounting with increased emphasis on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. Students will become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and others. Simulated business conditions may be provided through the use of practice sets. Skills developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications will be discussed. This course provides a technical background for college-bound students who plan a business curriculum as well as for those who wish vocational preparation.

Business Graphics I (9-12) – Credit 0.5

Prerequisite: Computer Concepts

Business Graphics is a course designed to help students better understand the creation and production of business materials using the elements and principles of design. Students will develop their skills in communicating both visually and verbally through two-dimensional and digital design. In addition, students will use professional quality programs found in the Adobe Suite to better help them learn how to design for a client and the role design plays in education, careers, and daily life.

Business Graphics II (9-12) – Credit 0.5

Business Graphics II is a course designed to help students better understand the creation and production of business materials. Students will develop their skills in communicating visually and verbally through two-dimensional and digital art and design. Along with the use of professional quality programs found in the Adobe Suite, students will be introduced to new design mediums such as photography and video to be implemented in the production and maintenance of TCHS social media platforms. Social media platforms will be used to promote the daily life and activities of TCHS while helping students learn how to consistently create appropriate content, meet deadlines, and convey the values that best describe TCHS.

Business Law (11-12) – Credit 0.5

Business Law is an overview of the foundations of business, which include law history, contracts, commerce, and employer-employee relationships. Other optional units such as bailments, public utilities, insurance loans of money, and owning and renting property are covered as time permits.

Computer Concepts (Required: 9) – Credit 0.5

This is an orientation-level course designed to develop awareness and understanding of the application of Google Workspace. Instruction focuses specifically on the use of Google Software which establishes a foundation used by any person employed in a business, marketing, or management occupation: word processing, spreadsheets, presentations, Web design, and communications software.

Digital Photography (10-12) – Credit 1.0

Students will gain a basic understanding of a digital camera. Acquisition of F-stops, aperture values, lenses, and exposure concepts will be covered. Furthermore, students will gain knowledge and practice raster vector design programs like Photo Shop/Illustrator. Design elements, aesthetics, and font utilization will be used to develop conceptual ideas. Puts photo pages together using online programs. This class is responsible for the school yearbook each year.

Financial Records and Real World Applications (10-12) – Credit 0.5

This course will give students a broad knowledge of business operations and the basic skills they need to keep better financial records. Areas covered will include: recording information (manual/ computer), budgeting, cash receipts, sales tax, financial statements, purchase orders and petty cash records.

Marketing (11-12) – Credit 0.5

This course is designed to provide students with the understanding of how companies generate products and the process of promoting them. Students will learn through realistic hands-on projects the importance of advertising to businesses and consumers. Topics of this course will include selling, promotion, distribution, pricing, and career development.

Web Design (9-12) – Credit 0.5

This course will have as its focus the general principles behind website design. The critical concepts that will be covered will give the students a fundamental knowledge of the techniques used to design a webpage and of how webpages are combined to make a website. Students will design and maintain websites to be hosted on the school's web servers.

WORK COOP (12) – Credit 2.0

Prerequisite: Acceptance into the Program

This is a class designed for senior students interested in pursuing careers in the various occupations. Students may be released from school for their paid cooperative education work experience and must participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and the improvement of student abilities in the positive interaction with others. The course content includes the following broad areas of emphasis: further career education opportunities; planning for the future; job-seeking skills; personal development; human relationships; legal protection and responsibilities; economics and the job; reorganizations; and job termination. Job related skills are developed via various task list requirements of the desired occupational program. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator within the framework of federal, state, and local laws and regulations. A student may meet this Consumer Education requirement upon successful completion of both semesters of this course.

FAMILY AND CONSUMER SCIENCES

Family and Consumer Science (9-10) – Credit 1.0

This is a beginning course designed to introduce students to all areas of family and consumer sciences. Each of the four advanced areas of Family and Consumer Sciences is covered: child care and family living, foods and nutrition, clothing, and living environments. Topics are covered from both the career aspect and home use.

Child Development & Parenting (10-12) – Credit 0.5

This course is designed to help students think through the responsibilities, satisfactions, and challenges of parenthood. Students will be offered insight into the care and guidance of infants through toddlerhood. Reproduction, conception, good prenatal development, and birth are emphasized. The importance of readiness for parenthood is offered through a hands-on computerized baby project.

Clothing and Textiles (10-12) – Credit 0.5

This course is designed to teach the basics of fibers and fabric construction. Students will demonstrate the use of sewing equipment and sewing machines to construct a variety of sewing projects. Students will be required to purchase sewing notions (needles, thread, scissors, et cetera), patterns, and fabric. Projects may include pillows that include zippers, flannel pajamas, and one item of the student's choice that is created from a pattern.

Early Childhood Education (10-12) – Credit 0.5

Knowledge of physical, intellectual, language, social, and emotional development is applied through planning lessons, teaching, observing and studying three, four, and five-year-olds in the pre-school laboratory in the classroom. Students develop skills in creative teaching techniques: developmentally appropriate practice; program management; child behavior and guidance; interpersonal relationships; health, nutrition, and safety standards; and workplace skills.

ECE Level I Credential

The ECE Credential Level I is a great place to start if you are just beginning your career in early care and education. The ECE Credential Level I Training online is designed to introduce individuals to general child development, health and safety, school-age care, observation, environments for children, and the importance of relationships with children and their families. Participants who complete the entire training are qualified for an ECE Credential Level I, which is the first step on the Gateways to Opportunity Career Lattice. This credential is for individuals interested in entering the field of early care and education.

Students who complete the training are eligible to apply for scholarships to a local community college if they major in early childhood education or child development. The scholarship is for tuition only.

Foods and Nutrition I (10-12) – Credit 0.5

Foods and Nutrition I is designed to develop knowledge and skills related to the basic principles of food preparation. Students examine basic nutrition, consumer concerns and cost about food, and meal planning. Working in laboratory teams, students will investigate such topics as food preparation, safety and sanitation, eggs, dairy products, fruits and vegetables, salads, soups, time management, work simplification, and equipment identification.

Foods and Nutrition II (10-12) – Credit 0.5

Prerequisite: Foods I

Students have the opportunity to develop advanced food preparation skills while applying the nutrition information and food preparation skills learned in Foods and Nutrition I. Lab experiences will include meats, poultry, pastries, yeast bread products, and candies.

Adult Living (11-12) – Credit 0.5

Adult Living is designed to expose students to possible changes and social concerns that could or will occur throughout their lifetime relationships. Ways of recognizing, preventing, and adjusting these events will be the main focus of the course. Topics to be covered are changes in family lifestyles, child abuse and neglect, law- related education, human sexuality, communication skills, dating and mate selection, marriage and divorce mediation, parenthood, aging, and relationship termination including death.

INDUSTRIAL TECHNOLOGY

Introduction to Industrial Technology (9-12) – Credit 1.0

Industrial arts courses expose students to the tools and machines that they may encounter in manufacturing-related occupations and enable them to develop the skills they need to use these tools in various applications. Course topics typically include (but are not limited to) drawing and planning, electricity, graphic arts, woodworking, leatherwork. Metalwork, plastics, and power technology. General safety and career exploration is also covered.

Introduction to Drafting/CAD (10-12) – Credit 1.0

Course is designed to provide students interested in a career in drafting with information and practical experience needed for the development of job-related competencies. The course content includes planning and organizing activities, researching information, coordinating work and performing other general office procedures preparing various sketches (freehand, isometric, oblique), performing basic layouts, and detailed drawings such as sectional and isometric views, using various reproduction techniques and using CAD command processes to produce CAD grid drawings.

Production Technology (10-12) – Credit 1.0

Production Technology is a course designed to foster an awareness and understanding of manufacturing and construction technology. Through a variety of learning activities, students are exposed to many career opportunities in the production field. Experiences in manufacturing include product design, materials and processes, tools and equipment including computers, safety procedures, corporate structure, management, research and development, production planning, mass production, marketing and servicing. In construction, students are exposed to site preparation, foundations, building structures, installing utilities, and finishing and servicing structures.

Building Maintenance I (10-12) – Credit 1.0

This course includes learning experiences and skills in servicing building systems, repair and maintenance of machinery, maintaining plumbing systems, minor electrical repairs, essential heating ventilation and air conditioning system maintenance, painting, and basic carpentry. These experiences provide students the opportunity to become knowledgeable in a variety of practices and skills associated with all trades necessary to maintain a building's daily operations that are repair-related. The Building Maintenance I course provides instruction and hands-on activities including the use of test equipment and tools, hand tools, basic electricity, carpentry and masonry skills.

Building Maintenance II (10-12) – Credit 1.0

Prerequisite: Building Maintenance I

This course provides learning experiences and skills related to servicing building systems, repairing and maintenance of machinery, maintaining plumbing systems, minor electrical repairs, essential heating ventilation and air conditioning system maintenance, painting and basic carpentry. These experiences provide students the opportunity to become knowledgeable in a variety of practices and skills associated with all trades necessary to maintain a building's daily operations that are repair-related. Planned learning activities should emphasize the development of more advanced knowledge and skills than those provided in Building Maintenance I. Students are instructed in areas of safety including hand tool, power tool, ladder, scaffolding, and the use of safety harnesses. Additional instruction is provided in drywall

installation and repair, maintenance painting, tile setting and repair, and basic masonry repair. Students demonstrate knowledge of technology-related mathematics, reading, writing, vocabulary, blueprint reading, and science as these are integrated throughout the curriculum.

THEATER ARTS

Theater Arts (10-12) – Credit 1.0

Theatre Arts will focus on the study and performance of drama including musical theatre. This course will review a wide range of scripted materials, such as plays, screen plays, teleplays, readers' theatre scripts, dramatic criticism, creation of original dramatic works, and the role of dramatic arts in society. We will explore these works in historical periods. Grades will be based on in class discussions, assignments, quizzes, tests, papers, projects, and presentations.

BAND & CHORUS

Band (9-12) – Credit 0.5 (Non-Academic Credit)

Membership is open to those students who have demonstrated the knowledge and competency necessary to perform with an instrument and who can assume the responsibility needed to be part of a performing group. Throughout the year the band performs a variety of music at different occasions such as concerts, parades, and football and basketball games. Each year the band competes in concert contests. For those interested in developing their own potential, students can participate in solo and ensemble contests, Jazz Band, District Band, All-State Band, and Honor Band.

Concert Choir (9-12) – Credit 0.5 (Non-Academic Credit)

This offers an opportunity to develop individual vocal potential while being an integral part of a large performing ensemble; students will work on voice production, musical and performing skills, and concert music of all periods and types. The concert choir performs 3 to 4 concerts yearly with many additional community appearances. In addition, there will be an opportunity to perform in solo and ensemble contests, choral contests, District Choirs, and All-State Chorus.

Honors Choir (10-12) – Credit 0.5 (Non-Academic Credit)

Prerequisite: Auditions

This offers an opportunity to develop individual vocal potential while being an integral part of a large performing ensemble; students will work on voice production, musical and performing skills, and concert music of all period and types. The Honors Choir performs 3 to 4 concerts yearly with many additional community appearances. In addition, there will be an opportunity to perform in solo and ensemble contests, choral contests, District Choirs, and All-State Chorus.

ECCA PARKLAND DUAL CREDIT PROGRAM

ECCA Parkland Classes (11-12) – Credit 2.0

Prerequisite: Apply to the ECCA Parkland program, take Parkland College's assessment and be accepted.

Dual credit courses offered at Parkland give students the opportunity to take a course at the community college while currently enrolled in high school. Students who enroll in these courses must meet the following eligibility requirements:

1. Be approved for dual credit enrollment by principal and counselor (grades and attendance are important factors)
2. Provide their own transportation to and from Parkland College
3. Pay for their own books
4. Pay their own tuition and fees* (Tuscola CUSD 301 may elect to pay this)

Students will enroll in one of the pathways listed below. Classes are offered in the early morning, and students will return to the high school for the remainder of the day. Dual Credit Courses are considered a full year commitment unless indicated otherwise.

Students enrolled in dual credit will accrue hours and grades on their Parkland transcript, which may affect financial aid after high school. Please contact the financial aid office at Parkland for more information (217-351-2222). **All classes will meet Monday through Friday from 7:30 a.m.-9:30 a.m. at Parkland College.**

Automotive Technology - can be a 1 or 2 year program
Computer Networking - 1 year program
Construction Trades - 1 year program
Criminal Justice - 1 year program
Education -1 year program
Industrial Technology: Machining, Welding, and Design - can be a 1 or 2 year program
Health Professions: CAN - 1 year program
Emergency Medical Services (Heath Profession or Fire Service Focus) - 1 year program
Precision Ag - 1 year program

ILLINI PRAIRIE CEO PROGRAM

Illini Prairie CEO (11-12) – Credit 2.0

Prerequisite: Apply to the Illini Prairie CEO program and be accepted.

Our students will learn from surrounding community's local business owner's on how to run their own business. Students will learn by doing both a class group business venture and an individual business venture.

Students who enroll in Illini Prairie CEO program must meet the following eligibility requirements:

1. Be enrolled at Tuscola High School as a junior or senior.
2. Be approved for the Illini Prairie CEO program by principal and counselor (grades and attendance are important factors)
3. Provide their own transportation to and from local businesses in the surrounding towns.
4. Meet additional eligibility requirements as established by the Illini Prairie CEO program.

The Illini Prairie CEO program is offered in the early morning, and students will return to the high school for the remainder of the day. This is considered a full year commitment. **All classes will meet Monday through Friday from 7:30 a.m.-9:00 a.m. at local businesses in surrounding towns.**

MATTOON LIFT PROGRAM

LIFT (11-12) – Credit 2.0

Prerequisite: Apply to the LIFT program and be accepted.

Our students can take classes in career areas.

LIFT courses offered at the Mattoon LIFT building give students the opportunity to take a course focused on getting training in specific career pathways. Students who enroll in these courses must meet the following eligibility requirements:

1. Be enrolled at Tuscola High School as a junior or senior.
2. Be approved for the LIFT program by principal and counselor (grades and attendance are important factors)
3. Provide their own transportation to and from the Mattoon LIFT building
4. Meet additional eligibility requirements as established by LIFT

Students will enroll in one of the career pathways listed below. Classes are offered in the early morning, and students will return to the high school for the remainder of the day. LIFT courses are considered a full year commitment. **All classes will meet Monday through Friday from 7:30 a.m.-9:30 a.m. at the Mattoon LIFT building.**

Childcare
Communications
Culinary Arts
HVAC/Green Energy/Robotics
Information Technology
Leadership Institute
Manufacturing, Architecture, and Construction

LEARNING DISABILITIES RESOURCE PROGRAM (9-12)

The LD program provides supportive services for students who have been identified as having a learning disability. General goals include providing educational opportunities in basic skills which will promote optimal achievements and promoting physical, social, and emotional development. The LD student receives individual and/or small group instruction in a special classroom by an LD teacher for less than 50% of his/her day.

CROSS-CATEGORICAL PROGRAM (9–12)

The cross-categorical program provides assistance to students who are struggling in all areas of learning. This program focuses on improving basic reading, writing, and math skills. It promotes the teaching of daily living skills and independent living. It is designed to assist the students who have physical, social, and educational developmental needs. The cross-categorical student receives individual and/or small group instruction in a special education setting for more than 50% of his/her day.

ON LINE HIGH SCHOOL COURSES

Tuscola High School will allow students to take online courses and work on them during the school day while enrolled in a study hall. These courses may include general courses and advanced placement courses. TCHS will provide the student with the approved website information for the online course.

The following requirements will apply:

1. Students must be enrolled at TCHS
2. Students must be a sophomore, junior or senior
3. Students must pay their own registration costs and any additional materials costs
4. Students may not take a course that is offered at Tuscola High School
5. Approval must be granted by the guidance office and the principal
6. Grades will be calculated into the GPA and class rank
7. A student must have a study hall to be utilized specifically for the on-line class
8. All tests and quizzes must be taken at TCHS unless authorization has been granted by the administration

PARKLAND COLLEGE TRANSFER REQUIREMENTS

ASSOCIATE IN ARTS/ASSOCIATE IN SCIENCE MINIMUM ENTRANCE REQUIREMENTS

Community colleges must have minimum entrance requirements comparable to those of the state universities for transfer programs as per Public Act 86-0954 by the fall of 1993.

Parkland College's fall 1993 minimum entrance requirements for students who graduated from high school in 1993 or later and enroll in transfer programs are as follows:

<u>Subject</u>	<u>Course work</u>	<u>Explanatory Notes</u>
English	4	written and oral communications, literature
Mathematics	3	minimum of Algebra I, Geometry and Algebra II
Science	2	laboratory science
Social Studies	2	history and/or government
Electives	2	foreign language, music, art, or vocational education
Flexible Academic Units	2	two additional core courses
<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>		
Total Academic Units	15	

Note: The above entrance requirements DO NOT APPLY to students entering applied science (career) programs rather than transfer programs.

Students who apply for admissions to transfer programs in 1993 or later and who do not meet the minimum entrance requirements will be granted provisional admission to their particular programs. These students will be required to remove deficiencies before being granted full admission into their particular programs. As a result, provisionally admitted students should usually expect to spend more time earning a degree than students who do not have such deficiencies.

State Universities in Illinois — At a Glance

Summary of Minimum High School Course Requirements for Admission of Freshman to Illinois Public Universities —Effective 2015—

	Total	English	Social Studies	Mathematics	Science	Electives and Other Requirements
Chicago State + Eastern Illinois	15	4 ¹	3 ⁸	3 ¹⁰	3 ¹⁸	2 years of foreign language, music, vocational education or art
Governors State	15	4 ¹	2	3 ¹²	2 ¹⁵	2 years of academic or vocational electives.
Northeastern Illinois	15	4 ¹	3 ⁵	3 ¹⁰	3 ¹⁵	2 years of one foreign language or fine arts; and 2 years of electives.
Western Illinois +	15	4 ¹	3 ⁵	3 ¹⁰	3 ¹⁵	2 years of foreign language (FL), or 2 years of fine arts (FA) or a combination of 1 year FA/FL and 1 year of vocational education.
Illinois State	15	4	2	3 ¹²	2 ¹⁵	2 years of foreign language, music, vocational education, art, theatre, film, religion, philosophy, speech or journalism
Northern Illinois	15	4 ²	3 ⁶	3 ¹¹	3 ¹⁶	2 years of one foreign language or fine arts; and 2 years of electives.
Southern Illinois University						
Carbondale	15 or 16	4 ¹	3 ⁸	3 or 4 ¹²	3 ¹⁸	2 units (one must be foreign language, art, or music); Up to three units of the required fifteen units may be distributed throughout any of the five categories of course work. Vocational education may satisfy up to three of the units.
Edwardsville	15	4 ¹	3 ⁵	3 ¹²	3 ¹⁵	2 years of electives in foreign language, art, fine arts, music or vocational education; if a foreign language is taken, it must include two semesters of the same language.
University of Illinois						
Chicago	16	4 ⁴	3	3	3 ¹⁸	2 years chosen from foreign language, music, the visual arts, theatre, dance and/or vocational education.
Springfield	15	4 ⁴	3 ⁷	3 ¹²	3 ¹⁸	2 years of foreign language (recommended); 1 year of an elective (recommended).
Urbana-Champaign	15 or 15.5	4 ⁴	2 ⁸	3 or 3.5 ¹⁴	2 ¹⁸	2 years of one foreign language or 2 years of fine arts, selected from art, music, dance and theatre are required.
						2 years of one foreign language are required; and 2 years (flexible academic units) from any of the five subject categories. Approved art, music, or vocational education courses may be counted in the flexible academic units category.