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# Pekin Community High School



*2010-2011*  
**Course Catalog**  
*Grades 9-12*

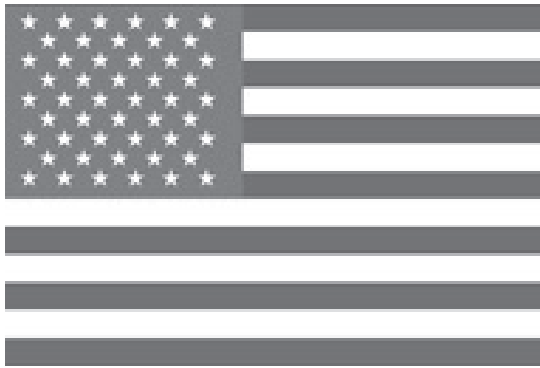
**Pekin Community High School**

320 Stadium Drive • Pekin, Illinois 61554 • 309-347-4101

## CAREER AND TECHNICAL EDUCATION

**1. DRILL TEAM:** To be eligible for membership on the Drill Team, a cadet must have a C average in their JROTC class, be passing all other academic classes, be able to pass the Drill Proficiency Test, and meet the standards for Extra-Curricular Activities for Pekin Community High School.

**2. PT TEAM:** The Physical Training Team conducts rigorous physical training exercises and competes in an Army Physical Fitness Test.



**3. COLOR GUARD:** To be eligible for membership on the Color Guard, a cadet must have a C average in their JROTC class, be passing all other academic classes, and be able to pass the Color Guard Proficiency Test. Membership will be conditional until the cadet performs at two color guard events in a school year.

**4. RIFLE TEAM:** The Rifle Team is limited to 25 members. To be eligible for membership on the Rifle Team, a cadet must have a C average in their JROTC class, be passing all other academic classes, and meet the established shooting score. If there are more candidates than there are vacant places on the team, a shoot-off will be held to determine who will be granted membership for the school year.

**5. ACADEMIC TEAM:** The Academic Team is limited to 10 members. To be eligible for membership on the Academic Team, a cadet must have a minimum of a B average in their JROTC class, a C average in all other academic classes and the recommendation of their JROTC instructor. If there are more candidates than there are vacant places on the team the coach will determine who will be granted membership for the school year.

**6. JROTC CADET LEADERSHIP CHALLENGE:** During the summer months, cadets may attend a weeklong summer encampment at one of the major US Army installations. Each battalion may select cadets for attendance at summer camp based on the following criteria:

- (a) Must be in the top 25% of their JROTC class and 50% of their school class.
- (b) Must have passing grades in all of their academic classes.
- (c) Must have demonstrated good leadership skills and obtained the rank of corporal (E-4) prior to going to camp.
- (d) Must satisfy the physical fitness and parental release requirements.
- (e) Must be recommended by SAI or AI.

**RIFLE CAMP:** Conducted every summer in Streator, IL. The duration of the camp is one week. Cadets work with past Olympians while attending rifle camp. Cadets are chosen by the Army Instructor.



## MISSION STATEMENT

**PEKIN COMMUNITY HIGH SCHOOL  
DISTRICT NO. 303**

Pekin Community High School District No. 303 is committed to preparing all students to become responsible, productive and enlightened citizens who can meet the challenges of a changing society by engaging them in a high quality, diverse and contemporary learning environment which maximizes the talents of students, staff, families and the community.



## Foreword to Student & Parents

The faculty and administration at Pekin Community High school extend to you a most cordial welcome. This catalog will serve as a guide as you plan your educational/occupational future. As you progress through school, your plans may change. Effective use of our counseling staff will enable you to make necessary revisions in your educational plan.

You will notice that some courses are required while others are elected. As you plan your four years here at P.C.H.S. you should select courses which will benefit you most in preparing for your future. Students at P.C.H.S. enjoy the opportunity to explore many career paths through an extensive array of course offerings. Careful selection of courses will enable students to prepare for college, trade/technical school, military service, or the world of work.

The citizens of this district certainly express great faith in you, as they have invested large sums of money for the modern buildings and up-to-date equipment in order to provide you with the best possible educational opportunities. You will share the responsibility of helping to establish new traditions and to maintain the desirable traditions and customs. Therefore, your cooperation is very necessary if Pekin Community High School is to be the kind of educational institution in which you, your parents, the community, and all other citizens of this district will be proud. Pekin Community High School students are expected to attend school regularly, come to class prepared and on time, and accept responsibility for their education.

## JROTC JUNIOR RESERVE OFFICER TRAINING



COURSE	YEAR OFFERED
JROTC	9 - 12

The United States Army's Junior Reserve Officers' Training Corps, or JROTC, is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. Please note, due to physical activities associated with our JROTC program that all students enrolled in JROTC are required to obtain an annual physical.

"JROTC enrollment will be determined by the guidelines established by the United States Army Cadet Regulation 145-2 dated 20 August 2004."

The JROTC courses of study are organized into four parts which match the normal four years of high school. (0.5 units per semester)

### Leadership, Education and Training Level (LET) 1 (Freshmen):

The cadet receives classes on introduction to JROTC and the Army in the fields of the Spirit of American Citizenship and the Army JROTC; Leadership; First Aid and Health; Map Reading; Techniques of Communications; Overview of American Citizenship through American History; Your American Citizenship; and Marksmanship and Safety. A fee of \$15.00 is required.

**LET 2 (Sophomore):** During the second year, cadets will build upon the knowledge and skills gained in their first year in Techniques of Communications; Leadership; First Aid; Map Reading; History; Your American Citizenship; Career Opportunities; Role of the US Army; Technology Awareness; and Marksmanship and Safety. A fee of \$7.50 is required.

**LET 3 (Junior):** During the third year of JROTC, the cadets progress to courses in Applied Leadership to include: Techniques of Communications; Leadership; First Aid; Map Reading; US Military History; Career Opportunities; Role of the US Armed Forces; Technology Awareness; and Marksmanship and Safety. A fee of \$7.50 is required.

**LET 4 (Senior):** In the fourth year of JROTC, the cadet progresses to courses in Psychology of Leadership in the areas of Techniques of Communications; Leadership case studies; Drug Awareness and Prevention; Military History; Your American Citizenship; Career Opportunities; Command and Staff Procedures; and Marksmanship and Safety. Seniors are also engaged in assistant teaching with the LET 1 cadets. A fee of \$7.50 is required.

Cadets must be American citizens or nationals, wear the issued uniform on the days designated, adhere to the hair and appearance standards of the program, be able to participate in the physical fitness training drill and ceremonies with the issued weapon, and the rifle marksmanship and safety training.

### EXTRA CURRICULAR ACTIVITIES:

The JROTC program includes a variety of extra-curricular activities during the school year: numerous parades, presentation of the colors at various school events, competitive Drill Teams, Color Guards and a Rifle Team along with other activities/events. To be eligible to participate in these activities, a student must exhibit acceptable standards of conduct, citizenship and academic achievement. The sponsors and/or the leadership of the teams define these standards. Recognition of the standards will be encouraged, expected and enforced.

# Health and Para-Medical Field



COURSE	YEAR OFFERED
Introduction to Health Occupations	10 - 12
Health Occupations I	11 - 12
Health Occupation II	12

**INTRODUCTION TO HEALTH OCCUPATIONS:** This course is a one-year, one-hour program designed to give sophomores, juniors, and seniors an introduction to the health care field. The main objectives of this course are to help students identify duties, qualities, salaries, and educational requirements for various health careers, learn medical terminology, learn medical asepsis, and practice basic medical skills. Students will explore health careers and patient care through computer programs, written materials, movies, discussion, activities, guest speakers, field trips, job shadowing, and hands-on experiences. (0.5 units per semester)

**HEALTH OCCUPATIONS I:** This course is a one-year, one-hour program designed to expand on career and patient care information in Introduction to Health Occupations. Computer programs, written materials, discussion, classroom activities, guest speakers, field trips and "hands-on" experiences are designed around the study of body systems and health care careers. Anatomy, physiology, common diseases, medical tests, medical terminology, and basic health care related skills are covered in the course. (0.5 units per semester) Workbook fee \$26.00

**HEALTH OCCUPATIONS II:** This program meets two class periods per day for an entire year and is designed to prepare students as Certified Nursing Assistants. Those entering any medical career will benefit from the classroom and clinical experiences in this program. Students spend over 40 hours of class time in health care facilities practicing the skills learned in the classroom/lab setting. Students are *required* to purchase the designated uniform, a watch with second hand, safety glasses, and white shoes, must have a two-step TB test, and must get a series of Hepatitis B vaccines (or sign a waiver that they choose to not have the vaccine). Students must have a valid CPR card that is good for the entire clinical year

(September – May). Students must meet the attendance criteria (minimum 80 theory and 40 clinical hours) and minimum grade expectations (cumulative course grade of greater than or equal to 75%) to be certified (Illinois Department of Public Health requirement). A state exam (fee charged to student) must be taken at the end of the program to attain certification. Enrollment in the course is highly competitive due to the large number of interested students and the enrollment *limit of 20 students per year* (student number determined by I.D.P.H.) (1.0 unit per semester) Workbook fee \$26.00. Additional costs for the required supplies and tests varies: *estimated cost* \$160.00 (**Dual-credit opportunity**)



## Pekin Community High School Educational Philosophy

**We**, the members of the Board of Education of District 303, as legal officials of the state of Illinois, duly elected by the people of our District, are obligated to the youth and adults of our District to ensure that their educational needs are met in the best possible manner. We will exhibit leadership in all endeavors to improve the District's educational program and facilities.

**We** believe that the educational program should provide each student with the opportunity to develop to his fullest capacity in the areas of mental, physical and emotional needs.

**We** feel that the following statements should be the goals of a well-rounded education. Each student should:

1. Attain, commensurate with his abilities, his optimum proficiency in language arts, mathematics, biological and physical sciences, social studies, fine arts and physical development and health.
2. Develop an ethical sense which will help manifest tolerance, kindness, justice to all others and responsibility for his actions.
3. Develop an appreciation for his role in the family and in civic groups.
4. Develop skills for effective participation in the democratic processes.
5. Develop knowledge and understanding of his natural environment.
6. Develop economic competence as a consumer.
7. Develop saleable skills and vocational competence.
8. Explore and develop an appreciation of the arts.
9. Develop wise use of leisure time.
10. Develop zeal for continuous learning and self-improvement.
11. Be exposed to the world of work.

**We** will strive to provide the citizens of this community with the most complete educational program possible. Every effort will be made to:

1. Provide the highest moral, ethical and professional leadership.
2. Secure, in the judgment of the school board, the best personnel available.
3. Inform the employees of any actions of the Board of Education pertinent to their particular interests.
4. Make the best use of the physical plant that was provided by the taxpayers.
5. Advise and inform the lay public from time to time of all school activities and seek their advice.



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**MANUFACTURING II:** Manufacturing II, a 1 year course, is an inter-related sequence of organized learning experiences in the areas of welding and machining. Advanced theory in production and fabrication related to these two fields will be stressed. Inter-related throughout the course will be emphasized on the development of knowledge and skills essential for employment in these two metalworking fields. Instruction in advanced oxy-acetylene, arc, MIG and TIG processes will be covered in the laboratory as well as blueprint reading, weld symbols, plasma cutting, oxy-acetylene cutting, surfacing and other welding-related areas. Students will perform advanced machining operations on the lathe, milling machine, drill press and grinders. Students will do more advanced work with C.N.C. (Computerized Numerical Control) machining. Students will run a variety of C.N.C. programs on a milling machine and perform basic C.N.C. programming. A lab fee of \$10.00 is required. (1.0 unit per semester)

**COMPUTER CONTROLLED MACHINING:** Computer Controlled Machining is a one semester course which introduces the student to CNC or computer numeric controlled machining, a process common in metals manufacturing. In preparation for the use of a CNC machine the class will emphasize print reading, shop math including basic geometry and trigonometry, and precision measurement with industry standard gauges. An introduction to manual machining will lead to CNC basics including the tools used in various processes, X-Y-Z coordinates on a machine, and basic G & M code programming. The semester will culminate with lab work on actual CNC machines using lathe and mill processes. Course work will prepare the student looking to work further in the metal and manufacturing industry following high school. The course is open to juniors and seniors who have had or are concurrently taking geometry. (0.5 units per semester)

**NETWORKING I:** Networking I is the first year of a two year program designed to teach students the conceptual and technical skills to design, install, operate and maintain computer networks. Students who successfully complete the two year program will be eligible to take the Cisco Certified Networking Associate (CCNA) certification exam. While no prerequisites currently exist, students are advised that strong math skills and high reading level are advantageous. (0.5 units per semester) **(Dual-credit opportunity)**

**NETWORKING II:** Networking II is the second year of a two year program designed to teach students the conceptual and technical skills to design, install, operate and maintain computer networks. Students who

successfully complete the two year program will be eligible to take the Cisco Certified Networking Associate (CCNA) certification exam. Students must successfully complete Networking I to enroll in Networking II. (0.5 units per semester) **(Dual-credit opportunity)**

**WORK-BASED LEARNING EXPERIENCE (SKILLED TRADES):** This program is an initiative to provide Central Illinois with a regional Industrial Skilled Trades (Electrician, Maintenance Mechanic, or Toolmaker) Work-Based Learning Program. Selected students participate in industrial skilled trades learning experiences provided by local business partners. Students are selected by an application, test, and interview process. Any student may apply for the program; however, the selection process is competitive and is conducted jointly by a district staff member and a business partner. A student is released from school to the internship and he/she receives school credit for successful completion of the internship. Students may earn up to 1.5 units of credit per semester for successful completion of the internship. Students must provide their own transportation to and from the internship. (1.5 units per semester)

Note: Unlike Interrelated Cooperative Education, completion of this course does not satisfy Consumer Education requirement.



## CAREER AND TECHNICAL EDUCATION

**ELECTRONICS I:** This 1 year course provides learning experiences related to the design, construction, testing, maintenance, and repair of electronic components and circuits. Instruction will include safety principles and practices, electrical circuits, electronic components, and related test equipment. Student activities will provide hands-on experiences appropriate to individual student abilities and interests and will relate to job entry-level skill requirements of local employers. The student will construct a major project each 9 weeks. Additional to the learning experiences introduced in Electronics I, laboratory experiences directly related to the units of instruction are planned. These learning activities will reinforce previously introduced tasks. Students will apply competent skill levels attained in Electronics I for purpose of designing, constructing, and troubleshooting lab activities and consumer products. Areas on skill-level experiences include; operation and use of basic test equipment (e.g., multimeters, analog/digital, AF+RF frequency generators, oscilloscope, and AC+DC power supplies). A lab fee of \$10.00 is required. (0.5 units per semester)

**ELECTRONICS II:** Electronics II is a 1-hour course for seniors (no prerequisite is required for seniors). Juniors with Electronics I credit may also enroll. This course will emphasize skill level and technical training in general electronics. Information devoted to understanding and applying electronic concepts is primarily through structured labs and required projects. Students learn how to use test equipment that is directly related to troubleshooting various electronics circuits. Design and construction of circuits will be emphasized. Extensive hands-on lab work is used to understand electronic repair fundamentals. Safety glasses are required as well as a lab fee of \$10.00. A major project costing \$20 will be assigned. (0.5 units per semester)

**A+ CERTIFICATION:** A + Certification is a 1-hour course for juniors and seniors (no prerequisite is required for seniors). Juniors with Electronics I credit may also enroll. This course will emphasize skill level and technical training in computers that applies directly to repairing computers and the A+ certification exams. Students learn how to use test equipment that is directly related to troubleshooting and repair of computers and peripherals, as well as installing and configuring popular operating system platforms. Students will also gain the knowledge of building a computer from start to finish including hardware and software. Extensive hands-on lab work is used to understand electronic and computer repair fundamentals. Safety glasses are required. A strong

background in Algebra and previous coursework in electronics/computers is recommended but not required. Upon completion of this course, dual college credit may be awarded through I.C.C. (.5 unit per semester)  
**(Dual-credit opportunity of 4 credits per semester)**

**GRAPHIC COMMUNICATIONS I:** This is the first of two years of the computer based graphics program at the Pekin Tech-Ed Center. In the first semester, students will undertake a study of the terminology, tools, and basic skills of graphic design. The students will receive instruction in design, layout, display and presentation.

In the second semester, the students will undertake more advanced study of the terminology tools and skills of graphic design. The student will produce a layout from the thumbnail stage to camera ready stage. Design projects are done on Macintosh computers. A \$10.00 lab fee is charged to offset consumable materials. (0.5 units per semester)

**GRAPHIC COMMUNICATIONS II:** Second-year students in the graphics program will undertake study in the current use of computer technology in graphic-related business. In the second year, the student will study computer processes associated with graphic design. The student will also develop a portfolio for use in obtaining employment or college or post-secondary training. The student's admission to the class requires the instructor's approval. A \$10.00 lab fee is charged to offset consumable materials. (1.0 unit per semester)

**PUBLICATIONS 1 and 2:** Publications 1 and 2 is an elective course designed for juniors and seniors interested in working on the school yearbook, the Pekinian. Students may enroll for one semester and receive .5 credit or for two semesters and receive 1 credit. Although a student may earn only one credit maximum, he/she may take the course a third or fourth time for no credit. (0.5 units per semester)

**MANUFACTURING I:** Manufacturing I, a 1 year course, is an inter-related sequence of organized learning experiences which include performing welds in the oxy-acetylene, arc, MIG and TIG process in all standard joints. Welds are performed on a variety of different types of metal. Students will perform basic machining operations on the lathe, milling machine, drill press and grinders. Computer Numerical Control machining will be introduced in this course. A lab fee of \$10.00 is required. (0.5 units per semester)

## Graduation Requirements

The following graduation requirements apply to students who entered high school as 9<sup>th</sup> graders for the first time at the beginning of or during the 2006-07 school year. The requirements listed below must be complete by each student in the above mentioned category in order to graduate from Pekin Community High School District 303.

Subject Area	Required Number of Credits
<b>English</b> (1,2,3,4,5,6 are required). British Literature, Research Writing, and Etymology is strongly recommended for those students planning to continue their education.  Two years of writing-intensive course work are also a state and district graduation requirement. Writing intensive courses are identified in the curriculum guide and can be found within the English offerings.	<b>3.5</b>
<b>Social Studies</b> American Government and U.S. History are required	<b>2.5</b>
<b>Mathematics</b> One year of the requirement must be Algebra 1 and one year must include geometry content	<b>3.0</b>
<b>Science</b> A minimum of two years of laboratory science is strongly recommended for those students planning to continue their education.	<b>1.0</b>
<b>General Studies</b> One year chosen from music, foreign language, art, drama or vocational education.	<b>1.0</b>
<b>Consumer Education</b> Consumer Business, Economics, or one-year Cooperative Work Program will fulfill this requirement. Economics is recommended for those students planning to continue their education.	<b>.5</b>
<b>Health</b>	<b>.5</b>
<b>Driver Education - Classroom</b> This requirement may be satisfied by completing an approved private course of instruction. No credit is given for graduation for passing the approved private course of instruction.	<b>.25</b>
<b>Physical Education</b> Freshmen will not enroll in physical education during the semester they enroll in health due to the lack of physical facilities.	<b>1.25</b>
<b>Electives</b>	<b>5.0</b>
<b>TOTAL UNITS REQUIRED FOR GRADUATION</b> In addition, no student shall receive a certificate of graduation without passing a satisfactory examination on patriotism and principles of representative government, proper use of the flag, methods of voting and the Pledge of Allegiance.	<b>18.5</b>

## Graduation Requirements

The following graduation requirements apply to students who entered high school as 9<sup>th</sup> graders for the first time at the beginning of or during the 2007-08 school year. The requirements listed below must be complete by each student in the above mentioned category in order to graduate from Pekin Community High School District 303.

Subject Area	Required Number of Credits
<b>English</b> (1,2,3,4,5,6 are required). British Literature, Research Writing, and Etymology is strongly recommended for those students planning to continue their education.  Two years of writing-intensive course work are also a state and district graduation requirement. Writing intensive courses are identified in the curriculum guide and can be found within the English offerings.	3.5
<b>Social Studies</b> American Government and U.S. History are required	2.5
<b>Mathematics</b> One year of the requirement must be Algebra 1 and one year must include geometry content	3.0
<b>Science</b> A minimum of two years of laboratory science is strongly recommended for those students planning to continue their education.	2.0
<b>General Studies</b> One year chosen from music, foreign language, art, drama or vocational education.	1.0
<b>Consumer Education</b> Consumer Business, Economics, or one-year Cooperative Work Program will fulfill this requirement. Economics is recommended for those students planning to continue their education.	.5
<b>Health</b>	.5
<b>Driver Education - Classroom</b> This requirement may be satisfied by completing an approved private course of instruction. No credit is given for graduation for passing the approved private course of instruction.	.25
<b>Physical Education</b> Freshmen will not enroll in physical education during the semester they enroll in health due to the lack of physical facilities.	1.25
<b>Electives</b>	4.0
<b>TOTAL UNITS REQUIRED FOR GRADUATION</b> In addition, no student shall receive a certificate of graduation without passing a satisfactory examination on patriotism and principles of representative government, proper use of the flag, methods of voting and the Pledge of Allegiance.	18.5

## CAREER AND TECHNICAL EDUCATION

experiences relative to home construction and ownership. Instruction will include the safe use and operation of tools and equipment, building techniques and craftsmanship, and information concerning future employment opportunities. Guest speakers and demonstrations from experts of the building trades along with field trips to view additional construction projects in the area will be utilized to provide a broad base of experiences within the Building Trades Program.

The on-site experiences would include lot selection, site preparations, footings and foundations, box sill floor construction, platform wall framing, rafters and roofing, insulation and siding, electrical wiring, heating and air conditioning, plumbing, wall finishing, window and door selection and installation, mill work and cabinetry selection and installation, floor coverings, plus all the additional setting and installation of fixtures and hardware for curtains, bathrooms, closet rods and built-ins. SUGGESTED PREREQUISITES: GSP Woods, Basic Construction Woodworking, Drafting and Production, Electricity/Basic Electronics (1.0 unit per semester)

**INTRODUCTION TO ENGINEERING DESIGN (IED):** This is one of three foundation courses associated with the Project Lead the Way initiative. PLTW is a national pre-engineering program aimed to stimulate and direct high school students who exhibit career aspirations in engineering fields. Specifically, IED, teaches students problem solving techniques using a variety of design media. Students discover current design aptitudes and sequences while using collegiate and industry level design software. Heavy emphasis is placed on drawings, computer models, animations, materials and stress analysis, and prototyping. IED provides the vehicle for students to apply math and science in real-world, tangible solutions. (0.5 units per semester)

**DIGITAL ELECTRONICS (DE):** This course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems.

Project Lead The Way covers several topics including:

- Analog and digital fundamentals
- Number systems and binary addition
- Logic gates and functions
- Boolean algebra and circuit design
- Decoders, multiplexers and de-multiplexers

(0.5 units per semester)

**PRINCIPALS OF ENGINEERING (POE):** This course provides an overview to help students understand the field of engineering. Students explore technology systems and manufacturing processes to understand how engineers and technicians use math, science, and technology in an engineering problem-solving process. Concerns about the social and political consequences of technological change are incorporated into course content. Students tackle real-world engineering problems combining theory with practical hands-on experiences. A student enrolling in Principles of Engineering must have taken and completed Algebra 1A and 2A earning a minimum of a "C" in each class or a student must have taken and completed Algebra 1-4 earning a minimum of a "C" in each course. This course is one of three "foundation level" courses associated with the Project Lead The Way (PLTW) initiative. (0.5 units per semester)

**DRAFTING/CAD I:** The vocational Drafting/CAD I is a 1 year course that provides the student with learning experiences which include theory and work using various kinds of drafting equipment including computers and computer-aided drafting software. Instruction emphasizes the development of knowledge and skills essential for planning, preparing, reproducing, and interpreting mechanical, architectural, and other drawings and sketches. Activities are taken from the ISBE validated task list. A lab fee of \$10.00 is required. (0.5 units per semester)

**DRAFTING/CAD II:** The vocational Drafting/CAD II is a 1 year course that will provide students with advanced opportunities for developing knowledge and skills using drafting equipment, computers, and computer-aided drafting software to translate data into specifications, drawings, schematics, layouts, plans, blueprints, technical illustrations, and architectural drawings. Activities are taken from the ISBE validated task list. Opportunities for extended campus, shadowing, and other real-world activities are also available. A lab fee of \$10.00 is required. (0.5 units per semester)

# Industrial Technology

COURSE	YEAR OFFERED
Automotive Body Repair and Refinishing I	11 - 12
Automotive Body Repair and Refinishing II	12
Automotive Technology I	11 - 12
Automotive Technology II	12
Construction I and II	11 - 12
Introduction to Engineering Design (IED)	10 - 12
Digital Electronics (DE)	10 - 12
Principals of Engineering (POE)	10 - 12
Drafting/CAD I	10 - 12
Drafting/CAD II	11 - 12
Electronics I	10 - 12
Electronics II	11 - 12
A+ Certification	11 - 12
Graphic Communications I	11 - 12
Graphic Communications II	12
Publications 1 and 2	11 - 12
Manufacturing I	11 - 12
Manufacturing II	12
Computer Controlled Machining	11 - 12
Networking I	10 - 12
Networking II	11 - 12
Work-Based Learning Experience - Skilled Trades	11 - 12

Special Note: Lab fees will be assessed and safety glasses may be required.

**AUTOMOTIVE BODY REPAIR AND REFINISHING I:** Automotive Body Repair and Refinishing I is the first part of a one or two-year sequence which is open to juniors and seniors. Students will learn automotive minor body repairs and refinishing techniques including safety practices, metal working, arc, gas, and M.I.G. welding, car panel repair and replacement, and basic car painting skills used on today's vehicles. Students also study job applications and resumes to make them employable. Guest speakers explain post-secondary technical college and military training opportunities using autobody repair skills. There is a \$10.00 course fee. (0.5 units per semester)

**AUTOMOTIVE BODY REPAIR AND REFINISHING II:** After completing Automotive Body Repair and Refinishing I, students may take this second autobody course. Classes are two hours long and emphasize employability in autobody repair and related industries. Students work on their own cars and shop panels to further their skills learned in Automotive Body Repair and Refinishing I. Featured in this class is a unique, voluntary, on-the-job, pre-apprenticeship program which allows students the opportunity to learn in area businesses with

experienced professionals. Students are informed about technical colleges, military programs, and other community college programs to enter after graduation. There is a \$15.00 course fee. (1.0 unit per semester)

**AUTOMOTIVE TECHNOLOGY I:** This 1 year course provides learning experiences designed to allow students to gain knowledge and skills in repairing auto mechanical systems. Planned learning activities in this course will be balanced to allow students to become knowledgeable of the fundamental aspects in the theory of operations and basic repair skills. Instruction shall include safety principles and practices, wheel bearings, brake systems, tire repair, tire balancing, electronic ignition systems, computer control ignition systems, starters, alternators, batteries, light systems, manual transmissions, differentials, and fuel delivery systems. A lab fee of \$10.00 is required. (0.5 units per semester)

**AUTOMOTIVE TECHNOLOGY II:** This 1 year course provides learning experiences designed to allow students to gain knowledge and skills in repairing automobiles. Planned learning activities in this course will be balanced to allow students to become knowledgeable of fundamental aspects in the theory of operation and basic repair skills. Activities will also deal with basic customer service and customer relations. Students will also be able to explore post-high school educational opportunities, self-employment opportunities for the job market. Emphasis will be given to problem solving skills and decision making they will need on the job.

Instruction will include safety practices, steering systems, front end alignment, front wheel drive manual transaxles, front wheel drive differentials, computer ignition systems, internal combustion engines, automatic transmissions (rear and front wheel drive) and fuel delivery system.

Upon successful completion of the two-year Automotive Technology program, students may receive five credit hours on their Illinois Central College transcript after enrolling in one or more credit hours in an approved program. More lab time is used to give the student time to develop repair skills. A lab fee of \$10.00 is required. (1.0 unit per semester)

**CONSTRUCTION I AND II:** The building trades program is a two year program designed to prepare students for entry into a building trade of their choice and/or to provide a broad base of consumer information and

## Graduation Requirements

The following graduation requirements apply to students who entered high school as 9<sup>th</sup> graders for the first time at the beginning of or during the 2008-09 school year and beyond. The requirements listed below must be complete by each student in the above mentioned category in order to graduate from Pekin Community High School District 303.

Subject Area	Required Number of Credits
<b>English</b> (1,2,3,4,5,6 are required). British Literature, Research Writing, and Etymology is strongly recommended for those students planning to continue their education.	<b>4.0</b>
Two years of writing-intensive course work are also a state and district graduation requirement. Writing intensive courses are identified in the curriculum guide and can be found within the English offerings.	
<b>Social Studies</b> American Government and U.S. History are required	<b>2.5</b>
<b>Mathematics</b> One year of the requirement must be Algebra 1 and one year must include geometry content	<b>3.0</b>
<b>Science</b> A minimum of two years of laboratory science is strongly recommended for those students planning to continue their education.	<b>2.0</b>
<b>General Studies</b> One year chosen from music, foreign language, art, drama or vocational education.	<b>1.0</b>
<b>Consumer Education</b> Consumer Business, Economics, or one-year Cooperative Work Program will fulfill this requirement. Economics is recommended for those students planning to continue their education.	<b>.5</b>
<b>Health</b>	<b>.5</b>
<b>Driver Education - Classroom</b> This requirement may be satisfied by completing an approved private course of instruction. No credit is given for graduation for passing the approved private course of instruction.	<b>.25</b>
<b>Physical Education</b> Freshmen will not enroll in physical education during the semester they enroll in health due to the lack of physical facilities.	<b>1.25</b>
<b>Electives</b>	<b>3.5</b>
<b>TOTAL UNITS REQUIRED FOR GRADUATION</b>	<b>18.5</b>
In addition, no student shall receive a certificate of graduation without passing a satisfactory examination on patriotism and principles of representative government, proper use of the flag, methods of voting and the Pledge of Allegiance.	

## PREPARING FOR COLLEGE

High school gives you a chance, perhaps for the first time in your life, to choose many of the subjects you study. Which subjects should you take? Answering this important question is hard. But the Illinois Board of High Education would like to help you by offering the following advice:

The subjects you take in high school either will increase your chances for education and jobs after high school - or they will reduce those chances. That is why your choices now are very important.

At this time in your life, you can't be sure what your future career will be. The American economy is changing. New kinds of jobs are created everyday, while others are disappearing. Some jobs will require more and more education.

What is the best way to prepare for this changing future? Take subjects which will give you as many future choices as possible. Don't cut yourself short. Take subjects which will keep increasing your communication and computational skills. Take subjects which will broaden your technical skills.

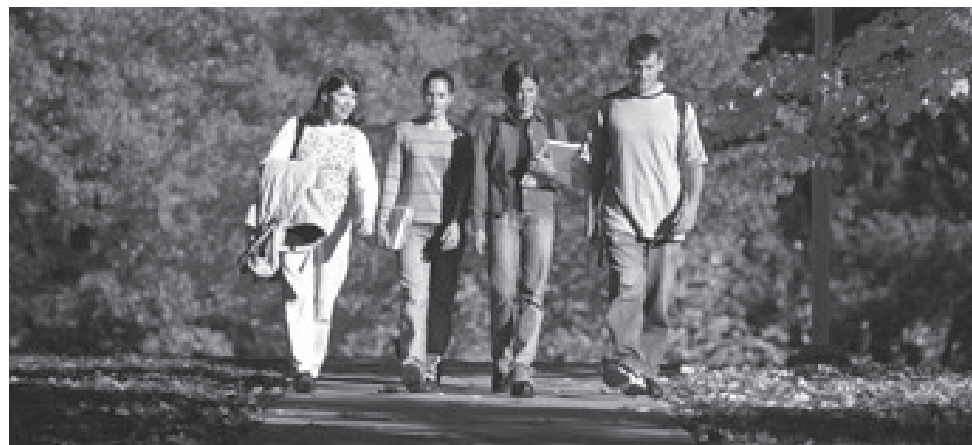
Do you think you might go to college? Here's more advice - especially if you think you'd like to get a bachelor's degree (4 or more years).

There are over 180 colleges and universities in Illinois alone. Each decides for itself how it will select high school graduates for admission. Admission requirements vary from one college to another. You must contact each one to find out what its specific requirements are. Admission requirements also can change from year to year. See suggested course patterns on the back side of this page.

Finally, ask for help and advice from your teachers, your counselor and your parents. These are the people who know the most about you and can help you with individual advice based upon your abilities and interests.

### PLANNING AHEAD - SETTING EDUCATIONAL GOALS

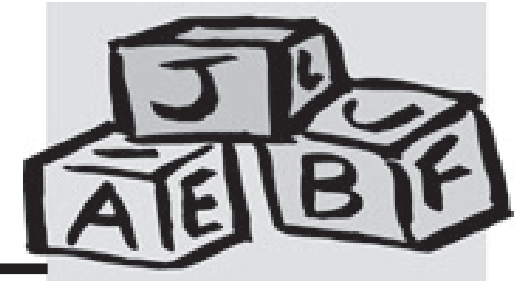
In addition to planning for successful completion of the requirements for graduation, thought should be given to the immediate years beyond graduation so that subjects taken in high school will be meaningful in preparation for careers and college. The following is only a guideline to assist you in planning your four year curriculum. Flexibility to meet your personal needs is encouraged. Due to the fact that college admission requirements vary a great deal from one college to the next, it is always recommended that the admission requirements of the specific colleges should be obtained. This information can be gathered from direct contact with the college in question or by checking with the most recent college catalog. Students should see their counselor for further information.



## CAREER AND TECHNICAL EDUCATION

### Family & Consumer Science

COURSE	YEAR OFFERED
Child Care I	10 - 12
Child Care II	11 - 12
Culinary Arts I	10 - 12
Culinary Arts II	11 - 12



**CHILD CARE I:** The Childcare program is a two-year course. The first year students meet two hours per day. There are five laboratory sessions held throughout the year. They include the following: toddlers, two-year olds, three-year olds, four and five-year olds and elders during the first year. Students' time is used alternately to plan, prepare, implement and supervise the children's/elders activities; and to study Learning Guides in a competency-based program dealing with the children's growth and development, proper nutrition, emergency procedures, methods of instruction and discipline. Students will be able to meet the specific needs of children and work with parents on a limited basis to nurture children's physical, social, emotional and intellectual growth in a child development framework. Students will be introduced and begin the process of attaining a Child Development Associate Credential (CDA). (1.0 unit per semester)

**CHILD CARE II:** The second year of the child care program meets two hours per day and will aid the student in further exploring child care, early childhood and teaching careers by volunteering at different area child care facilities. Students will receive further experience by working with special needs children at Schramm Educational Center and observing family day care. Students will spend three days on-site-training and two days in the classroom receiving competency-based instruction at an individual pace. Students will have the opportunity to attain a Child Development Associate Credential (CDA) by completing CDA Assessment in and out of the classroom setting.  
**PREREQUISITES:** Student must complete two semesters of Child Care I with a "C" or above and provide own transportation to and from child care site. Student must submit current physical exam and T.B. test. Student must undergo background check if site requests. Three personal references are required as well as a signed parent and student contract. (1.0 unit per semester)

**CULINARY ARTS I:** The Culinary Arts I Program is a two hour 1 year class designed to acquaint the student with the scope, trends and job and/or career opportunities in the food service industry. While working in the lab, the student will demonstrate his/her understanding of food preparation and service, safety and sanitation, and equipment use. After the student participates in the industry oriented field trips, discussions with resource people, and class demonstrations and discussions, the student will recognize desirable attitudes

and work habits of food service workers. Also, the student may have the opportunity to earn his/her state sanitation certificate by preparing for and taking the state exam through the Illinois Department of Public Health. Students are required to follow Illinois Health Department regulations while in the lab setting. (1.0 unit per semester)

**CULINARY ARTS II:** The Culinary Arts II Program is a two hour 1 year class designed to reinforce the junior/senior student with the scope, trends and job and/or career opportunities in the food service industry. During lab experiences, the second year student will begin to perfect his/her skills of food preparation and service, sanitation and safety, and equipment use. Managerial aspects of quality food service will be introduced. Students are required to follow Illinois Health Department regulations while in the lab setting. (1.0 unit per semester)



# Applied Biology & Agriculture

COURSE	YEAR OFFERED
Principles of Landscaping and Horticulture	10 -12
Advanced Landscaping	12
Landscaping Design and Construction	11-12

**PRINCIPLES OF LANDSCAPING AND HORTICULTURE:**

(Formerly Horticulture 1) One year course designed to prepare individuals for career or individual participation in many of the broad fields of landscaping and horticulture. Units of instruction will include, but not be limited to: botany, plant taxonomy, annual and perennial identification, propagation methods, landscape tool identification and safety, concrete construction labs, and an introduction to both hand drawn and computer assisted landscape design. These topics will be supplemented with lab work related to management of the school greenhouse. Students will learn by utilizing the greenhouse, taking educational field trips, doing hands on projects, and more. (0.5 units per semester)

**ADVANCED LANDSCAPING:** (Formerly Horticulture 2) One year course designed for students who have successfully completed Principles of Landscaping and Horticulture. This course utilizes skills and knowledge obtained from the entry level course to allow students to work independently under the supervision of the instructor. Units of instruction in this course include an application of the hand drawn and computers assisted landscape design principles that were attained in the entry level course. Likewise students will continue in greenhouse management, while serving as group leaders for entry level students. (0.5 units per semester)

**LANDSCAPING DESIGN AND CONSTRUCTION:** (Formerly Landscaping) One year course focusing upon topics from the construction of landscapes to the identification of landscape plant material. Specific units of instruction will include, but not be limited to: tree, shrub, and perennial identification, principles of design, and landscape tool use, maintenance, and safety. Students will also learn by performing various landscape construction and maintenance projects on school grounds, coupled with possible educational field trips. (0.5 units per semester)



**STATE UNIVERSITIES IN ILLINOIS**

<b>English</b>	4 years, emphasizing written and oral communication, literature
<b>Math</b>	3 years, through advanced algebra, geometry, trigonometry or fundamentals of computer programming
<b>Social Studies</b>	2 or 3 years
<b>Science</b>	2 or 3 years laboratory sciences
<b>Foreign Language</b>	2 years – music, art and vocational education are possible alternatives at some universities. (Some state schools may require four years of the same foreign language for college graduation. If you take two years in high school, you may need to take more in college, depending on how you place on their entrance exam. If you take four years in high school and pass their entrance exams, you may be exempt from further foreign language study in college.)

**ADDITIONAL SUGGESTED STUDY PATTERNS**

**MOST COMPETITIVE COLLEGE -**

Includes colleges for which even superior students will encounter a great deal of competition for admission, e.g. Harvard, Yale, MIT.

English	4 years
Math	4 years
Social Studies	3 to 4 years
Science	3 to 4 years
Foreign Language	4 years

**HIGHLY COMPETITIVE COLLEGE -**

Includes colleges for which superior students will encounter some competition for admission, e.g. University of Chicago, Northwestern University.

English	4 years
Math	4 years
Social Studies	3 years
Science	3 years
Foreign Language	3 to 4 years

**VOCATIONAL –**

for students planning to go directly into the nation's work force, e.g. schools of cosmetology, diesel mechanics, travel.

English	3 years
Math	3 years
Social Studies	2.5 years
Science	2 years
Foreign Language	_____

**OPEN/ENRICHMENT –**

2 year junior college or non-competitive college. Also for students taking courses for personal enjoyment, e.g. I.C.C., Lincoln College.

English	3 years
Math	3 years
Social Studies	2.5 years
Science	2 years
Foreign Language	_____

## CAREER AND TECHNICAL EDUCATION

Dual credit classes are offered at Pekin Community High School during the regular school day and are taught by PCHS faculty. Successful completion of a course means that a student may earn both credit toward graduation at PCHS and also credit from Illinois Central College. There may be fees/tuition associated with these classes. Students may opt to take a certification test in some courses for future employment opportunities.

### Business Marketing & Management

COURSE	YEAR OFFERED
Information Processing I	11 - 12
Information Processing II	12
Office Applications	12
Interrelated Cooperative Education	11 - 12



**INFORMATION PROCESSING I:** The course is for one year and is designed to introduce students to the fundamentals of computer operations and the principles of basic business oriented software packages. Included will be more advanced units of instruction in word processing, spreadsheets, databases, presentation software and windows. Students will be introduced to desktop publishing.

The major part of the course is devoted to the introduction of windows and the operation of MicroSoft Office applications including spreadsheets, word processing and desktop publishing first semester. In the second semester students learn presentation skills and data base. In addition, introduction to computerized personal recordkeeping (Quicken) will be included. An alternative assessment using the internet for research and engaged learning principals will be required. (0.5 units per semester)

**PREREQUISITE:** Students must have a passing grade in Keyboarding/Word Processing 1. A student may have an opportunity to take a typing proficiency test. The student must take a three-minute timed writing and have five or less errors and a minimum of 18 words per minute.

**INFORMATION PROCESSING II:** This course will teach more advanced features of software applications through integrated simulations using word processing, spreadsheet, database, and presentation software. Advanced units using windows, internet and graphics will also be taught. (0.5 units per semester)

**PREREQUISITE:** Information Processing I

**OFFICE APPLICATIONS:** Office applications is a 1 year course designed to prepare students for entry-level employment upon graduation. Units of study may include: keyboarding, business applications, reinforcing word processing skills, making business calculations, transcribing documents, written and oral communication skills, telephone techniques, and job seeking skills. Emphasis is placed on developing personality traits and work habits necessary in actual office situations.

**PREREQUISITE:** Keyboarding/Word Processing (0.5 units per semester)

**INTERRELATED COOPERATIVE EDUCATION:** The Interrelated Cooperative Education program is designed to improve a student scholastically, financially, and socially with a variety of learning experiences both here at school and working at a job in the community. Cooperative Education is designed for students interested in training for careers in agriculture, health, home economics, technical industrial, and business.

A student receives classroom instruction on how to locate a job, get along with supervisors and fellow workers, and advance in his/her job. Also discussed is how to properly quit a job. In addition, Consumer Education is provided. If a student successfully completes two semesters of coop, he or she will have satisfied his/her Consumer Education requirement.

A student is released from school to work in an approved job that he/she not only receives school credit for, but also is paid by the employer. Students are instructed on the job by their employers and also have time in the classroom to do self-study to learn more about their job.

Students receive two credits for coop, one for the classroom segment and one for the work component. The student must pass both parts to get credit for either. (1.0 unit per semester)



# 4 YEAR PLAN

FRESHMAN YEAR		JUNIOR YEAR		SOPHOMORE YEAR		SENIOR YEAR	
1st SEMESTER	2nd SEMESTER	1st SEMESTER	2nd SEMESTER	1st SEMESTER	2nd SEMESTER	1st SEMESTER	2nd SEMESTER
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
<b>GRADUATION REQUIREMENTS</b> ENG PE MATH SCIENCE US HIST SOC. ST. AM. GOVT. HEALTH CONS. ED. GEN. STUDIES							

**AMERICAN GOVERNMENT 30:** This is a required one semester course which is designed to give students a basic understanding of how our government is organized and how it works. Through study of the federal, state, and local governments and their constitutions an understanding is developed with the aim of leading students to function as effective citizens. (0.5 units per semester)

**CIVICS 30:** This is a one-semester course which partially fulfills the social studies requirement. Areas of instruction include knowledge of the individual states of the union, good citizenship, student rights, current events, map reading, and geography review. (0.5 units per semester)

**U.S. HISTORY 130 and 230:** This is a two-semester required course for special education junior and senior students. The first semester course covers the time period from the discovery of the New World up to the Civil War. The second semester covers the Civil War to the present time. This course meets the graduation requirement in United States History. (0.5 units per semester)

**U.S. HISTORY 110 and 210:** This course is designed for the junior student with learning disabilities. This course discusses important events, people, and ideas of the American continent in prehistory to current issues in domestic and foreign affairs. (0.5 units per semester)

**AMERICAN GOVERNMENT 110 and 210:** This course is designed to provide students with learning disabilities a basic understanding of how our government is organized, how it works, and what those in government do. Group Instruction: the U.S. Constitution, the Illinois Constitution, and federal, state, and local government aims to develop understanding so that students will better function in our society. (0.5 units per semester)

**CONSUMER EDUCATION 110 and 210:** This is a one semester course for learning disabled students. It emphasizes skills needed to be a competent consumer. The content areas that are covered include: consumer decision making, advertising, shopping, transportation, housing, banking and credit, insurance, and consumer protection. (0.5 units per semester)

**GEOGRAPHY 110 and 210:** This is a one or two-semester course designed to meet the needs of the mentally handicapped and learning disabled students. It is designed to give students a basic understanding of geography. Areas, which are stressed, are reading comprehension, vocabulary, and interpretation of maps, charts, graphs, reading time lines and general social study skills. **PREREQUISITE:** Geography 110 is recommended but not necessary as a Prerequisite to Geography 210. (0.5 units per semester)

**WORK STUDY 30:** General work-experience is a program of paid/or volunteer employment on school time with school supervision, and is not necessarily related to the student's career goal. Participation in this program provides opportunities for high school students to mature into

responsible adults in the working world. The program is correlated with the "related or in school" classroom section, and the student must be con-currently enrolled in the related class. (0.5 units for one period to a maximum of 1.0 units for two periods in one semester)

**WORK SEMINAR 30:** Work Seminar 30 is the "Related Instruction" or in-school counterpart of the work experience program. It is composed of units of study that relate to the students' jobs and human relations, job applications, safety, consumer education, income tax, and money management. (0.5 units per semester)

**MAKING CHOICES 30:** Making Choices 30 is an elective course for any 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade special education student. The course is designed for special education students needing to develop skills related to positive social interaction with adults and peers. (0.5 units per semester)

**LIFE SKILLS:** The Life Skills program at P.C.H.S. is for students who are moderately to severely mentally impaired. Students are enrolled in the Life Skills program from the ages of 15 through 21. The program is ungraded and graduation is based on Individual Education Plans. Students are integrated with their nondisabled peers in appropriate school and social classes or situations.



# Graduation



## Graduation Requirements

All course work at Pekin High will be designated in terms of "units" of credit. All semester courses except physical education, band, orchestra, choir, and chorus will be considered full-credit courses and will earn 0.1 units of credit for each day of the week that it meets. Semester courses that meet five days a week offer 0.5 units of credit each.

Credit awarded for semester courses in physical education, band, orchestra, choir and chorus will be considered one-half credit courses and will earn 0.05 units of credit for each day of the week that it meets. If the course meets five days a week for the semester, 0.25 units of credit will be awarded.

The Board of Education prescribes that the requirements given below be completed by a student in order to be awarded a diploma for graduation from Pekin Community High School.

Even though a student may be able to complete the minimum requirements for graduation in less than four years (eight semesters), it is strongly recommended that each student complete a four-year high school program. In addition, please note that a student will not be permitted to graduate after three-years and/or 6 semesters of high school attendance regardless of credits earned.

Completion of the minimum requirements does not always satisfy the admission requirements for college or for a particular vocation. The courses needed to meet these conditions should be determined by each student in conference with his counselor.

No student shall be granted a Pekin Community High School diploma without completing the graduation requirements and without attending at least the last full nine-weeks grading period as a full-time student. Part-time status may be granted to some students in their final semester, but full-time status must have preceded part-time status for at least one full nine-weeks grading period to be eligible for a diploma.

### CLASS OF 2013 AND BEYOND CLASS RANK SYSTEM

Class Rank is determined by attaining the highest combined score when the G.P.A. (to three decimal places) and cumulative grade points over eight semesters are added together. Grade points and GPA also apply to grades earned for Physical Education, Band, Chorus and Driver's Education.

### CLASS OF 2013 AND BEYOND VALEDICTORIAN SELECTION CRITERIA

Student, or students, will be considered the valedictorian(s) of their class by attaining the highest combined score when their G.P.A. (to three decimal places) and cumulative number of grade points over eight semesters are added together.

AP courses will be weighted for students beginning with the Class of 2013 and beyond. Only the AP courses that are in place during all eight semesters of the graduating class' time at PCHS will be used in the calculation process.

College course work will count in both G.P.A. and grade points but will not be weighted. The only exception to this would be in the case of a dual credit course that is also an AP course.

Transfer students will be handled on a case by case basis.

Please note: All aforementioned rules/policies pertain to students who enter high school for the first time with a particular class. As an example, students who entered high school originally with the Class of 2012 and were retained to the Class of 2013 would not fall under the class rank, valedictorian, and academic honor system policies which are in place for the Class of 2013.

### ACADEMIC HONOR SYSTEM

The top 10 percent of the graduating class starting with the Class of 2013 and beyond will graduate with distinction as follows:

<b>Summa Cum Laude (With Highest Praise)</b>	<b>Top 2%</b>
<b>Magna Cum Laude (With Great Praise)</b>	<b>Next 3%</b>
<b>Cum Laude (With Praise)</b>	<b>Next 5%</b>

### CREDITS

Credit applied toward meeting graduation requirements must have been earned in a high school or college accredited by the North Central Association. If credit is earned in a college or university, three semester hours credit shall be considered the equivalent of one-half unit of credit toward graduation. Only one unit of credit earned in this way will be counted toward meeting the graduation requirements. Permission to take a college course must be secured in advance by completing a permission slip with the counselor and having it approved by the campus principal.

Units transferred from an approved school (Illinois Office of Education or other similar state agency) will be accepted and applied to the graduation requirements if the courses are found to be within the framework of Pekin High curriculum. The units of credit for each course will be the same as the unit of credit of the equivalent course at Pekin High. No credit will be given for any course failed at the school from which the student is transferring.

Units transferred from a non-approved school will be handled on an individual basis according to Board of Education policy.

Dual credit classes are offered at Pekin Community High School during the regular school day and are taught by PCHS faculty. Successful completion of a course means that a student may earn both credit toward graduation at PCHS and also credit from Illinois Central College. There may be fees/tuition associated with these classes. Students may opt to take a certification test in some courses for future employment opportunities.

## CEREMONY

Participation in the graduation ceremony is limited to those students who completed the requirements for graduation at the end of the previous summer school, at the end of the first semester, or who can meet the graduation requirements in by the conclusion of the spring semester. Four years of enrollment in high school does not necessarily earn a student the privilege of participating in graduation.

Students wishing to participate in graduation must attend all graduation practices. If a student cannot attend a practice session due to unusual circumstances, such as family death, an accident or serious health problems, they must contact the principal in advance of the practice.

## STUDENT ASSIGNMENT/CLASSIFICATION

### CLASSIFICATION

A student's academic record will indicate the anticipated graduation year based on said student's initial or first time high school enrollment date. For example, a student who enters high school as a first time freshman in the fall of 2009 will have an anticipated graduation date of 2013. Due to the fact that the anticipated graduation date maintained in a student's academic record does not change, regardless of credits earned, the student and his parent and/or guardian must understand that earned credits and not years of attendance, will determine the student's grade level throughout his or her enrollment. For example, a student may have a projected graduation date of 2013, however, due to lack of credits; he or she may have a 9<sup>th</sup> grade classification as opposed to a 10<sup>th</sup> grade classification even though a full year of enrollment has occurred. Thus, it is vital that each student and his or her parents and/or guardian monitor credits earned to determine if the student is moving through the system at an appropriate pace. Credits earned will determine a final graduation date and that date will be based on a student's academic performance as opposed to his or her initial entry date. Students who fail to earn sufficient credits to graduate in the projected date will have their graduation date adjusted at the end of their fourth year of high school enrollment.

Please note: As is indicated in classification policy, a student's grade level classification cannot be accelerated due to credits earned. As such for example, in addition to 4.5 credits earned, a student must have two semesters of attendance before he or she earns sophomore status.

### CLASS ASSIGNMENTS

The Principal or designee shall assign students to classes.

### CLASSIFICATION OF STUDENTS

Classification of students shall be determined by the number of credits earned and the number of semesters of enrollment.

In order for a student to be promoted to a sophomore classification, the student must have completed two

semesters of classes and earned a minimum of 4.5 credits. In order for a student to be promoted to junior classification, the student must have completed four semesters of classes and earned a minimum of 9.0 credits. In order for a student to be classified as a senior, the student must have completed six semesters of classes and earned a minimum of 13.5 credits.

If graduation requirements have not been completed in four years, the senior classification shall remain until they are completed. A senior who can complete graduation requirements by the end of the school year shall be designated a graduating senior.

A student must have earned 4.5 credits and passed at least 8 courses in the previous two semesters before enrolling in Driver's Education. Even if a student earns 4.5 credits after three semesters, he will not be guaranteed Driver's Ed during the fourth semester.

Students that drop from school will re-enter with the same classification they had earned before choosing to drop from school.

Students that transfer to Pekin Community High School will be classified by the number of credits accepted from the school from which the student is transferring and by the number of semesters the student has been enrolled in high school.

NOTE: Students and parents are encouraged to maintain communication with their individual counselors during their four years at Pekin Community High School. Counselors will be able to answer questions concerning a student's individual course of study and the amount of credits he/she has or needs to earn. A review committee exists to address individual cases involving possible exceptions to the policy. We intend, however, to hold firmly to our established academic guidelines and expectations. Exceptions to this policy are made by the superintendent at the request of the review committee.

### ENROLLMENT REQUIREMENTS

All students enrolled in PCHS must attend as full-time students each semester except those who have completed eight full semesters or those having completed the graduation requirements at the end of the seventh semester. Full-time status shall consist of six regular class periods and the lunch period for all students. Students are not permitted to enroll in more than one period of study hall or assistant. Any adjustments to these requirements must be approved by the Principal.

### SCHOOL DAY

The school day consists of six classroom periods, a study period and a lunch period. The lunch periods are each 35 minutes in length.

Students are assigned to one lunch period, study period, and six periods of regular classroom and/or study hall

**INTEGRATED GEOMETRY 520 and 620:** The Integrated Geometry sequence combines mathematic topics in an integrated program. Number sense, algebra, geometry, statistics, and logic are presented as tools for investigating and exploring new math concepts. Each chapter focuses on application problems. Students will see how geometry relates to reasoning and problem solving. Students will discover that algebraic concepts can enhance their critical thinking skills. They can also become good at evaluating the meaning of statistics that are presented on TV and in newspapers. Students will learn how to use mathematics to their advantage in school, at home, and at work. Instructors will make appropriate curricular and instructional modifications as required by a student's IEP. (0.5 units per semester)



**INTEGRATED GEOMETRY 530 and 630:** The Integrated Geometry sequence combines mathematic topics in an integrated program. Number sense, algebra, geometry, statistics, and logic are presented as tools for investigating and exploring new math concepts. Each chapter focuses on application problems. Students will see how geometry relates to reasoning and problem solving. Students will discover that algebraic concepts can enhance their critical thinking skills. They can also become good at evaluating the meaning of statistics that are presented on TV and in newspapers. Students will learn how to use mathematics to their advantage in school, at home, and at work. Instructors will make appropriate curricular and instructional modifications as required by a student's IEP. (0.5 units per semester)

**INTEGRATED SCIENCE 130 and 230:** This two-semester course for freshmen or sophomores is designed to fulfill the science requirement for students enrolled in special education. Students will demonstrate their understanding of basic knowledge and skills in each unit through the five applications of learning areas as defined in the *Illinois Learning Standards for Science, state goals*. The five areas are:  
1. Solving problems by asking questions and following the

steps of scientific inquiry. 2. Communicating by interpreting results, expressing ideas and reporting findings and information. 3. Using technology in a variety of forms. 4. Working on teams in a cooperative effort to find solutions to problems. 5. Making connections by applying learning. Course units include Life Science, Ecology, Cells, Genetics, Classification/Taxonomy, and the Animal Kingdom. (0.5 units per semester)

**INTEGRATED SCIENCE 330 and 430:** This two-semester course for sophomores or juniors is designed to fulfill the science requirement for students enrolled in special education. Students will demonstrate their understanding of basic knowledge and skills in each unit through the five applications of learning areas as defined in the *Illinois Learning Standards for Science, state goals*. The five areas are:  
1. Solving problems by asking questions and following the steps of scientific inquiry.  
2. Communicating by interpreting results, expressing ideas and reporting findings and information. 3. Using technology in a variety of forms. 4. Working on teams in a cooperative effort to find solutions to problems. 5. Making connections by applying learning. Course units include Earth Science, Astronomy, Physical Science, and Chemistry. Prerequisite- completion of Integrated Science 130-230 (0.5 units per semester)

**INTEGRATED SCIENCE 110 and 210:** This two-semester course for freshmen or sophomores is designed to fulfill the science requirement for students with learning disabilities. Students will demonstrate their understanding of basic knowledge and skills in each unit through the five applications of learning areas as defined in the *Illinois Learning Standards for Science, state goals*. The five areas are:  
1. Solving problems by asking questions and following the steps of scientific inquiry.  
2. Communicating by interpreting results, expressing ideas and reporting findings and information. 3. Using technology in a variety of forms. 4. Working on teams in a cooperative effort to find solutions to problems. 5. Making connections by applying learning. Course units include Life Science, Ecology, Cells, Genetics, Classification/Taxonomy, and the Animal Kingdom. (0.5 units per semester)

**INTEGRATED SCIENCE 310 and 410:** This two-semester course for sophomores or juniors is designed to fulfill the science requirement for students with learning disabilities. Students will demonstrate their understanding of basic knowledge and skills in each unit through the five applications of learning areas as defined in the *Illinois Learning Standards for Science, state goals*. The five areas are:  
1. Solving problems by asking questions and following the steps of scientific inquiry.  
2. Communicating by interpreting results, expressing ideas and reporting findings and information. 3. Using technology in a variety of forms. 4. Working on teams in a cooperative effort to find solutions to problems. 5. Making connections by applying learning. Course units include Earth Science, Astronomy, Physical Science, and Chemistry. Prerequisite- completion of Integrated Science 110-210 (0.5 units per semester)

**ENGLISH 730 AND 830:** This is a one-semester, elective course designed for cross-categorically-placed seniors. Course requirements reflect incorporation of the State Goals for Learning and Illinois Learning Standards. The student receives individualized instruction in the following content areas: punctuation, capitalization, reading comprehension, oral expression, writing skills, spelling, and vocabulary. (0.5 units per semester).

**READING 30:** This is a remedial reading course focusing on reading comprehension, vocabulary skills, and study skills. (0.5 units per semester)

**PERSONAL DEVELOPMENT 30:** This course is offered to students in the 30-program. It is designed to improve and increase knowledge in the areas of self-esteem, personal grooming, family living, tobacco, alcohol and drug abuse, human cycle, personal growth and independent functioning. (0.5 units per semester)

**HEALTH 30:** This is a semester course designed primarily for mentally handicapped freshman. Areas of instruction include: mental health, tobacco use, alcohol and drug abuse, human cycle, family living, and communicable diseases. This course meets the graduation requirements for health. (0.5 units per semester)

**HEALTH 110 and 210:** One-semester required course. Areas of instruction include making healthy choices, personal care and development, tobacco, alcohol, preventing drug abuse, family life, growth and development, reproduction and heredity, infectious diseases, and mental health. (0.5 units per semester)



**INTEGRATED ALGEBRA 130 and 230:** This program is designed to increase the student's knowledge and competence in basic operations, money management, banking, career choices, consumerism, business, and using mathematics in everyday living. (0.5 units per semester)

**INTEGRATED ALGEBRA 330 and 430:** This program is designed to increase the student's knowledge and competence in basic operations, money management, banking, career choices, consumerism, business, and using mathematics in everyday living. (0.5 units per semester)

**INTEGRATED ALGEBRA 110 and 210:** This two-semester course meets the math requirement and is designed for the freshman students who receive special education services in mathematics. The student receives individualized instruction in operations of whole numbers, decimals, and problem solving skills. Emphasis is placed on solving math problems in "everyday" situations. During the second semester instruction extends to operations of fractions, check writing, and banking skills, metric and English measurement, and problem solving skills. (0.5 units per semester)

**INTEGRATED ALGEBRA 120 and 220:** This two-semester course is for freshman students who receive special education services in mathematics. It provides individualized instruction in computational skills and training in practical application of mathematics. Emphasis is placed on earning money, payroll and deductions, savings and checking accounts, and using credit. During the second semester instruction includes filing income tax forms, using common measurements, ratios, percents, application of geometric terms, and everyday use of statistics. (0.5 units per semester)

**INTEGRATED ALGEBRA 310 and 410:** This two-semester course meets the math requirement and is designed for the sophomore students who receive special education services in mathematics. The student receives individualized instruction in operations of whole numbers, decimals, and problem solving skills. Emphasis is placed on solving math problems in "everyday" situations. During the second semester instruction extends to operations of fractions, check writing, and banking skills, metric and English measurement, and problem solving skills. (0.5 units per semester)

**INTEGRATED ALGEBRA 320 and 420:** This two-semester course is for sophomore students who receive special education services in mathematics. It provides individualized instruction in computational skills and training in practical application of mathematics. Emphasis is placed on earning money, payroll and deductions, savings and checking accounts, and using credit. During the second semester instruction includes filing income tax forms, using common measurements, ratios, percents, application of geometric terms, and everyday use of statistics. (0.5 units per semester)

**INTEGRATED GEOMETRY 510 and 610:** The Integrated Geometry sequence combines mathematic topics in an integrated program. Number sense, algebra, geometry, statistics, and logic are presented as tools for investigating and exploring new math concepts. Each chapter focuses on application problems. Students will see how geometry relates to reasoning and problem solving. Students will discover that algebraic concepts can enhance their critical thinking skills. They can also become good at evaluating the meaning of statistics that are presented on TV and in newspapers. Students will learn how to use mathematics to their advantage in school, at home, and at work. Instructors will make appropriate curricular and instructional modifications as required by a student's IEP. (0.5 units per semester)

work, or the equivalent, as in the case of vocational out-of-school programs.

Students returning after eight semesters of attendance would be eligible to attend school on a part-time basis. However, the attendance must be for a continuous period of time during the school day. Only in emergency situations would other students be permitted to attend on a part-time basis.

### **DRIVER EDUCATION - CLASSROOM**

Students must have at least sophomore credit status to take driver education. At times, it becomes necessary to deny student's enrollment in Driver Education I, because student requests are greater than teacher time available. When this becomes necessary, students who fall into the following two categories will be the ones denied Driver Education I for one nine-week period:

- 1) Students who have failed or withdrawn from driver education the previous nine-week period
- 2) Students returning to Pekin High who have been previously enrolled in Driver Education I.

### **SCHEDULE CHANGES**

Once a student selects courses for the year, changes are discouraged and should be made only as needed to meet graduation requirements. Changes in a student's daily schedule of classes may be made only by his/her counselor. He must attend the classes as printed on his program until his counselor makes the necessary change. No student request for changes will be accepted during the first three days of the semester. Counselors are required to keep such changes to a minimum after the semester has begun, so a student should choose his courses carefully when the counselor helps him plan his program for the next semester.

A student taking five or six full-credit courses is allowed to drop one of these before the end of the eleventh week of a semester regardless of the grade, providing the student is not enrolled in a study hall or assistant, and the course will show only as a "drop." If the course is dropped after the eleventh week, it will be recorded as an "F" on the permanent record.

### **WITHDRAWAL AND TRANSFER FROM SCHOOL**

#### **1. Transfer Student**

Those students who are transferring to another school will complete and have their parent or guardian sign a drop notice obtained from the deans' office. When this has been submitted to the principal, the student is considered dropped from school. The student may re-enter only upon verification of enrollment in another school or must re-enroll at Pekin Community High School prior to the accumulation of five unexcused absences to be determined by the principal. If the student returns, any accumulated unexcused absences will remain on the attendance record.

#### **2. All Other Students**

When a student wishes to drop out of school for reasons other than transferring, the following will occur:

- a. The student will be sent to discuss the drop with his/her counselor.
- b. If the student still wishes to drop, he/she will bring his/her parent or guardian to school. They will confer with the dean, and if the parent or guardian is in agreement with the drop, the drop notice will be signed by all persons involved. The student will then be dropped from classes and may not re-enter until the following semester.
- c. If the student does not bring his/her parent or guardian to school, the dean will complete the drop notice. The dean will attempt to contact the parent by telephone. If he/she is not successful, a letter will be sent home to notify the parent of the drop. In either case, the student will not be permitted to re-enter until the following semester.

In all cases a withdrawal form must be obtained in the Deans' office, completed and returned to the Deans' office. If the above procedure is followed, your school records will be complete for the time you spent at PCHS. If you are going to work, recommendations to your prospective employer may be written with little difficulty. It is important to your future that you keep your school records complete and clear.

**NOTE:** If a student drops from school, the student is not to be on the school grounds without permission of the building principal. If the student would like to talk to the principal, he/she must call and make an appointment. Former students found on school grounds without permission may be arrested for criminal trespass.

### **STUDENT RECORDS**

The records of students who enroll in Pekin Community High School are subject to rules and regulations of the Illinois Office of Education which are based on the Illinois School Student Record Act of 1975.

The school shall grant access to, or release information from, school student records only with written parent consent or notification except: a) to school employees or officials having current educational or administrative interest in the student and the records; b) for the purpose of research and statistical reporting provided no student or parent can be identified from the information released; c) pursuant to a court order properly given.

All rights of the parent regarding records become exclusively those of the student upon his eighteenth birthday, graduation from high school, marriage, or entry into the military service.

A permanent record includes the student's name, birth date, place of birth, address, name and address of parent(s) or guardian, attendance records, gender, grades, class rank, graduation date, grade level achieved, scores on college entrance examinations, scores received on all State assessment tests administered at the high school level, accident reports, health records, and the records pertaining to any release of permanent record information. A student's permanent record must be maintained by a school for a minimum of 60 years after the student has transferred, graduated or otherwise permanently withdrawn from school.

All other records kept on students are considered temporary. A temporary record may include family background information, intelligence test scores, aptitude test scores, psychological and personality test results, evaluations, achievement test results, extra-curricular activities, honors, awards, teacher anecdotal records and disciplinary information on file. The parents and/or student shall be given an opportunity to copy any part of the temporary records before they are destroyed. The school may charge no more than 35 cents per page for duplicating any part of a record.

The parents have the right to inspect and copy permanent and temporary records, control access and release of such records, and challenge the contents on the basis of accuracy, relevancy and/or propriety. The parent may initiate such a challenge by a request in writing specifying the entry or entries to be challenged and the basis of the challenge. This written request shall be submitted to the principal who shall have an initial informal conference; the principal shall inform the parents of the steps to take to proceed formally.

All temporary records of those students who graduate or withdraw from Pekin Community High School during the school year will be destroyed on July 1 thereafter. These records include the student's cumulative file kept by the counselor, attendance and disciplinary files kept by the deans, and other records of relevance to the education of the student only during the time of enrollment in school.

## EXAMINATION PROCEDURES

### 1. Nine-Week Tests

Comprehensive nine-week tests shall be required in all full-credit courses for the first and second grading periods of each semester. Failure of a student to take a nine-week test shall result in a failing grade for the grading period. The value of the nine-week test shall be 25 percent of the grading period grade. The nine-week test may be given any time during the last ten days of the grading period. If a final examination is not required, each nine-week grade will count 50 percent of the final grade.

### 2. Final Examinations

All students shall take part in a final examination for each course given at the end of each semester unless they meet the conditions for being excused. The final exam will count as 20 percent of the semester average. If a student is required to take a final examination it must be taken during the regularly scheduled time period for the exams. Students taking a required semester exam must remain in the classroom for the entire testing period. Students who choose to leave the room without permission before the end of the testing period will receive a failing grade for the semester. Students who choose to take a semester exam in an attempt to raise their grade are also required to remain in the classroom for the entire period.

### 3. Conditions for Excuse From Semester Final Examinations

A student who has a maximum of three absences from class in a semester, who has not received more than three tardies to a class in semester, and who has not skipped class shall have the option of being excused from the semester final examination in that class provided the student did not receive a failing grade for any grading period in the semester. Students are required to be in attendance the day

immediately preceding final exams. Students not in attendance will be required to take final exams unless the absence is school related. Failure to take a required final exam will result in failure of the course. Exceptions to the above may be made at the discretion of the principal where there has been a death of a parent, grandparent, brother or sister. A request for an exception must be made to the principal in writing.

Students participating in approved school activities will be counted as present, and such participation will have no bearing on the requirement of taking semester examinations. Students are responsible for turning in required work in their courses prior to being gone on a school activity.

For the purposes of the rule, a first semester twelfth-grade student or a second semester eleventh grade student will be permitted one additional absence per year for the purpose of visiting colleges or other training institutions based upon their occupational choice. College visit procedures must be followed as outlined under absence procedures. Eleventh graders may not visit after May 1.

Students receiving homebound/hospital instruction or students who transfer into a new course after more than three days are required to take final examinations with no exceptions. In the case of a transfer to a new course, the absence count begins with the first day of the semester and not with the first day of the student's attendance in the class. If a student is not required to take the semester examination, the semester grade will be based upon the two nine-week grades, or the student may elect to take the semester final examination in an attempt to improve the semester grade. However, the semester final examination grade shall not cause the semester grade to be lowered.

## GRADING SYSTEM

A = 4 grade points	Excellent work	(90-100)
B = 3 grade points	Good work	(80-89)
C = 2 grade points	Average work	(70-79)
D = 1 grade point	Poor work	(60-69)
F = 0 grade point	Below passing work	(0-59)
I =	Indicates incomplete work which must be completed in a specified length of time.	

The two nine-week grade percentages and the final exam grade percentage will be used to determine the semester grade, which is recorded on the permanent record. Students and parents are encouraged to confer with the teacher or counselor when progress seems unsatisfactory. Report cards are sent home during the week following the end of each nine-week period. Contact the counselor if you have questions about grades.

When a student receives an "F" for either nine-week period or the final exam, a failing grade may be given for the semester, regardless of the average, if the teacher believes the reason for the poor work was a lack of effort to master the minimum essentials or to complete required work.

High honors are achieved by those students whose grade-point average is 3.650 or higher. Honors are achieved by those whose grade-point average is 3.35 through 3.649. Students must be carrying four courses that earn .5 credit per

**ENGLISH 530 and 630:** This is a one-semester, required course designed for cross-categorically-placed juniors. The student receives individualized and small-group instruction in reading comprehension, oral expression, writing skills, spelling, vocabulary, punctuation, and grammar. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards.

Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing, communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. (0.5 units per semester)



**ENGLISH 730 and 830:** This is a one-semester, elective course designed for cross-categorically-placed seniors. Course requirements reflect incorporation of the State Goals for Learning and Illinois Learning Standards. The student receives individualized instruction in the following content areas: punctuation, capitalization, reading comprehension, oral expression, writing skills, spelling, and vocabulary. (0.5 units per semester)

**ENGLISH 110 and 210:** This is a two-semester course that meets the English requirement. This course is designed for freshman students with learning disabilities. The student receives instruction in the following content areas: reading comprehension, oral expression, writing skills, vocabulary development, and spelling. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards.

Students further evaluate the subject matter in written compositions where they receive feedback to improve writing

skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating and using information. (0.5 units per semester)

**ENGLISH 310 and 410:** This two-semester course meets the English requirement for sophomores in the 10<sup>th</sup> grade program. It is designed to improve reading, writing, listening, speaking, and oral grammar skills. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards.

Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. (0.5 units per semester)

**ENGLISH 510:** This is a first-semester course that meets the English requirement. This course is designed for junior students with learning disabilities. Course requirements reflect incorporation of the State Goals for Learning and Illinois Learning Standards. The student receives individualized instruction in the following content areas: parts of speech, punctuation, capitalization, reading comprehension, oral expression, writing skills, spelling, and vocabulary.

Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. (0.5 units per semester)

**ENGLISH 610:** This is a one-semester, elective course designed for junior students with learning disabilities. Course requirements reflect incorporation of the State Goals for Learning and Illinois Learning Standards. The student receives individualized instruction in the following content areas: parts of speech, punctuation, capitalization, reading comprehension, oral expression, writing skills, spelling, and vocabulary. (0.5 units per semester)

**ENGLISH 710:** This is a one-semester course designed for senior students with learning disabilities. Course requirements reflect incorporation of the State Goals for Learning and Illinois Learning Standards. The student receives individualized instruction in the following content areas: parts of speech, punctuation, capitalization, reading comprehension, oral expression, writing skills, spelling, and vocabulary. (0.5 units per semester)

**ENGLISH 810:** This is a one-semester, elective course designed for senior students with learning disabilities. Course requirements reflect incorporation of the State Goals for Learning and Illinois Learning Standards. The student receives individualized instruction in the following content areas: punctuation, capitalization, reading comprehension, oral expression, writing skills, spelling, and vocabulary. (0.5 units per semester)

# Theatre Arts



COURSE	YEAR OFFERED
Drama I	9 - 12
Drama II	9 - 12

**DRAMA I:** First or second semester elective. This survey course covers stage craft, lighting, scenery, make-up, production, acting, directing, and theatrical history. This course is open to all students. The goal of Drama I is to give the student practical experiences in all phases of theater practice. The course is designed to develop the individual's talent, self-confidence and yet is a highly cooperative group activity. (0.5 units per semester)

**DRAMA II:** First or second semester elective for those students who have completed Drama I. This course focuses upon acting, character development, understanding the playwright's intent, directing, and current theatrical literature. Theater fieldtrips are scheduled to reinforce and enhance what is learned in the course. (0.5 units per semester)

# Special Education

COURSE	YEAR OFFERED
English 130 and 230	9 - 10
English 330 and 430	9 - 10
English 530 and 630	11
English 730 and 830	12
English 110 and 210	9
English 310 and 410	10
English 510	11
English 610	11
English 710	12
English 810	12
English 730 and 830	12
Reading 30	9 - 12
Personal Development 30	9 - 10
Health 30	9
Health 110 and 210	9
Integrated Algebra 130 and 230	9
Integrated Algebra 330 and 430	10
Integrated Algebra 110 and 210	9
Integrated Algebra 120 and 220	9
Integrated Algebra 310 and 410	10
Integrated Algebra 320 and 420	10
Integrated Geometry 510 and 610	11
Integrated Geometry 520 and 620	11
Integrated Geometry 530 and 630	11
Integrated Science 130 and 230	9 - 10
Integrated Science 330 and 430	10 - 11
Integrated Science 110 and 210	9 - 10
Integrated Science 310 and 410	10 - 11
American Government 30	11 - 12
Civics 30	9 - 10
U.S. History 130 and 230	11 - 12
U.S. History 110 and 210	11
American Government 110 and 210	12
Consumer Education 110 and 210	12
Geography 110 and 210	9 - 12
Work Study 30	10 - 12
Work Seminar 30	10 - 12
Making Choices 30	9 - 12
Life Skills	9 - 12

**ENGLISH 130 and 230:** English 130 and 230 is designed for cross-categorically placed freshmen and sophomores. This English program emphasizes life skills and development of language skills. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Topics and activities are designed to promote an awareness of community services, career opportunities, and development of life skills that promote successful citizenship. The introduction of classic books, contemporary stories, and other required readings are designed to build vocabulary and nurture an interest in independent or recreational reading.

Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating and using information. (0.5 units per semester)

**ENGLISH 330 and 430:** English 330 and 430 is designed for cross-categorically placed freshmen and sophomores. This English program emphasizes life skills and development of language skills. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Topics and activities are designed to promote an awareness of community services, career opportunities, and development of life skills that promote successful citizenship. The introduction of classic books, contemporary stories and other required readings are designed to build vocabulary and nurture an interest in independent or recreational reading.

Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluations and using information. (0.5 units per semester)

semester and receive letter grades (no pass/fail courses included) to be eligible for the honor roll. The honor roll is published at the end of every nine-week period and at the conclusion of each semester.



When averaging grades, the following values are used:

- A = 3.5 through 4.0
- B = 2.5 through 3.4
- C = 1.5 through 2.4
- D = .5 through 1.4
- F = .4 and below

Parents/guardians who work and are unable to meet with educators because of a work conflict have the right to an allotment of time from their employer during the school year to attend necessary educational or behavioral conferences at the school their children attend. A copy of the Illinois School Visitation Rights Act and a Visitation Form are available in the principal's office.

## PARENT ACCESS

Parent Access is an on-line program where parents have the opportunity to view their student's academic progress, attendance/tardy occurrences, and lunch choices. The information is viewed in "real time", meaning that grades posted represent current scores and work submitted. Parents may obtain Parent Access log-in and password codes from the Central Office which is located in the Holman Center at 320 Stadium Drive. Access codes must be picked up in person. In addition, parents may pick up their individual access codes at Schedule Pick-up Day, Freshman Orientation Night, Curriculum Night, and at both the fall and spring Parent-Teacher Conference dates. Parent Access is an effective method to chart the progress of your student. We encourage all parents to take advantage of the program. Only one-log-in and password code is necessary for each family regardless of how many students attend the high school.

## PROGRESS REPORTS

In addition to quarterly grades, the school mails home progress reports at the 4-1/2 week mark of each nine-week grading period. Parents are encouraged to anticipate the mailings, review the data, and contact the school with any questions or concerns. The mailing dates can be found in the Student-Parent Handbook.

## STANDARDIZED TESTING

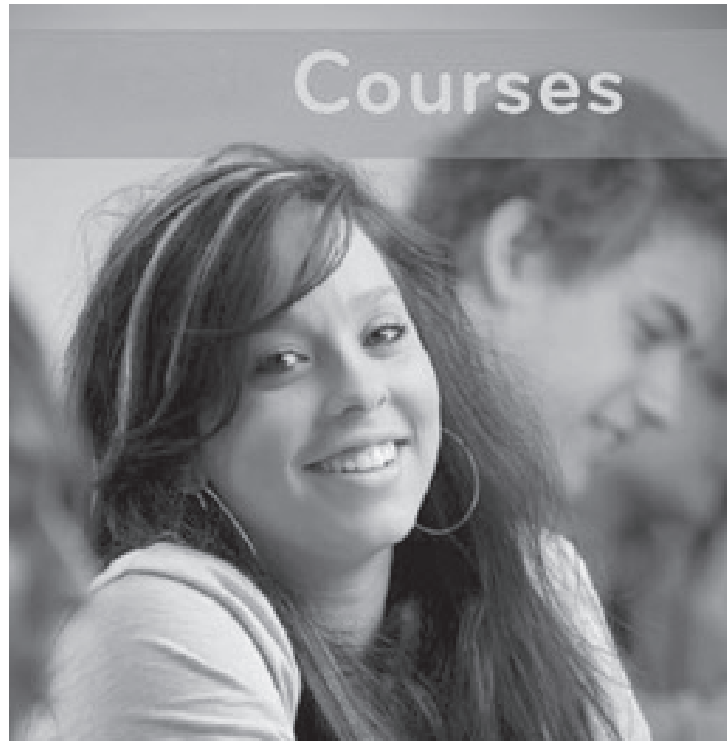
Pekin Community High School utilizes the ACT Educational Planning and Assessment System or EPAS. EPAS is a testing sequence developed by ACT which included the Explore exam, administered at the 8<sup>th</sup> grade and 9<sup>th</sup> grade level, the Plan test which is administered at the 10<sup>th</sup> grade, and the ACT which is an 11<sup>th</sup> grade exam. Data gained from this testing series is used to make determinations pertaining to student achievement in both an individual and school-wide format. Test results enable both students and school personnel to make future achievement projections as well as allowing for the evaluation of the effectiveness of curriculum. As a result, it is very important that students perform up to their capabilities when taking the exams. We encourage students and their parents and/or guardians to review test results carefully. Please feel free to contact your counselor or building level administration if you have questions pertaining to individual test results. Evidence is clear that the EPAS testing sequence will serve students well as they prepare to develop both post-secondary educational and/or career opportunities. As such, students should view the testing sequences as an excellent resource to determine their individual strengths as well as a vehicle to address areas in need of enrichment.

## NATIONAL HONOR SOCIETY

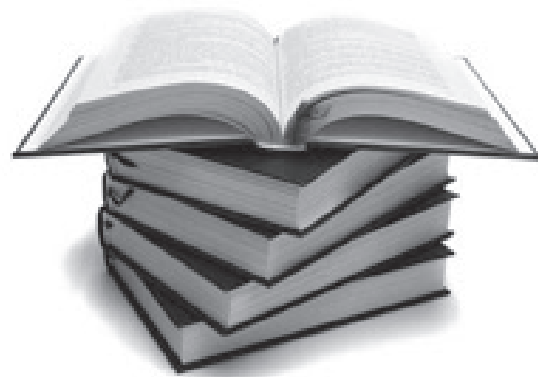
Pekin Community High School, Chapter 305 of the National Honor Society, was granted its charter in 1925. The purposes of the chapter are to create enthusiasm for scholarship, stimulate a desire to render service, promote leadership, and develop character for all students.

The four qualities considered for membership are scholarship, leadership, character and service. Faculty voting is followed by the final selection made by a committee composed of faculty members.

To be eligible for membership in the National Honor Society, a junior must have a 3.2 cumulative grade point average for five semesters. However, membership is generally not awarded to juniors with a cumulative grade point average between 3.2 and 3.4. Seniors must have a 3.2 cumulative grade point average for seven semesters. Students must also show leadership qualities, show service to the school or community, and demonstrate character. Seniors must be enrolled and continue through both semesters in order to be eligible for candidacy.



# COURSES COURSES COURSES



understanding personal problems and social relationships. Topics covered in the course would include the following; human development, psychology as a science, personality development, learning theory, understanding thinking and remembering, dealing with stress and frustrations, and treating and understanding mental disorders. (0.5 units per semester)

**SOCIOLOGY:** This is a one-semester elective mainly for college-bound seniors. The course is taught as a survey course dealing with understanding group interaction. The course is designed to help students recognize and understand the multitude of social problems facing the world today as exemplified by problems of crime, poverty, and social class differences. The student will explore man's relationship to culture and the social rules for living within a culture. In addition, the student will be introduced to sociological research methods. (0.5 units per semester)

**U.S. HISTORY 1 and 2:** This is a required two-semester course recommended for juniors who are not taking U.S. History 1B or 2B. This course meets the U.S. History graduation requirement prescribed by District 303 and the State of Illinois. U.S. History provides a survey of major social, cultural, economic, and political events spanning colonial history through the Twentieth Century and is divided along the following lines:

U.S. History 1 — Colonialism through World War I (1500s-1920) (Topic choice is subject to teacher discretion.) Native Americans; thirst for gold; Lobsterbacks and Yankees; the new United States faces overwhelming problems; Remember the Alamo!; slavery; Civil War; the Wild, Wild West; robber barons; Remember the Maine, To Hell with Spain!; gassed in the trenches. (0.5 units per semester)

U.S. History 2 — Twentieth Century after World War I, with emphasis on the development of the United States as a world power-flappers and moonshine, breadlines, birth of the welfare state, fighting fascism, Rosey the Riveter, Holocaust, the nuclear age, superpowers and the Cold War, witch hunts for Reds, police actions—Korea and Vietnam, scandal and resignation (0.5 units per semester)

**U.S. HISTORY 1B and 2B:** This is a required two-semester course recommended for juniors who are not taking U.S. History 1 and 2. Special attention is devoted to activities aimed at improving reading comprehension. This course meets the U.S. History graduation requirement prescribed by District 303 along with the State of Illinois and follows the topic list outlined in U.S. History 1 and 2 above. (0.5 units per semester)

**AP U.S. HISTORY 1 and 2:** Advanced Placement U.S. History is a college prep one year course for juniors and seniors. A.P. U.S. History is designed as a chronological and thematic journey through the American past. The course begins in Pre-Columbian America and traverses through the development of American social, political, and economic systems culminating in the early twenty-first century. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform

movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialization, populism, Progressivism, the Great War, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century. Each topic will be analyzed using various themes from US history such as American Diversity, American Identity, Culture, Demographic Changes, Economic Transformations, Environment, Globalization, Politics and Citizenship, Reform, and Religion. The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States History. The class will prepare students to take the AP exam for potential college credit. (0.5 units per semester)

**WORLD ISSUES:** This course is a semester elective for juniors or seniors which can be taken either or both semesters. The purpose of this course is to give students some ideas of the sources of information available to them so they can keep informed about world issues and the potential impact of these issues on their own lives. Current newspapers, periodicals, and electronic news media are used as resource materials. (0.5 units per semester)

**ICC DUAL-CREDIT AMERICAN HISTORY:** This survey course examines the development of the United States, emphasizing the political, social, and economic institutions that characterize our nation. The course examines the colonial origins of America and the development of the United States through the Vietnam conflict. Successful completion of this course will meet the U.S. History graduation requirement prescribed by District 303 and the State of Illinois. Students who pay ICC tuition and successfully complete American History 201 and/or American History 202 will earn 3 hours credit for each. This course is structured and taught as a college history course. Thus, the course is fast-paced and students are expected to maintain a high level of achievement and exhibit a positive pattern of attendance, behavior, and classroom participation.

**AMERICAN HISTORY 1:** This course traces the history of the United States from the pre-Columbian period through the Civil War. Topics included are: the clash between the American view of self-government and the English concept of empire, the achievement of independence, the formulation and implementation of an acceptable form of government, the rise and development of political parties, changing concepts of democracy, the westward movement, sectional controversy, and the Civil War. (0.5 units per semester)

**AMERICAN HISTORY 2:** This course traces the history of the United States from the end of the Civil War to the present. Topics included are: Reconstruction, the changing frontier, the potential of our natural resources, the growth and development of an industrial economy, farmers and their reactions to the industrial economy, the changing concept of American democracy, World War I, the 1920s, the Great Crash, the Depression and the New Deal, World War II, and the United States since 1945. (0.5 units per semester) **(Dual-credit opportunity)** Students entitled to free or reduced lunch will receive tuition waivers.

# Social Studies

COURSE	YEAR OFFERED
American Government	11 - 12
American Studies 1 and 2	11
Global Studies I, II, III, and IV	9 - 10
Consumer Business	11 - 12
Economics	11 - 12
Geography of North America	11 - 12
Psychology	11 - 12
Sociology	11 - 12
U.S. History 1 and 2	11
U.S. History 1B and 2B	11
AP U.S. History 1 and 2	11 - 12
World Issues	11 - 12
ICC Dual-Credit American History	11 - 12
American History to 1865: American History 1	
American History since 1865: American History 2	

**AMERICAN GOVERNMENT:** This first or second semester course is offered to juniors and seniors to meet Pekin High graduation requirements and to fulfill the federal and state constitution requirements established by state law. The class focuses on assessing the foundations and functions of American Government in history and the present. The course focuses on the American political process, civil rights and liberties, civic participation, federalism, separation of powers, checks and balances, public policy, and Constitutional interpretation. Active participation in learning is required just as citizens actively participate in a democracy. The focal point of the class is a semester long simulation of the law making process focusing on the House of Representatives and the Illinois General Assembly. (0.5 units per semester)

**AMERICAN STUDIES 1 & 2:** This is a two-semester course recommended for college-bound juniors. The course meets the English requirement for graduation (English 5/6) and the U.S. History graduation requirement prescribed by both District 303 and the State of Illinois. American Studies pairs a chronological survey of American literature from the colonial era to the present with comparable U.S. history topics. English and history classes are frequently combined for instruction, projects, presentations, and other activities, which employ either a group format or individual students working alone. Students read and analyze literature through discussion and projects. In addition, students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating and using information. This course will be limited to an enrollment of 50 students. (1.0 unit per semester)  
**PREREQUISITE:** A student must have taken both English 3A-4A or receive permission for enrollment from both the English and Social Studies Department Chairpersons.

**GLOBAL STUDIES I, II, III, AND IV:** Global Studies I/II and III/IV will be offered on alternating years to meet the freshman core requirement. This course also serves as a sophomore elective. College-bound students are encouraged to enroll in all four semesters. Historical and geographical concepts,

along with study skills, are emphasized. The purpose of this course is to assess the contributions of major western and nonwestern civilizations and summarize their impact on the development of contemporary world cultures. Students will also use the five geographic themes to verify the effects of geography on cultural development.

**Global Studies I** - Prehistory through Fall of Rome (prehistory - 500 A.D.) cave men; Egyptian pyramids; Greeks and Romans; early Indian, Chinese, and African kingdoms (0.5 unit per semester)

**Global Studies II** - Medieval World to the Renaissance (500-1400 A.D.) World religions; knights in shining armor; castles and cathedrals; the Black Death; Timbuktu; samurai warriors (0.5 units per semester)

**Global Studies III** - Renaissance through Russian Revolution (1400-1917) rebirth of learning; Aztecs, Incas, and Columbus; inventions and machines; magnificent palaces; powerful kings and queens; black slavery; Napoleon (0.5 units per semester)

**Global Studies IV** - Twentieth Century after Russian Revolution World War I; World War II; the Great Depression; skyscrapers; dictators; kamikaze pilots; communism and Lenin; the Holocaust; fascism and Hitler; the Middle East (Arabs v. Israelis) (0.5 units per semester)

**CONSUMER ECONOMICS:** Consumer Economics is a first or second semester course designed to help the student become a good consumer and a better, more informed citizen. The student studies credit, banking, money management, and the purchasing of automobiles, appliances, and food. Other subject areas studied include advertising, consumer protection, investments, protection through insurance, consumer rights and responsibilities, alternatives in housing, labor unions, taxes, and social security. This course fulfills the state legal requirements regarding the teaching of consumer information in the schools. (0.5 units per semester)

**ECONOMICS:** This course, which satisfies the requirements for consumer economics, is a one-semester elective for juniors or seniors. It is designed for those students of college ability and is strongly recommended for those students going on to college. The course focuses on the concepts of opportunity cost, scarcity, supply and demand, banking, taxation, and international trade. (0.5 units per semester)

**GEOGRAPHY OF NORTH AMERICA:** This course is a one-semester elective for juniors or seniors designed to give the students an intensive study of their environment and the cultural realm of which they are a part (Anglo-America). Generally, the approach used involves the study of the physical environment and human interaction with it by using a regional approach to the study of Anglo-America (the United States and Canada). However, special emphasis is given to the study of human/environment interaction in central Illinois, especially as it relates to the Illinois River. (0.5 units per semester)

**PSYCHOLOGY:** This is a one-semester elective mainly for college-bound seniors. This course is designed to demonstrate the value of the scientific approach to

# ART

COURSE	YEAR OFFERED
Art 1	9 - 12
Art 2	9 - 12
Drawing	10 - 12
Painting	10 - 12
Sculpture	10 - 12
Photography	11 - 12
Glassworks	11 - 12



**ART I:** Art 1 is a **First semester** elective for Freshman, Sophomore, Junior and Senior students. This is an introductory course in two dimensional design. Most of the work is completed in a wide variety of drawing and painting materials with an emphasis on drawing techniques and composition. Drawing subjects include landscapes, perspective, portraits, and still-life. Students will learn how to draw Realistic, Abstract and Non-Objective compositions. A student supply list will be given on the first day of class. Select student artwork will be displayed throughout the building and on the PCHS website. (0.5 units per semester)

**ART 2:** Art 2 is a **Second semester** elective for students who have passed Art 1. This is a course in three-dimensional design. Projects undertaken include the following: printmaking, ceramics, plaster and wire sculpture and other design problems. A student supply list will be given on the first day of class. Select student artwork will be displayed throughout the building and on the PCHS website. (0.5 units per semester)

**DRAWING:** Drawing is a **First semester** elective for students who have passed Art 1 and Art 2. This course is an in-depth experience in various drawing media with an emphasis in creativity of expression. Drawing media includes pencil, marker, ink, pastel, conte', charcoal, watercolor and others. A student supply list will be given on the first day of class. Select student artwork will be displayed throughout the building and on the PCHS website. (0.5 units per semester)

**PAINTING:** Painting is a **Second semester** elective for students who have passed Art 1 and Art 2. This is a course in acrylic painting, although watercolor and tempera paint will be used. The student will be instructed to prepare a canvas, to mix colors and the technique of painting. A survey of various styles and historical development of painting will also be taught. A student supply list will be given on the first day of class. Select student artwork will be displayed throughout the building and on the PCHS website. (0.5 units per semester)

**SCULPTURE:** Sculpture is a **Second semester** elective for those students who have passed Art 1 and Art 2. In this class, students will undertake projects in 3-D design using plaster, wire, wood, stone, clay and other materials. The student will gain experience in creating in-the-round and relief

sculptures. Students will also undertake advanced ceramic production with wheel thrown pottery and hand built methods during this course. A student supply list will be given on the first day of class. A fee of \$7.50 will be charged each student to supplement the cost of materials specifically ordered for use by the students in this class. Select student artwork will be displayed throughout the building and on the PCHS website. (0.5 units per semester)

**PHOTOGRAPHY:** Photography is a first or second semester elective for junior and senior students that have successfully passed Art One and Art Two. Students will establish their own vision while investigating photographic imaging by means of digital photography. This course will provide fundamental knowledge in the basic digital processes using electronic cameras, lenses, computers, and imaging software. Students will experience studio lighting, image scanning, image enhancement, manipulation, and composition. Historical, technological and economic issues, and ethical implications of digital photographic imaging will be discussed. Though it is not required, it is recommended that students have their own digital cameras if compatible with school equipment.

A \$15.00 lab fee will be charged to offset the cost of materials. Students will be required to purchase additional materials beyond normal usage. Students and parents must sign a repair and replacement waiver prior to the use of school equipment. (0.5 units per semester)

**GLASSWORKS:** This Fall Semester course is for Junior and Senior students who have successfully completed Art 1, Art 2 and Sculpture. The purpose of this course is to introduce students to the major concepts in the artistic field of glass while instructing them through a series of projects to develop a portfolio including Stained Glass, Fused and Slumped Glass and Glass Casting. Glass has become a contemporary medium for artists to express themselves. This course offers a strong foundation of information with an emphasis on studio production using a variety of traditional and contemporary glass instructional techniques. A \$15.00 lab fee will be collected at the beginning of the course. (0.5 units per semester)

# Business Education

COURSE	YEAR OFFERED
Accounting I	10 - 12
Accounting II	10 - 12
Software Applications	9 - 12
Intro to Business I	9 - 10
Intro to Business II	9 - 10
Keyboarding/Word Processing	9 - 12
Marketing I	11 - 12
E-Commerce	11 - 12
Record Keeping and Database Design	10 - 12
Webpage Design	10 - 12



**ACCOUNTING I:** Accounting I is a first or semester elective course open to sophomores, juniors, or seniors. The study of accounting deals with planning, keeping, analyzing, and interpreting financial records. Study progresses from the completed accounting cycle for a sole proprietorship through the accounting cycle for a partnership. Students learn to understand business transactions, identify business forms, maintain journals and ledgers, complete trial balances, make adjusting and closing entries, and prepare financial statements or reports that reflect the condition of the business. (0.5 units per semester)

**ACCOUNTING II:** Accounting II is a second semester elective course open to sophomores, juniors, or seniors who have passed Accounting I. Study progresses through the complete accounting cycle for a corporation. Students continue to study various business transactions, identify business forms, maintain journals and ledgers, complete trial balances, make adjusting and closing entries, and prepare financial statements or reports that reflect the condition of the business. In addition, various accounting control systems are studied—a voucher system, a petty cash system, and an inventory system. (0.5 units per semester)

**SOFTWARE APPLICATIONS:** Software Applications is a one semester course that provides the student the opportunity to develop an awareness and understanding of the use of software to accomplish tasks typically preformed by employees in the business world. Students will receive hands-on experiences that relate to real world projects. Instruction is given in the use of spreadsheets, databases, and presentation software. It is recommended the students entering this course be familiar with word processing software since integrated business projects will be assigned. This course has a prerequisite of successful completion of Keyboarding / Word Processing. (0.5 units per semester)

**INTRO TO BUSINESS I:** Introduction to Business I is the first of a two-semester sequence that provides the student with an introduction to the business world. It explains the necessity for the management of resources—natural and personal. The student is introduced to the different forms of economic systems. The student learns the major forms of business organizations and their functions in our economic

system. The student is introduced to the necessity of becoming an informed consumer and a wise shopper. (0.5 units per semester)

**INTRO TO BUSINESS II:** Introduction to Business II introduces the student to the process of choosing a career, applying for a job, composing a resume, completing an application, and preparing for an interview. The student is introduced to banking and the services provided to consumers. The student is made aware of credit and the importance of using it wisely. The student is introduced to the different forms of investments. (0.5 units per semester)

**KEYBOARDING/WORD PROCESSING:** Keyboarding/Word Processing is a one-semester course designed to refresh and build the student's basic skills in keyboarding technique and to introduce the students to the various uses of word processing software. The students will begin the course by improving their basic keyboarding skills and then will be introduced to word processing applications. They will be completing various word documents including letters, memos, tables, announcements, resumes, themes, and agendas. Language usage, proofreading, and formatting skills will be stressed. (0.5 units per semester)

**MARKETING I:** This first semester course is designed to provide students with the knowledge and skills needed to be successful in a sales career. Major emphasis is placed on the specific selling techniques needed by salespeople in retailing. However, these skills are also useful in wholesaling, manufacturing, and industrial sales jobs. In addition to selling skills, students will learn marketing concepts, fundamentals of advertising, and strategies for job success. Of special importance is the realization that virtually all of us, regardless of vocation, must sell to be successful, even though much of this selling has to do with ideas rather than with merchandise. (0.5 units per semester)

**E-COMMERCE:** E-Commerce is a one semester course designed to teach students the details of electronic marketing and running a web-based business. They will learn that starting a business website requires research, strategy, and planning. Students will also experience making

models, formula and equation writing, stoichiometry and gas laws. Classroom activities involve lectures, discussions, laboratory work and demonstrations. Students must have satisfactorily completed one year of algebra and be currently enrolled in a second year of math. An average to above average ability in math and problem solving, as well as a good performance record is also suggested. (0.5 units per semester)

**AP CHEMISTRY 3 and 4:** Advanced Placement Chemistry provides an opportunity for high school students to pursue and receive credit for college-level course work. It is a first and second semester elective for juniors and seniors who have completed Chemistry 1 and 2 with a grade of C or better. Students should also have passed or be enrolled in a second year of algebra. Topics covered include solutions, chemical equilibrium, acids and bases, solubility equilibria, nuclear chemistry, thermochemistry, molecular structure, spontaneity, kinetics, and oxidation and reduction. An emphasis is placed on the mathematical relationships in these topics. Challenging laboratory activities are performed and involve greater student responsibility in the form of formal lab reports. Students taking this course may take the Advanced Placement Test for college credit. (0.5 units per semester)

**GEOLOGY 1 and 2:** First and second semester elective for students of average and above average ability with good reading and comprehension skills. Students must have completed one year of algebra. This course includes a study of the physical earth, astronomy, and a brief introduction to meteorology, through a series of discussions, demonstrations, group work, laboratory exercises, audio-visual materials, and Internet activities. The course involves a wide variety of science concepts in discussing the materials and processes which shape our planet Earth. (0.5 units per semester)

**SPECIAL ENROLLMENT OPTION:** Students who have earned two units of credit (2.0) in the Integrated Science 1-4, Integrated Science 110-410, or Integrated Science 130-430 sequences may take Geology 1-2 as juniors provided that they earned at least one year of credit (1.0) of algebra course work.

**PHYSICAL SCIENCE 1 and 2:** First and second semester elective designed to provide for the development and understanding of concepts concerning the physical and chemical properties of matter and the study of energy and its effects on matter. Extensive lab activities are used to provide quantitative applications in science, including making accurate measurements, calculating using metric units and scientific notation, graphing and interpreting lab data, and problem solving. The course is intended for freshmen with average to above average skills in reading and mathematics. Concurrent enrollment in Algebra 1 or Algebra 1A is required. (0.5 units per semester)

**SPECIAL ENROLLMENT OPTION:** Students who have earned two units of credit (2.0) in the Integrated Science 1-4, Integrated Science 110-410, or Integrated Science 130-430 sequences may take Physical Science 1-2 as juniors provided that they earned at least one year of credit (1.0) of algebra course work.

**INVESTIGATIVE PHYSICS 1 and 2:** First and second semester elective for students of average to above average ability with good reading and comprehension skills, and who are interested in science. Students must have completed one year of algebra with a grade of C or higher. This college prep

laboratory course investigates the same topics that are covered in Physics 1 and 2, but uses less rigorous mathematics. Concept-based textbook and investigative labs are used to develop the concepts of physics. Students will apply these concepts to solve problems involving motion, energy, light, sound, and electricity. Skills taught include reading technical English, using the scientific method in solving problems, collecting and interpreting data, graphing, using a calculator, and constructing devices to demonstrate physics principles. (0.5 units per semester)

**SPECIAL ENROLLMENT OPTION:** Students who have earned two units of credit (2.0) in the Integrated Science 1-4, Integrated Science 110-410, or Integrated Science 130-430 sequences may take Investigative Physics 1-2 as juniors provided that they earned at least one year of credit (1.0) of algebra course work.

**AP PHYSICS 1 and 2:** Advanced Placement Physics provides an opportunity for high school students to pursue and receive credit for college-level course work. It is a first and second semester elective for those students who have had three years of math, have above average ability in reading and comprehension, and have demonstrated an interest in science. This laboratory class is designed to meet the needs of students who plan on going into science teaching or one of the technical careers such as engineering, medicine, or pure science. Emphasis is placed upon the natural laws of the universe and their applications to this modern age. Topics include motion, energy, light, sound, electricity, magnetism, and nuclear physics. Activities include lectures, discussions, experiments, demonstrations, and projects. Students taking this course are eligible to take the Advanced Placement Test for college credit. (0.5 units per semester)

**LIVING SCIENCE:** Living Science is an activity-based course that allows the student to investigate the areas of nutrition and food, textiles and apparel, human development, living environments and management. Emphasis is on activities that develop understanding of how biology, chemistry, technology, and ecology affect life. (0.5 units per semester)

**ICC DUAL-CREDIT BIOLOGY:** This course sequence of BIOL 110 – Life Science, and BIOL 111 – The Biology of Man, can be considered equivalent to a one year sequence in General Biology at ICC. The first semester introduces the student to the diversity of living organisms, their behavior, and their ecology with emphasis on population and pollution. The second semester course develops an understanding of the biological nature of man including reproduction, genetics, origin, and evolution.

The curriculum is structured by ICC. Therefore, students taking this course should be prepared for the academic rigor involved in participating in a college course. Critical thinking skills, lab exercises, and lab examinations are emphasized. Those that pay ICC tuition and successfully complete BIOL 100 and/or BIOL 111 will earn 4 college credit hours for each course and 0.5 units per semester toward their high school graduation.

Prerequisite: This course is open to college-bound seniors that have completed a minimum of two years of lab science, primarily in biology, chemistry, or physics with a minimum C average for all four semesters. (0.5 units per semester) **(Dual-credit opportunity)** Students entitled to free or reduced lunch will receive tuition waivers.

# Science

COURSE	YEAR OFFERED
Integrated Science 1 and 2	9 - 10
Integrated Science 3 and 4	10 - 11
General Biology 1 and 2	10
Biology 1 and 2	9 - 12
Biology 3 and 4	11 - 12
AP Environmental Science 1 and 2	12
Chemistry Concepts 1 and 2	10 - 12
Chemistry 1 and 2	10 - 12
AP Chemistry 3 and 4	11 - 12
Geology 1 and 2	11 - 12
Physical Science 1 and 2	9 - 10
Investigative Physics 1 and 2	10 - 12
AP Physics 1 and 2	11 - 12
Living Science	9 - 10
ICC Dual-Credit Biology	12
Biology 110 – Life Science	
Biology 111 – The Biology of Man	

**INTEGRATED SCIENCE 1 and 2:** First and second semester science elective for freshmen or sophomores who did not successfully complete a science course during their 9<sup>th</sup> grade year. This course is designed to give students the opportunity to discover how science and technology relate to their everyday lives. Throughout the year, the focus will be placed on science techniques and the proper use of lab equipment while students investigate the life, Earth, chemical, and physical sciences. This course utilizes lecture/discussion, cooperative learning techniques, individual and group projects, lab activities, audio-visuals, and teacher demonstrations. (0.5 units per semester)

**INTEGRATED SCIENCE 3 and 4:** Third and fourth semester science elective for sophomores or juniors. The focus will be placed on science techniques and the proper use of lab equipment while students conduct more detailed investigations involving the life, Earth, chemical, and physical sciences. The topics covered expand on topics covered in Integrated Science 1 and 2 by incorporating student developed research projects. This course utilizes lecture/discussion, cooperative learning techniques, individual and group projects, lab activities, audio-visuals, and teacher demonstrations. The primary goal of the course is to expose students to principles and concepts of the main areas of scientific inquiry, but at a depth less than the more rigorous college-bound courses. A secondary goal is to require research and application of science concepts, and to teach an understanding of how those concepts relate to everyday life and technology. Another goal is to teach skills in note taking, and the compilation of a neatly organized binder representing a portfolio of work completed each quarter. Prerequisite: Student must have taken Integrated Science 1-2 to enroll in this course. (0.5 units per semester)

**GENERAL BIOLOGY 1 and 2:** First and second semester elective for those students who have an interest in biology but have difficulty in reading and comprehension. It is introductory in nature and presents biology on a less rigorous level than Biology 1 and 2. The topics and activities parallel Biology 1 and 2 for the most part but are presented on a more basic level. Optional dissections are more limited in scope and depth. Students who have successfully completed Applied Science and have a further interest in biology are acceptable candidates for this course. (0.5 units per semester)

**BIOLOGY 1 and 2:** First and second semester elective for students of average and above average ability with good reading and comprehension skills. This college prep laboratory course deals with living things and the role they play in our world. Microorganisms, plants, and animals are studied on the cellular level and as complete organisms. Other major topics of discussion include ecology, cell biology, genetics, evolution, taxonomy, and zoology. Activities include discussions, demonstrations, cooperative learning group work, laboratory exercises, and optional dissections. (0.5 units per semester)

**SPECIAL ENROLLMENT OPTION:** Students who have earned two units of credit (2.0) in the Integrated Science 1-4 or Integrated Science 110-410 sequences may take Biology 1-2 as juniors provided that they earned at least one year of credit (1.0) of algebra course work.

**BIOLOGY 3 and 4:** First and second semester elective for juniors and seniors who have completed Biology 1 and 2 with a grade of C or higher each semester. It is intended for students who plan to study biological science at the college level or for students who would like an additional year of laboratory science. Topics covered include ecology, genetics, evolution, and human anatomy/physiology. Outdoor field work and indoor laboratory work are emphasized. One year of a physical science (for example, chemistry, chemistry concepts, or physical science) is recommended before taking this course. Students taking this course are eligible to take the Advanced Placement Test for college credit. (0.5 units per semester)

**AP ENVIRONMENTAL SCIENCE 1 and 2:** The AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science. It will stress scientific principles and analyses drawn from a knowledge base in biology, chemistry, and geology. Students taking this course should be prepared for the rigor involved in a college course. Laboratory investigations will be an integral part of this class. Students will be encouraged to take the AP Environmental Science exam for college credit in the spring. (0.5 units per semester)

**PREREQUISITE:** Biology 1 and 2; Chemistry 1 and 2; minimum of C average for all four semesters

**CHEMISTRY CONCEPTS 1 and 2:** First and second semester elective designed to teach students key principles of chemistry as they relate to nature, technology, and society. The link between chemistry and the community is emphasized so that students may see the significance and relevance of chemistry applications to their everyday living. The course focuses on improving students' abilities to solve problems scientifically, analyze data to form conclusions, and perform experiments with the appropriate laboratory techniques. Students enrolled in the course should have earned a passing grade in Algebra 1 and 2. (0.5 units per semester)

**SPECIAL ENROLLMENT OPTION:** Students who have earned two units of credit (2.0) in the Integrated Science 1-4, Integrated Science 110-410, or Integrated Science 130-430 sequences may take Chemistry Concepts 1-2 as juniors provided that they earned at least one year of credit (1.0) of algebra course work.

**CHEMISTRY 1 and 2:** First and second semester elective which studies the structure of matter and the changes it undergoes. Some topics include matter, energy, atomic

knowledgeable decisions in merchandising, buying, pricing, shipping, and attention to service as applied to web marketing. A working knowledge of word processing, presentation, and spreadsheet software will be useful. (0.5 units per semester)

**RECORD KEEPING and DATABASE DESIGN:** Record Keeping and Database Design is a one semester course that is intended to prepare students for a variety of entry-level jobs in office and sales occupations or to keep records for personal use. Record Keeping and Database Design will help the students develop skills in recording, managing, retrieving, and analyzing data to aid in decision-making on a personal and business level. This course will also allow students to develop the problem-solving skills necessary for entering the world of work. (0.5 units per semester)

**WEBPAGE DESIGN:** Webpage Design is a one-semester course designed to teach students the fundamentals of designing web pages using HTML code. The course will cover the basics in formatting tags; adding links; using graphics; creating tables, frames, and forms; and using JavaScript and Cascading Style Sheets to create web pages. Students will design a multimedia webpage incorporating each of these items as a culminating project. In addition to HTML, students will learn to use various webpage design software applications. (0.5 units per semester)

# Driver's Education

COURSE	YEAR OFFERED
Driver Education 1	10
Driver Education 2	10 - 12



Satisfactory completion of Driver Education 1 and Driver Education 2 is required of all drivers who are under the age of 18 before they can be issued an Illinois driver's license. All students enrolling in Driver's Education courses are charged a \$50.00 fee.

**DRIVER'S EDUCATION 1:** First or second semester required course. This course is a classroom course meeting every day for 9 weeks. This course is designed to give the student the background necessary to become a good, safe driver. This course required of all students when they reach sophomore status, deals with the qualifications of the driver, the principles of car operation, traffic laws, and sound driving practices. (0.25 units)

**DRIVER'S EDUCATION 2:** First or second semester elective for those students who have completed Driver's Education 1. This course is the "behind the wheel" course with actual driving experience for students of sophomore status or older who wish to learn to drive or improve their existing driving skills. This includes practice under all the road conditions possible in Pekin and Peoria and on the highways around this area. Included in this training are many emergency situations

which drivers are likely to be involved with when they begin to drive. **Students will be permitted to enroll in Driver's Education 2 only after their parent or guardian has attended a mandatory orientation program presented by the high school staff. In addition, each parent or guardian will be required to sign an authorization form at the mandatory orientation program. If these two requirements are not met, enrollment in Drivers' Education 2 will be denied.**

**PREREQUISITE:** Students must have passed Driver Education 1 in order to enroll for Driver Ed. 2. Enrollment for Driver Ed. 2 is facilitated through the Driver Education teachers, not the counselors. (0.15 units)

# English

COURSE	YEAR OFFERED
English 1 and 2 (Title I)	9
English 1 and 2	9
English 1A and 2A	9
English 1AA and 2AA	9
College/Work Skills Readiness English Enrichment 1-2 (Directed General Elective)	9
English 3 and 4 (Title I)	10
English 3	10
English 3A	10
English 3AA	10
English 4	10
English 4A	10
English 4AA	10
English 5 and 6	11
English 5A and 6A	11
English 5AA and 6AA	11
Advanced Communication	10 - 12
American Studies I and II	11
British Literature	12
Contemporary Literature	12
Creative Writing I	10 - 12
Creative Writing II	10 - 12
English 7AA and 8AA (Advanced Placement)	12
Etymology	10 - 12
Journalism I and II	10 - 12
Mythology	10
Practical English	12
Research Writing	12
Research Writing / ICC English 110 (Dual-Credit)	12

**ENGLISH 1 & 2 (Title I)** is a yearlong freshman course that emphasizes the basic components of reading and composition. Student enrollment in the class is based on eighth-grade placement scores, teacher recommendation and parental consent. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Students read and analyze literature through discussion and projects. Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating and using information. (0.5 units per semester)

**ENGLISH 1 & 2** is a yearlong freshman course that emphasizes the basic components of literature and composition. Student enrollment in the class is based on eighth-grade placement scores and teacher recommendation. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Students read and analyze literature through discussion and projects. Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating and using information. (0.5 units per semester)

**ENGLISH 1A & 2A** is a yearlong freshman course for college-bound students who have mastered the basic components



of English. Student enrollment in the class is based on eighth-grade placement scores and teacher recommendation. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Students read and analyze literature through discussion and projects. In addition, students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. (0.5 units per semester)

**ENGLISH 1AA & 2AA** is a yearlong freshman course designed for the top twenty-five, college-bound freshman students, based on eighth-grade placement test scores in language arts and reading, application essays, and teacher recommendation. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. This course is designed for students who have already mastered the basics of grammar and writing and are good readers with strong comprehension skills. Students read and analyze literature through discussion and projects. They evaluate the literary subject matter in written compositions where they receive feedback to improve writing style in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. Students are expected to maintain a high level of achievement, and exhibit a positive pattern of attendance, behavior, and classroom participation in order to remain in the program. (0.5 units per semester)

**COLLEGE/WORK SKILLS READINESS ENGLISH ENRICHMENT 1-2 (Directed General Elective)** is a year-long freshman course taken in conjunction with English 1 & 2. Student enrollment in this course is based on an individual student's 8<sup>th</sup> grade EXPLORE exam performance in reading and English. This class utilizes engaging instructional strategies to help students to become better prepared to meet rigorous ACT College and Work Readiness Standards.

General Course Goals: **The overall goal of this course is to improve the skills of students who are currently not meeting age appropriate college and work readiness benchmarks so that their high school experience can be more successful and in turn, more personally rewarding.** The course will be designed specifically to help students meet benchmarks that will ensure that they will have the academic skills required to meet their academic needs in both high school and beyond.

Objectives: Students will improve reading skills in the following areas: recognizing the intent of an author or narrator, locating facts and determining events, and drawing generalizations and conclusions in literary narratives; recognizing cause and effect relationships, and understanding the implication of words and phrases in descriptive language. Skills in English and writing

This course introduces students to major periods and composers in music history. Students discuss and analyze the subjects that make up the development of music in the western world. Emphasis is placed on musical context, prominent composers, musical style and development as influenced by social, political, and national historical events. (0.5 units per semester)

**MUSIC THEORY:** First semester elective for juniors and seniors for anyone interested in gaining a musical background of the principals of music. This course gives students an introduction to the formal and harmonic structures of music as well as provides the experience of writing elementary and intermediate levels of music composition. (0.5 units per semester)

**ORCHESTRA/ENCORE String Ensemble:** All year elective. The class is open to students who have experience playing stringed instruments, excluding guitar. A student who transfers into PCHS must meet with the director for a playing audition before being scheduled into the class. The group presents several performances each year including the Mid-State Six Orchestra Festival, annual PCHS Vespers Concert and programs for community organizations. In addition, Orchestra students can participate in the Illinois Music Educators Association District Honor Orchestra and Illinois High School Association Solo & Ensemble Festival. Several of the larger instruments of the orchestra are owned by the school and are available for student use. (0.25 units per semester)



# Physical Education

COURSE	YEAR OFFERED
Physical Education	9 - 12
Dance	10 - 12

**PHYSICAL EDUCATION:** Physical education is concerned with teaching of skills, acquisition of knowledge, and development of attitudes through human movement. Our program provides each student with several opportunities-from assessment of fitness levels and participation in a variety of activities to development of lifetime skills which can be used for both fitness and recreation the rest of their lives. We emphasize helping our students attain an acceptable fitness level commensurate with their age, and the knowledge to maintain their fitness after high school. (0.25 units per semester)

Recent data indicated an alarming state of fitness of our nation's high school age population. The Pekin Community High School physical education department has as its first priority the establishment of a program designed to counter this trend.

Teachers prescribe exercises for each class that will improve the fitness and health of each student. Each instructor is responsible for a plan they feel will improve each class's fitness. Factors involved include: (a) intensity (b) frequency (c) duration (d) overload principle (e) specificity.

Physical education emphasizes activities, skill development, and fitness. Due to the concentration on fitness, less emphasis is placed on teaching skills. Nevertheless, skill development is a part of the lifetime activities/sports which they can use for both fitness and recreation the rest of their lives.

Grading is based on several factors. The grades may be determined as follows:

1) Attendance/Attitude/Dress	20%
2) Cardio Work	40%
3) Unit Performance	40%

Exercise and skill development are a part of every class. Activities offered include: basketball, bowling, conditioning, dance, flag football, floor hockey, pickle ball, softball, volleyball, weight training, and swimming. Please note: An \$18.00 fee is required for students who participate in bowling.

**DANCE:** Dance may be taken by sophomores, juniors and seniors to meet the Physical Education requirement. Our dance program offers a wide variety of dance forms including the areas of modern, jazz, ballet, tap, aerobics, and composition. Emphasis is placed on developing a strong basic awareness of posture, muscle control, flexibility coordination, and basic skill levels of all the dance forms offered. The opportunity to perform in the "Student Showcase" is also offered to those enrolled in the dance program.

# Music

COURSE	YEAR OFFERED
Symphonic Band	10 - 12
Concert Band	9 - 12
Chorale	9 - 10
Concert Choir	10 - 12
Nova Singers	10 - 12
Music History	11 - 12
Music Theory	11 - 12
Orchestra/ENCORE	9 - 12



**SYMPHONIC BAND:** All year elective for sophomores, juniors and seniors who are selected on the basis of auditions. Members of the Symphonic Band are usually those students who have had previous instrumental training in the Concert Band. Students who transfer in must audition and have approval from the director to register for Symphonic Band. This ensemble performs in concerts, at the commencement exercises, and at the IHSA Organizational Contest. Performances and sectional rehearsals are required by all who elect to participate and are chosen. From membership in this ensemble, students are eligible to participate in the Marching Band as well as audition for the Jazz Band, the Noteable Band or the Basketball Pep Band. Students would also be eligible to be selected for the conference music festivals, IMEA District and State Festivals, and the IHSA Solo and Ensemble Contest. (0.25 units per semester)

**CONCERT BAND:** All year elective for freshman, sophomores, juniors and seniors. Much time is spent on developing musicianship skills and individual technique. This ensemble performs in concerts, Commencement exercises and at the IHSA Organizational Contest. Performances are required by all who elect to participate in this group. From membership in this ensemble, students are eligible to participate in the Marching Band as well as audition for the Jazz Band, the Noteable Band or the Basketball Pep Band. Students would also be eligible to be selected for the conference music festivals, IMEA District and State Festivals, and the IHSA Solo and Ensemble Contest. (0.25 units per semester)

**CHORALE:** Chorale is an all year elective for all freshman and sophomores who have not had experience in an organized choir or not selected for either the Concert Choir or Nova Singers. The Chorale's annual activities include a concert every nine weeks, the Mid-Illini choral festivals, the Holiday and Winter concerts, the Pops Concert, the Masterpiece Concert and any other concert performance required by the director. Participation in this choir also provides the opportunity to participate in the Illinois High School Association Solo and Ensemble Contest. A variety of repertoire is studied as well as extensive work with an emphasis on music reading. Students will learn basic rhythmic and melodic concepts as well as good vocal technique. All concerts are required by the members of this choir. The opportunity to audition for Noteables and Intuition show choirs and the madrigal/jazz singers is also available to students from this choir. Drivers Ed 1 can be alternated in this group for sophomore students. (0.25 units per semester)

**CONCERT CHOIR:** Concert choir is an all year elective for sophomores, juniors and seniors. Selection to the group is based on the individual skill and/or performance level of the student. It may also be used for freshman boys who are in honors classes in direct conflict with the Chorale. Members of the concert choir are usually those students who have had previous experience in an organized choir. The concert choir's annual activities include a concert every nine weeks, the Mid-Illini choral festivals, Vespers, the Pops Concert, Masterpiece Concert, commencement, and any other concert performance required by the director. A comprehensive repertoire is studied and performed by this choir ranging from classical to contemporary, and from sacred to secular. Participation in this choir also provides the opportunity to participate in the Illinois High School Association Solo and Ensemble Contest, as well as the Illinois Music Educators Association District and All-State Festivals. All concert choir concerts are required by all selected members of the choir. The opportunity to audition for Noteables and Intuition show choirs and the madrigal/jazz singers is also available to students from this choir. Drivers Ed 1 can be alternated in this group. (0.25 units per semester)

**NOVA SINGERS:** Nova Singers is an all year elective for sophomore, junior and senior girls. Selection to the group is based on the individual skill and/or performance level of the student. It may also be used for freshman girls who are in honors classes in direct conflict with Chorale Singers. Nova Singers annual activities include a concert every nine weeks, the Mid-Illini choral festivals, Vespers, the Pops Concert, Masterpiece Concert, commencement, and any other concert performance required by the director. A comprehensive repertoire is studied and performed by this choir ranging from classical to contemporary, and from sacred to secular. This choir especially provides experience with women's choral literature and continues extensive study of music reading and vocal technique. Participation in this choir also provides the opportunity to participate in the Illinois High School Association Solo and Ensemble Contest, as well as the Illinois Music Educators Association District and All-State Festivals. All Nova Singers' concerts are required by all selected members of the choir. The opportunity to audition for Noteables and Intuition show choirs and the madrigal/jazz singers is also available to students from this choir. Drivers Ed 1 can be alternated in this group. (0.25 units per semester)

**MUSIC HISTORY:** A second semester elective for juniors and seniors with a strong background or interest in music.

will include: developing purpose, focus, organization, unity, and coherence; word choice, sentence structure and formation, and conventions of usage and punctuation.

**ENGLISH 3 & 4 (Title I)** is a yearlong sophomore course that emphasizes the basic components of reading, composition, and speech. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Students read and analyze literature through discussion and projects. Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. (0.5 units per semester)

**ENGLISH 3** is a semester-long sophomore course that emphasizes the basic components of literature and composition. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Students read and analyze literature through discussion and projects. Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. (0.5 units per semester)

**ENGLISH 3A** is a semester-long sophomore course for college-bound students who have mastered the basic components of English. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Students read and analyze literature through discussion and projects. Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. (0.5 units per semester)

**ENGLISH 3AA** is a one-semester sophomore course designed for the top twenty-five sophomore, college-bound students. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. This course is designed for students who have already mastered the basics of grammar and writing and are good readers with strong comprehension skills. Students read and analyze literature through discussion and projects. They evaluate the literary subject matter in written compositions where they receive feedback to improve writing style in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. Students are expected to maintain a high level of achievement, and exhibit a positive pattern of attendance, behavior, and classroom participation in order to remain in the program. (0.5 units per semester)

**ENGLISH 4** is a semester-long sophomore course that emphasizes the basic components of speech. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. The course is designed to develop students' verbal and nonverbal skills through a variety of speaking assignments, vocabulary building and reading comprehension. (0.5 units per semester)

**ENGLISH 4A** is a semester-long sophomore course for

college-bound students that emphasizes the basic components of speech. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. The course is designed to enhance students' verbal and nonverbal skills and direct the process of preparing and delivering speeches. In addition, learning to research and document sources as well as content development and vocabulary building is taught. (0.5 units per semester)

**ENGLISH 4AA** is a one-semester sophomore course for the top twenty-five sophomore, college-bound students that teaches students the importance of and implementation of speaking, listening, reading, and writing. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. This course is designed for students who have already mastered the basics of grammar and writing and are good readers with strong comprehension skills. Its focus is to enhance students' verbal and nonverbal skills through assignments in vocabulary building, preparing, researching, rehearsing, and delivering speeches. Students are expected to maintain a high level of achievement, and exhibit a positive pattern of attendance, behavior, and classroom participation in order to remain in the program. (0.5 units per semester)

**ENGLISH 5 & 6** is a yearlong junior course that emphasizes the basic components of literature and composition. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Students read and analyze literature through discussion and projects. Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. (0.5 units per semester)

**ENGLISH 5A & 6A** is a yearlong junior course for college-bound students who have mastered the basic components of English. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. Students read and analyze literature through discussion and projects. Students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. (0.5 units per semester)

**ENGLISH 5AA & 6AA** is a yearlong junior course designed for the top twenty-five junior, college-bound students. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. This course is designed for students who have already mastered the basics of grammar and writing and are good readers with strong comprehension skills. Students read and analyze literature through discussion and projects. They evaluate the literary subject matter in written compositions where they receive feedback to improve writing style in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information. Students are expected to maintain a high level of achievement, and exhibit a positive pattern of attendance, behavior, and classroom participation in order to remain in the program. (0.5 units per semester)

## **ELECTIVE COURSES:**

**ADVANCED COMMUNICATION:** Advanced Communication is an elective course open to students who have completed English 4, English 4A, or English 4AA. This course is a continuation of the study of communication skills that began in sophomore speech classes. Emphasis will focus on public speaking, oral interpretation, mass communication, and group communication. The course work will include both written and oral presentations in each of these subjects. It is recommended for the college-bound student considering the field of communication. (0.5 units per semester)

**PREREQUISITE:** English 4, English 4A, or English 4AA

**AMERICAN STUDIES I & II** is a two-semester, required course recommended for college-bound juniors. The course meets the English requirement for graduation (English 5A/6A) and the U.S. History requirement prescribed by both District 303 and the State of Illinois. Course requirements reflect incorporation of the State Goals for Learning and the Illinois Learning Standards. American Studies pairs a chronological survey of American literature from the colonial era to the present with comparable U.S. history topics. English and history classes are frequently combined for instruction, projects, presentations, and other activities, which employ either a group format or individual students working alone. Students read and analyze literature through discussion and projects. In addition, students further evaluate the subject matter in written compositions where they receive feedback to improve writing skills in the following areas: correct usage; well-organized writing; communication of ideas for a variety of purposes; and locating, organizing, evaluating and using information. (1 unit per semester)

**PREREQUISITE:** A student must have taken both English 3A-4A or receive permission for enrollment from both the English and Social Studies Department Chairpersons.

**BRITISH LITERATURE:** British Literature is an elective course recommended for college-bound seniors. This is a college-preparatory course designed for the student who is interested in literature as a cultural subject or who needs this literary background for college preparation. (0.5 units per semester)

**PREREQUISITE:** English 5A and English 6A, or teacher recommendation

**CONTEMPORARY LITERATURE:** Contemporary Literature is an elective course for seniors who do not plan to take British Literature or Research Writing. This course emphasizes contemporary literature. Vocabulary study is also provided. (0.5 units per semester)

**CREATIVE WRITING I:** Creative Writing I is a one-semester, elective course for sophomores, juniors and seniors. It does not replace any of the six semesters of English 1-6 that are required for graduation. (0.5 units per semester)

**CREATIVE WRITING II:** Creative Writing II is a one-semester, elective course for sophomores, juniors and seniors. The student will consult with the instructor to arrange the writing projects that he/she will be working on throughout the semester. (0.5 units per semester)

**PREREQUISITE:** Creative Writing I

**ENGLISH 7AA and 8AA (Advanced Placement):** English 7AA and 8AA (Advanced Placement) is a two-semester course for seniors. It is designed to prepare students to take the AP test and focuses on British literature, world literature, and research skills. Students are expected to maintain a high level of achievement, and exhibit a positive pattern of attendance, behavior, and classroom participation. (0.5 units per semester)

**ETYMOLOGY:** Etymology is an elective course for sophomores, juniors, and seniors. Emphasis is on learning the roots of Greek and Latin words. (0.5 units per semester)

**JOURNALISM I and II:** Journalism I and II is a one-semester or two-semester elective course for sophomores, juniors and seniors. These courses are designed to teach concise, accurate writing. Instruction in the writing of news stories, features, and editorials is emphasized. Work is also given in the makeup and layout of advertisements. Members of the class serve on the staff of the school newspaper, the Pekinois. Journalism II gives students additional experience in writing, designing, and selling advertisements for the paper. (0.5 units per semester)

**MYTHOLOGY:** Mythology is an elective course offered to college-bound sophomores. It is an introduction to the varied literature of myth, folklore, legend, and the epic. (0.5 units per semester)

**PRACTICAL ENGLISH:** Practical English is an elective course for non-college-bound seniors who have previously been enrolled in English 5 and English 6. Emphasis is placed upon the skills necessary to function in society after high school. Students will be admitted to the class only with the combined recommendation of their counselors and junior English teachers. (0.5 units per semester)

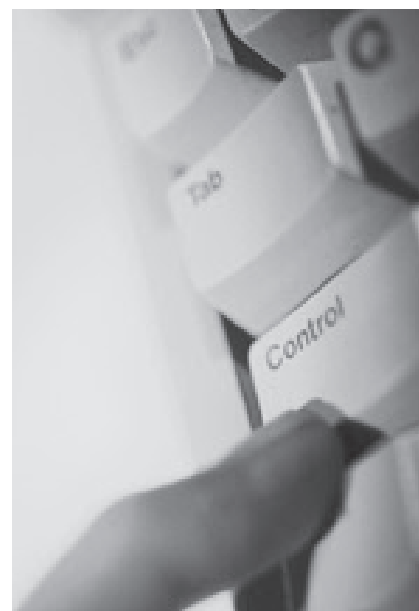
**RESEARCH WRITING:** Research Writing is an elective course recommended for college-bound seniors. This is a college-preparatory course with an intensive review of the fundamentals of writing with emphasis on research skills. (0.5 units per semester)

**PREREQUISITE:** English 5A and English 6A, or teacher recommendation

**RESEARCH WRITING/ICC ENGLISH 110 (DUAL CREDIT):** This dual-credit English course for college-bound seniors is a writing process class which focuses primarily on research writing. Students in this class will write for a variety of purposes including (but not restricted to) expressive writing (expressing the ideas of the writer), referential writing (explaining and analyzing a subject matter) and persuasive/argumentative writing (defending a position for an audience). Within these writing purposes, students will develop and organize their writing using various styles/forms of writing such as narration, description, exposition, and argumentation/persuasion. Additionally, students will learn correctly to credit borrowed material using various forms of documentation, MLA and APA most notably. Students who pay ICC tuition and successfully complete the course will earn 3 hours credit. (0.5 units per semester) **(Dual-credit opportunity)** Students entitled to free or reduced lunch will receive tuition waivers. **PREREQUISITE:** ICC placement test scores and English 5A and 6A

money. In special cases a student may elect to take calculus concurrently with trigonometry but not in lieu of. Permission of the department chairperson is required for concurrent enrollment. This course is structured and taught as a college calculus course within the framework of the high school rules and regulations. Thus, the course is fast paced and not recommended for the slower student. It is an advanced placement course. Starting with a review of necessary topics, the course proceeds to limits, the derivative with applications, the integral with applications, and the transcendental functions with both derivatives and integration covered. Techniques of integration and numerical methods finish the year. This list is intended to be in agreement with the topics list in the Advanced Placement "Acorn" Book for AB Calculus. This course is recommended for any student preparing to enter mathematics, sciences, engineering, or other fields requiring high levels of mathematical competence. This course should be considered a prerequisite for the AB Calculus Test given in May of each year. Students will need a TI 84 Plus Silver graphing calculator. (0.5 units per semester)

**AP STATISTICS:** The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete the course and examination may receive credit, advanced placement, or both for a one-semester introductory college statistics course. This course is recommended for students who plan to major in college in the areas of **engineering, psychology, education, sociology, health science, economics, the humanities, the physical sciences, journalism, communications, liberal arts, and business.** Students taking this course must have successfully completed a second-year



course in algebra and possess sufficient mathematical maturity and quantitative reasoning ability. Students who wish to leave open the option of taking calculus in college should include pre-calculus in their high school program and perhaps take AP Statistics concurrently with pre-calculus. A graphing calculator will be required for this course. The TI-84 Plus Silver Edition is required. Nearly every day we hear the

results from another poll or study conducted by a politician, a health care organization, or a business. How do researchers arrive at these results? How do you know the results are valid? Studying statistics will help you answer these questions and learn about the art of drawing conclusions from imperfect data. The goal is to make this course accessible to students pursuing careers in a variety of disciplines ranging from the social sciences of psychology and sociology to areas such as education, the allied health fields, business, economics, engineering, the humanities, the physical sciences, journalism, communications, and liberal arts. (0.5 units per semester)

**BASIC PROGRAMMING:** BASIC Programming is a one semester course designed as a survey course in computer programming. While learning to use the Visual Basic language in particular, the student will be exposed to the elementary concepts of programming: style, structured coding, modular design, program testing and debugging, and algorithm development. This course serves well to introduce the non-technically oriented student to computer programming. It also serves the student who is interested in a technical career but does not have time in his/her schedule for a full-year course. This course is not a prerequisite for any other programming language. (0.5 units per semester)

**PREREQUISITE:** Geometry or concurrent enrollment

**JAVA 1 and 2:** JAVA 1-2 is an A level Advanced Placement Computer Science course which is roughly the equivalent of a semester and a half of a university level computer science course using JAVA. The major emphasis in an AP computer science course is on programming methodology, algorithms, and object oriented structures. This course is intended for students planning on careers in fields such as engineering, computer science, mathematics, the applied sciences, or other areas where a sound understanding of programming is expected. Students enrolling in JAVA 2 are encouraged to take the Computer Science A Advanced Placement Exam of the College Entrance Examination Board. Appropriate accommodations are made in the level of difficulty for students who do not wish to take this as an AP course. **PREREQUISITE:** Geometry or concurrent enrollment (0.5 units per semester)

**JAVA 3 and 4:** A second year of AP Programming, AP JAVA 3-4, will include the additional topics to prepare the student for the AP Computer Programming B test.

**C++:** C++ 1 & 2 is a Computer Science course which is roughly the equivalent of a semester and a half of a university level computer science course using C++. The course is open to 11<sup>th</sup> and 12<sup>th</sup> graders who have completed a minimum of Algebra 4 and who have a strong interest in programming. The major emphasis in this computer science course is on programming methodology, algorithms, and object oriented structures. This course is intended for students planning on careers in fields such as engineering, computer science, mathematics, the applied sciences, or other areas where a sound understanding of programming is expected. This course will provide students with an excellent background for AP JAVA programming courses. (0.5 units per semester)

**GEOMETRY 1 and 2:** This is a one year course dealing with relationships between point, lines, angles, and with the properties of geometric figures in 2 and 3 dimensions. The general goals of this course are the same as those of Geometry 1A and 2A. However, the material will be covered at a somewhat less rigorous pace. These courses could be taken by a student preparing for college but NOT wishing to enroll in any career requiring an extensive mathematics preparation. (0.5 units per semester)

**TRIG:** A one semester elective for students who have successfully completed Algebra 1, 2, 3, 4 and Geometry 1, 2. The course will cover right triangle trigonometry and trigonometric functions, identities, equations, graphs, and applications at a less than rigorous pace. This course could be taken by a student preparing for college, but NOT wishing to enroll in any career requiring an extensive mathematics preparation. (0.5 units per semester)

**COLLEGE PREP ALGEBRA:** This one semester senior course will cover a wide variety of topics that have not been taught in the previous courses Algebra 1 through Geometry 2. Topics to be covered include graphing and solving polynomial functions, miscellaneous graphing concepts, conics, logarithms, probability, series, sequences, and an introduction to statistics and data analysis. Students may choose College Prep Algebra, Trigonometry, or Basic Programming in any order or combination. If students choose to take two of these courses in one semester, it is best to double Basic Programming with one of the other two. Students who complete the Trigonometry and the College Prep Algebra will have the equivalent of the Advanced Algebra course at Illinois Central College. (0.5 units per semester)

**ALGEBRA 1A and 2A:** Algebra 1A and 2A comprise a 2-semester sequence offered only at the freshman level. It is designed for those incoming freshman whose test placement scores and teacher recommendation along with Algebra or Pre-Algebra in the junior high indicate that they are prepared for high school algebra. This is a problem-solving course designed to prepare the student for a math-related field of study in college. Calculators will be used throughout. Students will develop their reasoning skills and will be introduced to the notion that math is connective—it does deal with many areas of study. Emphasis will be placed upon the development of reasoning, problem analysis, concept development and skill development as they relate to elementary algebra and its applications. (0.5 units per semester)

**GEOMETRY 1A and 2A:** Geometry 1A and 2A form a one year course in geometry dealing with relationships between points, lines, angles, and the properties of geometric figures in both two and three dimensions. Algebra skills are maintained and applied as a tool for solving geometric problems. Geometry 1A and 2A should be taken by all students preparing for college or who plan to take high school courses in the field of science. (0.5 units per semester)

**COLLEGE/WORK SKILLS READINESS MATH ENRICHMENT 1-2 (Directed General Elective)** is a year-long freshman course taken in conjunction with Algebra 1-2. Student enrollment in this course is based on an individual student's 8<sup>th</sup> grade EXPLORE exam performance in mathematics. This

class utilizes engaging instructional strategies to help students to become better prepared to meet rigorous ACT College and Work Readiness Standards.

General Course Goals: **The overall goal of this course is to improve the skills of students who are currently not meeting age appropriate college and work readiness benchmarks so that their high school experience can be more successful and in turn, more personally rewarding.** The course will be designed specifically to help students meet benchmarks that will ensure that they will have the academic skills required to meet their academic needs in both high school and beyond.

Objectives: Students will improve math skills in the following areas: perform one-operation computations, solve problems in one or two steps using whole numbers, perform common conversions (e.g., inches to feet or hours to minutes), calculate the average of a list of positive whole numbers, perform a single computation using information from a table or chart, recognize equivalent fractions and fractions in lowest terms, show knowledge of basic expressions, solve one step equations with whole numbers or decimals, identify the location of a point with a positive coordinate on the number line, estimate or calculate the length of a line segment.

**ALGEBRA 3A and 4A:** Algebra 3A and 4A comprise a 2-semester sequence for those students who have successfully completed the following prerequisites, Algebra 1A, 2A or its equivalent and Geometry 1A, 2A. Algebra 3A and 4A provide an additional year of Algebra which should be taken by students wishing to major in mathematics, the sciences, or an engineering field in college. Elementary Algebra is reviewed, and the concepts of functions, graphs of functions (linear, quadratic, cubic, quartic, exponential, and reciprocal, systems of equations, rational exponents, complex numbers, discrete functions, rational expressions, and the Rational-Zero Theorem are studied). (0.5 units per semester)

**TRIG A:** A one semester elective for students who have successfully completed the above prerequisites, Algebra 3A and 4A and wish to prepare themselves for pre-calculus. This course will develop conceptual understanding of trigonometry and problem solving skills with real life applications and frequent use of a graphing calculator. Students will attain advanced analytical and graphing skills. Students will need a TI 84 Plus Silver graphing calculator. (0.5 units per semester)

**PRE-CALCULUS:** A one semester elective for students who have successfully completed the above prerequisite, Trigonometry A. Pre-Calculus is a broad course nomenclature that can be used to describe a variety of mathematical topics. This course will develop conceptual understanding of advanced mathematics and problem solving skills by the frequent use of a graphing calculator. The course incorporates technology, problem-solving strategies, real-life applications, and concept reinforcement to help students develop strong pre-calculus skills. Students will need a TI 84 Plus Silver graphing calculator. (0.5 units per semester)

**AP CALCULUS 1 and 2:** Calculus is a one-year elective course which can enable a good student to proficiency one or more semesters of calculus in college, thus saving time and

# Guidance

COURSE	YEAR OFFERED
Pathways	10
Independent Study	12



**PATHWAYS:** Pathways is an elective course offered during each semester of sophomore year. It is designed to assess a student's aptitudes and abilities through formal testing. This course will provide an orientation to a variety of careers and an orientation to worksite skills. An Individualized Career Plan and Portfolio will be developed for each student. (0.5 units per semester)

**INDEPENDENT STUDY:** First or second semester elective for seniors. This is designed to foster and expand traits of curiosity and imagination which will lead to the development of inquiring minds, and to instill in the student a sense of responsibility for his own education as opposed to the formal method of teacher-made assignments,

collected and graded at periodic intervals. Entry must be initiated by the student by completing an application clearly showing evidence of curiosity or extraordinary achievement in some creative or scholarly area. In other words, the student must evaluate himself in terms of originality, imagination, and ability to ideate. (0.5 units per semester)

## GUIDANCE SERVICES

The Guidance Department conducts group meetings for all Pekin High School students. The topics of discussion differ with the students' year in school. Areas covered each year include the following:

**FRESHMAN ORIENTATION:** Counselors meet with all freshmen to discuss the role of pupil personnel services, the grading system, and graduation requirements, and college admission requirements. In addition, students take the EXPLORE test.

**SOPHOMORE YEAR—CAREER AWARENESS:** The I.C.C. Career Interest Survey is administered. Results are returned and interpreted at a later date. Other sources of career information are discussed and students take the PLAN Test. Campus visits to area colleges are conducted for college-bound students.

**JUNIOR YEAR—CAREER AND COLLEGE INFORMATION:** Topics of discussion include problem solving, career decision-making, and choosing a college. Numerous factors which influence choice of a career and/or college are explored. A.C.T. Information Groups: Students receive information on A.C.T. dates and deadlines, review sessions and the Illinois State Scholar Program. Campus visits to area colleges are conducted for college-bound students.

Juniors will be required to take the Prairie State Achievement Exam during the second semester. Students must take the exam in order to graduate per state law.

**SENIOR YEAR—COLLEGE INFORMATION GROUPS:** Topics of discussion include I.C.C. College Night and Career Day, college admission requirements, college application procedures, and financial aid. Financial aid groups; seniors and their parents are given valuable information on the financial aid process.

**REGISTRATION INFORMATION GROUPS:** Counselors meet with all students in grades 9, 10, and 11 for 1 one-hour session during English classes. Topics of discussion include graduation requirements and credits, curriculum offerings specific to each year in school, course descriptions, recommended minimum preparation for college-bound students, and Pekin TECH-ED Center programs.

Counselors also visit all junior high feeder schools to hold similar registration information groups with eighth graders.

Additional small groups maybe held throughout the school year that include Study Skills, Self-esteem, A.C.T. Preparation, Test Interpretation, etc.

# Health

COURSE	YEAR OFFERED
Health	9
Introduction to Health Occupations	10 - 12

**HEALTH:** First or second semester course that all freshmen are required to pass. The purpose of the course is to offer guidance and instruction in health practices and problems that may face students on a daily living basis. The course provides instruction in such areas as personal hygiene, nutrition, weight control, exercise, emotional health, preventing disease, consumer health, drug abuse, and human sexuality. (0.5 units per semester)

**INTRODUCTION TO HEALTH OCCUPATIONS:** This course is a one-year, one-hour program designed to give sophomores, juniors, and seniors an introduction to the health care field.



The main objectives of this course are to help students identify duties, qualities, salaries, and educational requirements for various health careers, learn medical terminology, learn medical asepsis, and practice basic medical skills. Students will explore health careers and patient care through computer programs, written materials, movies, discussion, activities, guest speakers, field trips, job shadowing, and hands-on experiences. (0.5 units per semester)

# Family & Consumer Science

COURSE	YEAR OFFERED
Family and Consumer Science Orientation	9 - 10
Creative Fashions I	9 - 12
Creative Fashions II	9 - 12
Foods and Nutrition I	9 - 12
Foods and Nutrition II	9 - 12
Living Science	9 - 10
Child Development	11 - 12
House and Home	11 - 12
Parenting	11 - 12
Relationships	11 - 12

**FAMILY AND CONSUMER SCIENCE ORIENTATION:** This course is designed to introduce and explore all areas of Family and Consumer Science. Learning experiences assist students in understanding themselves, developing self-esteem, realizing their roles in society, and understanding how Family and Consumer Science can be valuable in their present and future lives. This course is suggested for students with no previous Family and Consumer Science experience. (0.5 units per semester)

**CREATIVE FASHIONS I:** This course is designed to develop basic sewing skills while gathering information, practicing, and evaluating proper construction techniques. Three projects will be completed during the semester. A \$10.00 lab fee is required. (0.5 units per semester)

**CREATIVE FASHIONS II:** This course will increase the level of knowledge and skills of students as they construct, purchase, care for, and work with apparel and accessories. Students will complete certain advanced construction techniques while assessing interests and abilities in terms of further study/employment in the area of clothing and textiles. A \$5.00 lab fee is required. (0.5 units per semester)

**FOODS AND NUTRITION I:** This course includes basic classroom and laboratory experiences needed to develop knowledge and understanding of basic food principles and applied nutrition for people of all ages. This course centers on promoting proper food service and preparation techniques. A \$7.00 lab fee is required. (0.5 units per semester)

**FOODS AND NUTRITION II:** This course is a continuation of Foods and Nutrition I where students will build on the previous knowledge. Laboratory sessions are devoted to advanced techniques used in food preparation. Attention is paid to food selection and preparation for special circumstances. A \$10.00 lab fee is required. (0.5 units per semester)

**LIVING SCIENCE:** Living Science is an activity-based course that allows the student to investigate the areas of nutrition and food, textiles and apparel, human development, living environments and management. Emphasis is on activities that develop understanding of how biology, chemistry, technology, and ecology affect life. (0.5 units per semester)

**CHILD DEVELOPMENT:** Child Development is a second semester elective course for juniors and seniors. This course studies the development of children from conception through school age children. Students will gain an understanding of the importance of prenatal care and gain knowledge in their role to help children develop physically, socially, emotionally and intellectually. Students will be better equipped in the future as prospective parents, teachers, nanny, child care workers, and child health-related fields. (0.5 units per semester)

**HOUSE AND HOME:** House and Home is a first semester elective course for juniors and seniors. This course is designed

# Mathematics

COURSE	YEAR OFFERED
Title 1	9*
Integrated Algebra 1, 2, 3, 4	9 - 12
Integrated Geometry 5, 6	11
Algebra 1 and 2	9*
Algebra 3 and 4	10
Geometry 1 and 2	11
Trig.	12
College Prep Algebra	12
Algebra 1A and 2A	9*
Geometry 1A and 2A	9 - 10 *
College/Work Skills Readiness	
Math Enrichment 1-2 (Directed General Elective)	9
Algebra 3A and 4A	10 - 11
Trig. A	11 - 12
Pre-Calculus	11 - 12
AP Calculus 1 and 2	12
AP Statistics	11 - 12
BASIC Programming	11 - 12
AP JAVA 1 and 2	11 - 12
AP JAVA 3 and 4	12
C++	11 - 12

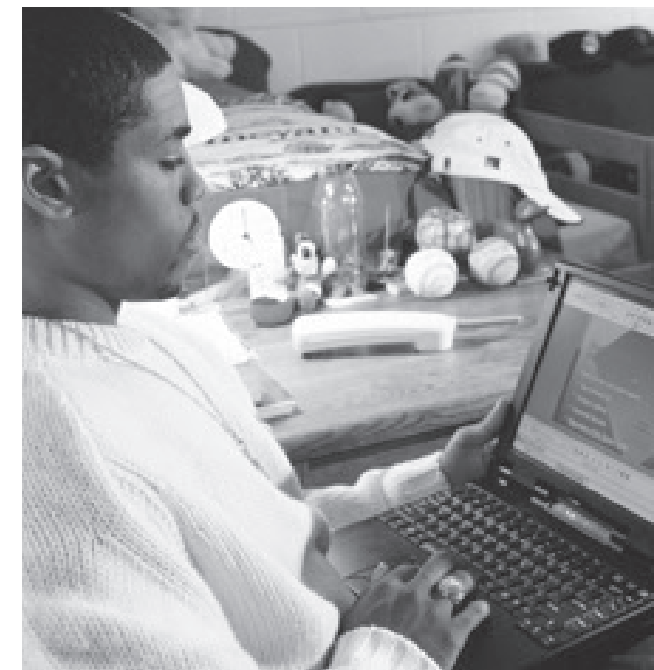
\* Indicates a freshman entry level

**Equipment Notes:** All students are expected to have a calculator. The math department is recommending the Casio fx 300 series calculator. Students taking Geometry 1 or Geometry 1A will be expected to also obtain a protractor, compass and straightedge. All students will keep a notebook daily.

**TITLE 1:** Title 1 is for the student who needs to strengthen basic skills. These comprise the first two courses in a four-course sequence needed for graduation. The purpose of these 2 courses is to maintain and then increase the skills of arithmetic and to give training in practical applications of mathematics for those who do not expect to prepare for college and whose entrance scores indicate that they lack sufficient background to pursue, profitably, the study of algebra at the freshman level. Based on a specific selection process, students are placed in this class. (0.5 units per semester)

**INTEGRATED ALGEBRA 1, 2, 3, 4:** The Integrated Algebra sequence combines mathematic topics in an integrated program. Number sense, algebra, geometry, statistics, and logic are presented as tools for investigating and exploring new math concepts. Each chapter focuses on application problems. Students will see how geometry relates to reasoning and problem solving. Students will discover that algebraic concepts can enhance their critical thinking skills. They can also become good at evaluating the meaning of statistics that are presented on TV and in newspapers. Students will learn how to use mathematics to their advantage in school, at home, and at work. (0.5 units per semester)

**INTEGRATED GEOMETRY 5, 6:** The Integrated Geometry



sequence combines mathematic topics in an integrated program. Number sense, algebra, geometry, statistics, and logic are presented as tools for investigating and exploring new math concepts. Each chapter focuses on application problems. Students will see how geometry relates to reasoning and problem solving. Students will discover that algebraic concepts can enhance their critical thinking skills. They can also become good at evaluating the meaning of statistics that are presented on TV and in newspapers. Students will learn how to use mathematics to their advantage in school, at home, and at work. (0.5 units per semester)

**ALGEBRA 1 and 2:** Algebra 1 and 2 is the first year in the Algebra program. It has been designed to emphasize the basics of algebra without the rigor of the regular algebra program. This course is recommended for the student who:

- (a) desires to go to college and pursue a non-math related career, or
- (b) desires to enter a junior college or the work force where some algebra knowledge is required, or
- (c) places below normal college-level entry on placement exam (0.5 units per semester)

**ALGEBRA 3 and 4:** Algebra 3 and 4 is a second year algebra course for those students who have successfully completed Algebra 1 and 2. It covers the basic elements of advanced algebra but at a pace and depth of study NOT as rigorous as would be found in Algebra 3A and 4A. Elementary algebra is reviewed and the concepts of functions, rational and irrational numbers, quadratic equations, complex numbers, and polynomial functions are treated. Problem solving techniques and constant review are also integrated throughout the course. (0.5 units per semester)

host a German student here, and in return visit his host partner in Germany and attend school there. (0.5 units per semester)

**LATIN 1 AND 2:** First and second semester elective. In this introduction to Latin, grammar and vocabulary are stressed by the reading of stories, along with the memorization of rules. We apply the points of grammar to reading and writing materials. In his reading, the student learns the histories of words, mythology, and cultural points such as Roman virtues and customs. This course may be taken at any time. Latin 3 and 4 must also be taken if the credits are to satisfy college entrance requirements. (0.5 units per semester)

**LATIN 3 AND 4:** First and second semester elective for students who have passed Latin 1 and 2. This second year of Latin begins with an extensive review of the first year's work. The presentation of grammar is completed, and reading is continued with adapted selections and miscellaneous readings. Roman and Greek art, Roman political and



family institutions, and Roman virtues that are useful today, along with Greek life, are studied. Students in second year work on a project second semester. (0.5 units per semester)

**LATIN 5 AND 6:** First and second semester elective for those students who have passed two years of Latin. After a brief review of grammar, the students are introduced to poetical devices and scanning. Vergil's poem Aeneid is intensely studied. A few new grammar points peculiar to poetry are introduced. The listening lab is used occasionally to help the student read poetry carefully and correctly. Film strips and movies are shown to enhance the course. (0.5 units per semester)

**LATIN 7 AND 8:** First and second semester elective for those who have passed three years of Latin. Pieces of very early literature are read with the teacher's help so that the student gets an overall view of the development of Latin literature. Stress is placed on the Roman government as compared to our own in Cicero's works. Separate readers of different authors are used along with a textbook and workbook. Very little emphasis is on grammar; stress is placed on reading with comprehension. Latin 5-6 and 7-8 materials are alternated. (0.5 units per semester)

**SPANISH 1 AND 2:** First and second semester elective for those students who are beginning Spanish study. Through practice, the aim is to learn to speak, to read, to write, and to understand the language within the range of the vocabulary, grammar, and verbs studied (a fairly good command of English grammar is helpful). The skills of aural comprehension and speaking are developed. Also introduced are history, culture, life of Spanish-speaking peoples, and their contributions to their own culture and to ours. (0.5 units per semester)

**SPANISH 3 AND 4:** First and second semester elective for students who have passed Spanish 1 and 2. The second year begins with a review. For the most part, the basic fundamentals of the language are continued and, as time permits, more emphasis is placed on free conversation and practical use of the language. The goals of reading, writing, and the acquisition of a knowledge of the culture and customs of the people are continued. (0.5 units per semester)

**SPANISH 5 AND 6:** First and second semester elective for those students who have successfully passed two years of Spanish. In these courses the emphasis is on continued development of speaking and listening skills. Additional verb tenses and more refined grammatical structures are presented. (0.5 units per semester)

**SPANISH 7 AND 8:** First and second semester elective for those students who have successfully passed three years of Spanish. Additional vocabulary and verb tenses are introduced. Continued study of culture, history, and literature is provided along with more speaking and listening practice. (0.5 units per semester)

to prepare students for their future as home owners or renters. It includes a study of housing trends, renting or buying, choosing a home, and other housing alternatives. Interior design is also included with an emphasis on color and art principles, furniture styles and arrangements, and room planning. Buying of furniture, floor coverings, appliances, window and wall treatments, and accessories are studied. Careers associated with buying and selling homes and those dealing with furnishing a home will be introduced. (0.5 units per semester)

**PARENTING:** Parenting is a first semester elective course for juniors and seniors. The objective of this course is to equip students with effective parenting skills in different developmental stages of children. This course will help students think through the responsibilities, satisfactions, and stresses of parenthood. Many types of parenting styles will be examined. Special attention is given to pre-natal care and

pregnancy issues. Students will also become aware of community and social service agencies that deal with various parenting crises. (0.5 units per semester)

**RELATIONSHIPS:** Relationships is a second semester elective course for juniors and seniors. This course can assist individuals and families in achieving life satisfactions through responsible participation as adults in the home, community, and work place. Emphasis is placed on responding to situations in terms of identified values and goals. Various resources to assist with life problems are explored. Units covered include the following: life stages; values, goals, and decision making; human sexuality; choosing a life style; changing relationships and roles; handling stress and conflict; heredity-health maintenance; social and community concerns; role of work in adult life. (0.5 units per semester)

## Industrial Education

COURSE	YEAR OFFERED
Intro. to Drafting/CAD (Basic Drafting)	9 - 12
Communications Technology	9 - 10
Electricity/Basic Electronics	9 - 12
Energy Technology (Energy Utilization)	9 - 10
GSP Woods	9 - 10
GSP Metals	9 - 10
Manufacturing Technology (General Metals)	9 - 12
Materials Fabrication I (Machine Shop)	11 - 12
Mechanical Power Technology	9 - 12
Media Tech	10 - 12
Production Technology	9 - 12
Transportation Power Technology	9 - 10
Construction Tech	9 - 12
Work Fundamentals	9 - 10

Special Note: Lab fees will be assessed and safety glasses may be required for each course.



**INTRO TO DRAFTING/CAD (Basic Drafting):** Intro to Drafting/CAD is a general drafting course designed to expose students to many areas of drafting. Students are taught to use a variety of drafting equipment, including computers and computer-aided drafting software to complete a variety of drawings. Appreciation for the various roles drafting plays in our everyday lives is emphasized. (0.5 units per semester)

**COMMUNICATIONS TECHNOLOGY:** The Communications Technology course is an elective for freshman or sophomore students designed to orient students to the resources, technical processes, industrial applications and technological impact of communications technology. It involves the graphic and electronic means of transmitting and receiving messages which includes experience in telecommunications, computers, photography, graphic arts, broadcasting, and design drafting. This is a lab oriented course and the student will spend a significant amount of time with hands-on activities. (0.5 units per semester)

**ELECTRICITY/BASIC ELECTRONICS:** Electricity/Basic Electronics is an introductory level course for freshman, sophomores, juniors, and/or seniors. It is a semester in length and counts for (.5) credits as an elective. In part of this course the student will learn basic house wiring concepts and applications. Understanding of these concepts are learned through actual (hands-on) wiring of 20 various circuits such as: single-pole, 3-way, and 4-way switches, service panels, convenience outlets, GFCI and other specialty circuits. These lab activities are generally constructed with a lab partner so therefore communication skills and participation/attendance is very important.

Also in this course the student will learn basic electronic concepts that include series/parallel circuits, semiconductor components (ie: diodes, transistors, and I.C. chips), schematic reading, skill level work such as soldering/desoldering, and an introduction to using various test equipment just to name a few. Again, a "hands-on" approach is used and many lab activities support these electronic concepts. The student will

also construct a major project as a part of their grade. A lab fee of \$5.00 is required as well as safety glasses/goggles. Successful completion of this class qualifies the student to be considered for the building trades program at PCHS. (0.5 units per semester)

**ENERGY TECHNOLOGY (Energy Utilization):** The Energy Technology course is an elective for freshmen and sophomores and is designed to orient students to the resources, technical processes, industrial application, and technological impact of energy technology. It includes experiences with the extraction, conversion, storage, and conservation of fossil fuels, solar resources, wind and water resources, and nuclear energy resources. The student will spend a significant amount of time with hands-on activities, such as constructing a solar collector, power supply, wind generator, and various assigned projects and lab experiments. (0.5 units per semester)

**GSP WOODS:** General Shop Practice is intended to meet the needs of students with academic difficulties. Step-by-step demonstrations and well explained work sheets should provide for a positive, successful experience in the woodworking area. All written and lab assignments are directed toward safe and desirable work habits, with a strong emphasis on regular attendance and cooperation. A lab fee of \$10.00 is required. (0.5 units per semester)

**GSP METALS:** General Shop Practice is modeled after Manufacturing Technology. However, it is designed to meet the needs of students with extremely low academic success. Written and lab assignments are designed to teach safe and desirable work habits as well as general metal working skills. A lab fee of \$17.50 is required. (0.5 units per semester)

**MANUFACTURING TECHNOLOGY (General Metals):** A first or second semester elective, this course gives introductory laboratory experiences in basic sheet metal, foundry practices, and forging and heat treating. Some advanced practice is given concerning sheet metal development, welding, and machining. A lab fee of \$17.50 is required. (0.5 units per semester)

**MATERIALS FABRICATION I (Machine Shop):** An introductory course to the basics of the various machine processes found in the metals fabricating industry. The course centers on the skills and knowledge required to be successful in the metals manufacturing and fabrication industry. Students will learn to operate the lathe, milling machines, drilling machines, grinders, and study how these machines are being used in automated productions. (0.5 units per semester) Students will be required to buy protective clothing and pay for project material. A lab fee of \$10.00 is required for project material.

**MECHANICAL POWER TECHNOLOGY:** A first or second semester elective, where basic theory of internal combustion engines is discussed with major emphasis placed on single cylinder gasoline engines. Laboratory practice includes disassembly and reassembly of a required engine. The student will bring in two engines to be overhauled. Instruction is given concerning overhaul and diagnostic procedures with emphasis given to rebuilding and repair of single cylinder engines. (0.5 units per semester)

**MEDIA TECH:** This course is a one year offering designed to provide the student with entry-level training in media production technology. Topics covered within the course include but are not limited to digital photography and manipulation, audio and video production, computer graphics, animation, multimedia productions and presentations. Students learn to use digital cameras, video cameras, recorders, special effects generators and editors, computers, and a variety of peripherals. Outstanding work is highlighted through school publications and on cable channel 20. Though it is not required, a student may bring their own digital camera if compatible with school equipment. A \$10.00 lab fee per semester is charged to offset the cost of consumable materials. Students and parents must sign a repair and replacement waiver prior to the use of school equipment. (0.5 units per semester)

**PRODUCTION TECHNOLOGY:** Production Technology explores woods, metals, plastics, and their use in industry and project making. Some of the activities will include mass production and selling projects that are made. Students will work on the design, manufacturing, managing and marketing of projects. Most of the experiences will be hands-on work in woods, metals, and other materials. A unit on the stock market and how the economy affects investments will be included. A stock company will be organized for the Production Technology projects. Students will share in the benefits of this company. Field trips to selected industries may be taken. A lab fee of \$12.00 is required. (0.5 units per semester)

**TRANSPORTATION POWER TECHNOLOGY:** An elective for freshmen and sophomores. This class explores land, air/space, and water transportation. Periodic activities are included with the unit studies. Application, technological impact, and careers are emphasized with each unit. A lab fee of \$20.00 is required. (0.5 units per semester)

**CONSTRUCTION TECH:** Construction Tech is an elective course which consists of designing and constructing assigned projects using both hand and power tools. Students will be given related information about materials, tools, machines, and the construction industry. 80% of the student's time will be spent in the lab and strong emphasis will be placed on regular daily attendance. A lab fee of \$15.00 is required. (0.5 units per semester)

**WORK FUNDAMENTALS:** The Work Fundamentals program includes supervised and coordinated practical work experience for students who have different needs. The needs encompass academic, social, and economic problems which may in part be solved by enrolling in this program. The In-School phase of the program consists of preparatory classroom instruction intended to prepare the student for entry into the Cooperative phase. The Cooperative phase consists of one-half day in school where the student is enrolled in courses which will upgrade him or her and help the student to strive toward possible graduation. The other half day is spent working at a job in the community where there is supervised instruction and meaningful work experience. (0.5 units per semester)

# Language

COURSE	YEAR OFFERED
French 1 and 2	9 - 12
French 3 and 4	10 - 12
French 5 and 6	11 - 12
French 7 and 8	12
German 1 and 2	9 - 12
German 3 and 4	10 - 12
German 5 and 6	11 - 12
German 7 and 8	12
Latin 1 and 2	9 - 12
Latin 3 and 4	10 - 12
Latin 5 and 6	11 - 12
Latin 7 and 8	12
Spanish 1 and 2	9 - 12
Spanish 3 and 4	10 - 12
Spanish 5 and 6	11 - 12
Spanish 7 and 8	12

**FRENCH 1 AND 2:** First and second semester elective. The course presents the fundamental skills of listening, speaking, reading and writing French with a focus on grammar and vocabulary. The study of French culture and French speaking people is introduced. (0.5 units per semester)

**FRENCH 3 AND 4:** First and second semester elective for those students who have passed French 1 and 2. The course reviews and develops the basic skills geared toward proficiency in listening, speaking, reading, and writing with a concentrated focus on grammar and vocabulary. The study of French culture and French speaking people is expanded. (0.5 units per semester)

**FRENCH 5 AND 6:** First and second semester elective for those students who have passed French 3 and 4. The course's objective is to develop proficiency in listening comprehension, speaking, reading and writing. Intensive focus on grammar, vocabulary, and structure. Students will read their first French novel. (0.5 units per semester)

**FRENCH 7 AND 8:** First and second semester elective for those students who have passed French 5 and 6. The course's objective is further development of listening, speaking, reading and writing. Advanced grammar concepts, increased vocabulary, and focused comprehension are required as students read their second French novel. (0.5 units per semester)

**GERMAN 1 AND 2:** First and second semester elective designed for students who wish to fulfill the high school general studies requirement, college entrance requirements, or who wish to enter the fields of business, math, science, language or music. The major objectives are speaking, reading, writing, and listening comprehension. Good pronunciation is strengthened by use of cassettes. Readings and culture are based on aspects of interest to the high school student; introductions, family, hobbies, telling time,



school, sports, and entertainment. An optional, but integral part of the German curriculum is the German-American Partnership Program, a student exchange program of 3-4 weeks, which provides an opportunity for the student to host a German student here, and in return visit his host partner in Germany and attend school there. (0.5 units per semester)

**GERMAN 3 AND 4:** First and second semester elective for students who have passed German 1 and 2. The objectives of the first year are continued, and the year begins with a review of major 1st year grammar topics. As the student moves forward, topics of interest include parties, buying presents, vacation activities, staying fit, clothing, the house, parts of the body, etc. Customs and cultures will be studied in greater depth. Again language cassettes are used to aid pronunciation. An optional, but integral part of the German curriculum is the German-American Partnership Program, a student exchange program of 3-4 weeks, which provides an opportunity for the student to host a German student here, and in return visit his host partner in Germany and attend school there. (0.5 units per semester)

**GERMAN 5 AND 6:** First and second semester elective for students who have passed two years of German. There is some review of 2nd year grammar topics before advanced level grammar topics are begun. There is much vocabulary expansion. Exercises to improve speaking ability and longer reading selections are added. The basic objectives of speaking, reading, writing, and understanding the language are continued. An optional, but integral part of the German curriculum is the German-American Partnership Program, a student exchange program of 3-4 weeks, which provides an opportunity for the student to host a German student here, and in return visit his host partner in Germany and attend school there. (0.5 units per semester)

**GERMAN 7 AND 8:** First and second semester elective for seniors who have passed three years of German. It will provide a review, expansion and completion of major grammar points, as well as an expansion of German culture and literature through the reading selections. An optional, but integral part of the German curriculum is the German-American Partnership Program, a student exchange program which provides an opportunity for the student to