



# **Danville High School**

## **2025-2026 Course Guide**

*Danville High School promotes school success and nurtures lifelong learners through rigor, relevance, and relationships.*

Dear Student,

Danville High School is a school that affords all students many excellent academic opportunities. It is up to you to take advantage of academic selections that will help you with your future goals. Taking the initiative to select the correct courses of study is vital for your future. Please take your time and choose wisely. Additionally, there are deadlines for schedule changes. **After those deadlines pass, your schedule cannot be changed without Administrative approval.**

The information contained in the course guide is presented to assist you and your parents/guardian in selecting high school courses that will benefit you - whether you choose to attend a 2 year, 4 year college or university, or choose to enter the workforce. I urge you and your parents/guardian to carefully read over these course descriptions and make a wise choice depending on your future career choice. The course guide will help you and your parents/guardian by:

- Providing information on the different types of educational activities available.
- Assisting in selecting courses each year.
- Indicating requirements necessary for graduation.
- Explaining how to get help from your school counselor.

The registration process is as followed:

- Each student will meet individually with their school counselor to work out a plan for next school year.
- Each student can also log on to Xello (a program that helps students plan their own unique journey whether trade, college, entrepreneurship, or training) and sit down with their parents/guardian to make their academic choices.
- After students and parents/guardians have made their selections, School Counselors will provide parents and students with a letter indicating their choices. There will be a window of time for changes to be made. I strongly encourage you to visit your school counselor if you have any questions concerning scheduling for the next school year.

I want every student to be successful at Danville High School and that is why it is so important to make the right course selections each year. My administrative staff and I will be available as well for any questions or concerns. Do not hesitate to contact us. I hope that you have a smooth transition for the next school year.

Best wishes to you for a successful academic year!

Mr. Jacob Bretz  
Principal of Danville High School

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## NAVIGATING THE REGISTRATION PROCESS

Register for an exciting and challenging year that fits YOU! The possibilities are endless!

The registration process begins each year in January. The course guide contains information that will help you and your parent/guardian make an informed decision in selecting the courses appropriate for YOU.

The DHS Course Guide contains the following information about each course: course name, course description, unit of credit, and any prerequisites needed. Also included in this guide are graduation requirements, college entrance requirements and information, dual enrollment opportunities, NCAA requirements, planning forms and much, much more. It is extremely important for you and your parent/guardian to read through this registration book. The choices you make now will have a direct impact on your future. Conversations with your parent/guardian, school counselor, and teachers will help you make an informed decision as to which courses best fit YOU, as well as help you graduate and be prepared for a successful future.

When you register for a course, you are committing to take and complete that course. Keep in mind, you are registering for a COURSE, not a TEACHER. The courses you select will be final, with these few exceptions:

- Your schedule does not account for courses taken over the summer.
- Your schedule is missing a graduation requirement.
- Your schedule does not include a requested course based on a scheduling conflict.



### **STEP ONE:**

School counselors will visit classes by grade level beginning in January/February to present students with required courses for graduation as well as the elective options open to them. Students will then choose their courses in Xello.

Don't know what classes to choose? Try:

- Visiting the "MEET THE VIKINGS" Elective Fair
- Reading through the DHS Course Guide in its entirety
- Making an appointment with your counselor

**STEP TWO:**

School counselors will meet with students individually to discuss progress with graduation requirements, future goals and post-secondary plans, as well as finalize 2025-2026 course requests!

**STEP THREE:**

All student course requests will be mailed home for students and parents/guardians to review one last time. At this time, students/parents/guardians will have a small window of time to make any necessary changes by contacting the School Counselor.

**FURTHER QUESTIONS regarding registration?** Contact your School Counselor:

**Mrs. Erin Leverenz (444-1521) New Tech, A-D, Li-Mo**

**Mrs. Amanda Campbell (444-1510) AVID students and E-Le**

**Ms. Monica McCray (444-1524) Mu-Z**

**Professional School Counselors also assist students by:**

- ⇒ Ensuring requirements for graduation are included in the schedule.
- ⇒ Discussing with students, in confidence, personal problems and helping to identify possible solutions.
- ⇒ Helping students and parents write individual career plans.
- ⇒ Helping students to make career or college decisions.
- ⇒ Helping students with college or military preparation by offering the PSAT test and the ASVAB military exam.
- ⇒ Helping students investigate career possibilities.
- ⇒ Providing mental health counseling services through referrals to cooperating community agencies.

**State of Illinois/DHS  
Graduation Requirements  
Class of 2026 and 2027**

*NOTE: Each semester is 1 credit*

Content Area	Credits required
English	8 credits
Mathematics	6 credits
Science	4 credits
Social Studies	4 credits (Must include US History and Government/
Physical Education	Per the State of Illinois, students must be daily enrolled in PE
Health	1 credit
Consumers Education	.5 credit**
Computer Literacy	1 credit^^
Electives	2 credits (Must be one year from art, music, world language, CTE, or forensic speech)

\* The Constitution Test covering the state and national constitutions is a major assessment in the *Government* course and must be passed to fulfill graduation requirements. Failure to pass the Constitution Test will result in a student having to retake the course.

\*\* Students must take one of the following classes to meet the State Consumer Education requirement:

*WECEP, Introduction to Business and Technology, Consumer Economics/Personal Finance, Business Marketing and Management, Cooperative Career Education (Co-op), and Family Living.*

^^ Students must take one of the following classes to meet the Computer Literacy requirement:

*Introduction to Computer Applications, Word Processing, Spreadsheets, Presentations, Graphic Arts/Desktop Publishing, Multimedia Broadcasting, CAD (Drafting), Introduction to Engineering Design, and Principles of Engineering.*

**State of Illinois/DHS  
Graduation Requirements  
Class of 2028**

<b>Content Area</b>	<b>Credits required</b>
<b>English</b>	8 credits
<b>Mathematics</b>	6 credits (Students must pass two semesters of Algebra I and Geometry)
<b>Science</b>	4 credits
<b>Social Studies</b>	5 credits (Must include US History and Government/Civics *)
<b>Physical Education</b>	3 credits (Per the State of Illinois, students must be daily enrolled in PE - except athletic and academic waivers)
<b>Health</b>	1 credit
<b>Consumers Economics/ Personal Finance</b>	.5 credit
<b>Humanities/CTE</b>	2 credits (Students must pass 2 semesters of either CTE, World Language, Art, or Music)
<b>Electives</b>	13 credits ( Students may choose classes from any department beyond the graduation requirements)

\* The Constitution Test covering the state and national constitutions is a major assessment in the *Govern-ment /Civics* course and must be passed to fulfill graduation requirements. Failure to pass the Constitution Test will result in a student having to retake the course.

**GRADE PROMOTIONS (*Beginning with Class of 2028*)**

Sophomore = 8 credits (must pass full year of 9th grade core classes.)

Junior = 14 credits (must pass full year of 10th grade English, Math, and Science)

Senior = 20 credits (must pass full year of 11th grade English, Math, and US History)

## **COURSE INFORMATION**

### **Required Course Load**

The recommended course load is at least five solid (full-credit) subjects. Students participating in extracurricular activities are recommended to take at least six solid courses. Academic honors, as well as athletic eligibility will depend upon the number of subjects being taken.

### **Class Schedule Changes**

Courses for the school year are chosen by the student and approved by the parents/guardians. Classes and teacher assignments are arranged to accommodate the selections students make. Therefore, any request for a change will be considered only for the following reasons:

1. The schedule does not include a requirement for graduation which must be met.
2. The schedule does not account for work taken during summer school.
3. The schedule does not include a requested course based on a scheduling conflict.

**All schedule change requests must be made within the first 5 days of their enrollment. Any requests after the 5 days must be approved by a building administrator or Assistant Superintendent.**

### **Retaking A Course**

Any student may retake a class that the grade of a D was earned any semester. Upon completion of the class, the student's GPA will be calculated on the grade earned. The D will remain on the transcript for credit. Only one class can be taken each semester.

### **PASS/FAIL Option**

1. Pass/fail is open to all juniors and seniors.
2. Any Danville High School, non-required course that meets five times per week may be taken pass/fail (dual enrollment courses may NOT be taken pass/fail).
3. Only one (full credit) course per semester may be taken on a pass/fail basis.
4. The decision to take a course pass/fail and the course which may be taken is at the student's discretion, with parent approval. An application form must be completed, signed by both parent and student, and filed with the student's counselor by the end of the 1st and 3rd quarters. Application forms are available in the Guidance Office.
5. If the student is a junior, the pass/fail course must be a fifth solid (full-credit) subject. For seniors, it need only be a fourth solid subject.
6. Only one full unit (two semesters) in each department, in the span of the two years, may be taken pass/fail.
7. The student must reapply each semester.
8. For student athletes, NCAA Clearinghouse recognizes the PASS as the lowest grade which is a D. For some colleges, they will not recognize the class if taken as pass/fail.



## **PE Waiver**

Athletic Waivers for Physical Education are allowed for students participating in the following; Athletics, Marching Band, and JROTC. Students cannot waive and take a PE course at the same time. PE Waivers must be submitted to their School Counselor prior to the conclusion of the sport he/she is participating. Juniors and Seniors may get an Academic PE Waiver if it is needed to make room for an AP course or dual enrollment course. Therefore, a student may not use an Academic Waiver if enrolled in a Study Hall.

## **Early Graduation Option**

A student may apply for early graduation if he or she has met all minimum requirements for graduation as established by the Board of Education. A form is available in the School Counseling Office, which must be completed by the student and approved by his or her parents and counselor during the registration process. If a student changes their mind after the registration time period, approval for early graduation will be based upon availability of classes and class size.

## **Honors Assembly**

To be eligible for the Honors Program, students must have a GPA of at least 3.25 for each semester of the previous year or a cumulative GPA for the school year of at least 3.25. Students must take four solid (full credit) subjects that figure into the GPA. PE and half credit courses **do NOT** figure into GPA for the Class of 2026 & Class of 2027. PE will figure in for GPA for the Class of 2028. No grade in any class can be lower than a C.

Danville High School recognizes our honors students in grades 10, 11, and 12 with an Honors Assembly in the Dick VanDyke Auditorium. In addition to receiving recognition for academic success, each student has the opportunity to invite and recognize an educator who made a significant impact during their educational career.

## Class Rank and Grade Point Average

A grade point average (GPA) is determined by adding all of the student's grade point values and dividing by the number of courses taken. Students are ranked based on their averages. All courses, except Physical Education and Drivers Education, are used to compute grade point averages. (NOTE: Beginning with the Class of 2028, PE courses will be utilized in GPA.)

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0

## Weighted Grade Point Average and Rank

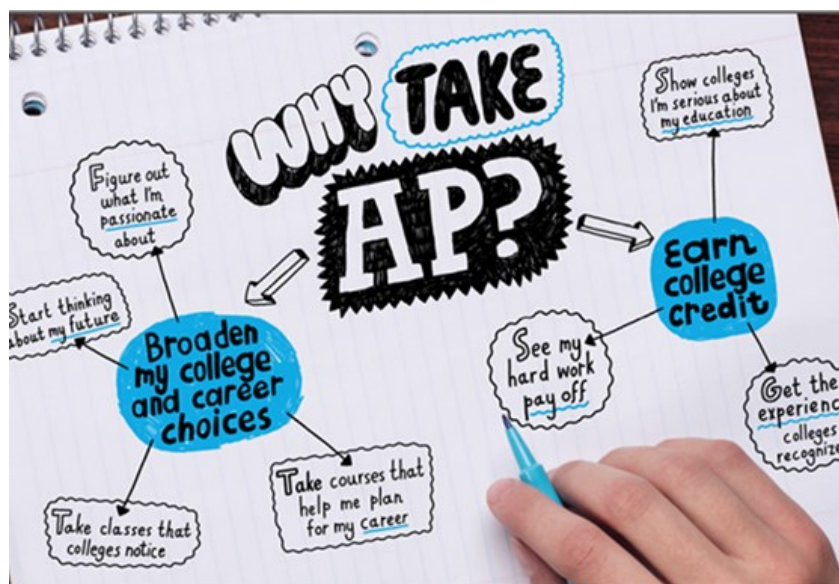
Advanced Placement (AP) courses and dual enrollment courses are weighted courses. A weighting factor of 1.0 is added to grades A-D earned in these courses due to their rigor and complexity. An average is determined by adding all of the student's grade point values and dividing by the number of courses taken. Students are ranked based on their averages. All courses, except Physical Education and Drivers Education, are used to compute weighted grade point averages. (NOTE: Beginning with the Class of 2028, PE courses will be utilized in GPA.)

Weighted GPA Scale	Weighted Courses		
A = 5.0	Rhetoric 101/102 courses at DACC	LITR 121/122	Dual Enrollment
B = 4.0	AP English Language	AP English Literature	AP Psychology
C = 3.0	AP Government	AP US History	AP Human Geog-
D = 2.0	raphy		
F = 1.0	AP Biology Science	AP Chemistry	AP Environmental
	AP Physics Enrollment Stats	AP Calculus AB/BC	AP Statistics/Dual
	AP PreCalculus	HIST 151/152	HIST 111/112

## Advanced Placement Courses

Advanced Placement classes are rigorous courses that allow high school students to undertake academic learning at the collegiate level. Students **must** take the AP exam associated with the course which will be paid for by the district. College and university policies regarding AP Exam scores vary. Scores of 3, 4, and 5 on the College Board Advanced Placement examinations shall be accepted for credit to satisfy degree requirements by all Illinois public institutions of higher education. Each institution shall determine for each test whether credit will be granted for electives, general education requirements, or major requirements and the AP Exam scores required to grant credit for those purposes. **AP candidates should check with the college(s) to determine how the college(s) will award credit, exemption, and placement.**

AP Exams are available once a year in May. This schedule is set by the College Board. Danville High School students that are enrolled in AP courses will automatically be registered for the AP test. Any student wanting to register for additional tests, must do so with the AP Coordinator in November.



For more information regarding Advanced Placement courses, exams, timelines, etc. visit [ap.collegeboard.org](http://ap.collegeboard.org)





## DACC AND DUAL ENROLLMENT

Dual Enrollment means that a student is taking a class that will earn high school and college credit concurrently. Credit for the course(s) is placed on the student's high school transcript. Credit is also placed on an official DACC transcript. **Students may not take dual enrollment courses pass/fail. Students must take semester exams to receive dual enrollment credit.**

### Benefits of Dual Enrollment/Dual Credit

- ◇ Save time and money by taking classes while in high school that can be applied toward your college degree.
- ◇ Gain experience as a college student and learn early what to expect from college level courses while still taking advantage of all the supports available at Danville High School.
- ◇ Remember...dual credit grades become part of your permanent college transcript and MAY affect your financial aid eligibility later in your college career.
- ◇ MOST dual enrollment credits will be accepted at your college or university of choice! **Contact your college/university for more specific information.**

### Dual Credit courses offered AT DHS:

The following courses are taken AT Danville High School, with DHS teachers, for FREE! Students will be given high school credit as well as college credit.

DHS Course	DACC Course	College Credits
Rhetoric 101	ENGL101 Rhetoric and Composition I	3
Rhetoric 102	ENGL102 Rhetoric and Composition II	3
Literature 121	LITR121 Chief English Writers 1	3
Literature 122	LITR122 Chief English Writers 2	3
Western Civilization I	HIST111 Western Civilization I	3
Western Civilization II	HIST112 Western Civilization II	3
US History	HIST151 US History to 1865	3
US History	HIST152 US History Since 1865	3
Statistics	MATH115 Survey of Statistics	3

## **ACADEMIC COURSES AT DANVILLE AREA COMMUNITY COLLEGE**

Danville District 118 allows DHS students to take DACC courses FREE OF CHARGE! That is paid tuition, free books, no fees! A DACC application must be filled out, a permission form must be obtained from your DHS counselor (links below), and then an appointment should be made with a DACC advisor to discuss what courses you should take to obtain your specific goals. The DACC advisor will then register you for those courses.

**Application (Student Information Form):** <https://dacc.edu/assets/pdfs/ar/StudentInformationForm4.15.20.pdf>

**Junior/Senior Permission Form:** [https://dacc.edu/assets/pdfs/ar/HS\\_permission\\_form.pdf](https://dacc.edu/assets/pdfs/ar/HS_permission_form.pdf)

### **Danville High School Academic Acceleration Path**

**Freshman** - Honors Courses / AP Human Geography

**Sophomore** - Honors Courses / AP Courses

**Summer after Sophomore year through Junior year** (upon successful completion Dual Placement requirements)

Dual Enrollment at DHS (currently 27 college credit hours available)

Lit 121 Chief English Writers 1

Lit 122 Chief English Writers 2

Hist 111 West Civ 1

Hist 112 West Civ 2

Hist 151 US History to 1865

Hist 152 US History Since 1865

Math 115 Stats

Eng 101 Rhet 1

Engl 102 Rhet 2

Additional 15 college credit hours available via waiver at DACC, but the following applies:

- Courses must be taken over summer or after school hours.
- Graduation requirements and DHS course offerings must be considered first.
- Building administration approval is required.
- All classes utilized with vouchers will be placed on transcripts.

### **Senior Year**

May take classes at DACC during the school day as long as:

- 3.0 overall GPA
- Student is able to provide own transportation.
- 1 class must be taken at DHS, and a total of 6 courses must be taken overall each semester.
- Students in athletics are required to provide documentation of grades from professors weekly to athletic office.

**Reminder:** All Dual Enrollment courses will be listed on the high school and college transcripts and figured into both GPAs.

## **CAREER and TECHNICAL EDUCATION COURSES: COLLEGE EXPRESS**

Many DHS students attend DACC during the school day for College Express at no cost to the student. The following classes are available through College Express (this changes from year to year based on enrollment and available instructors):

Auto Technology	Agriculture Education/Tech	Computer Networking
Criminal Justice*	Culinary Arts	Business Administrative Tech
Computer Programming	Digital Design	HVAC
Graphic Design	Health Occupations	Early Childhood*
Healthcare Professions	Horticulture	Industrial Tech/Applied Engineering

*\*Students must pass the DACC Placement test or qualify based on standardized test scores.*

College Express classes are Dual Enrollment classes, but most credits are non-transfer credits.



# COLLEGE/ UNIVERSITY ENTRANCE REQUIREMENTS:

## GENERAL INFORMATION

Admissions requirements vary from college to college and, in some cases, these will vary by department even within a college. Students who plan to attend college should take as many academic courses as possible in high school as this will enable them to be prepared for college work and to compete with other college students. Below is an example of college admission requirements for several State universities. **For more detailed information, please consult your counselor and your desired university.**

### High School Credit Requirements for Attending State Universities

These are minimum requirements; schools may strongly recommend 4 years in each subject area.

University/College	English	Social Science	Math	Science	World Lang/Electives
Eastern Illinois University	4	3	3	3	2
Illinois State University	4	2	3	2	2
Northern Illinois University	4	3	3	3	2
Southern Illinois-Carbondale	4	3	3	3	2
University of Illinois (UIUC)	4	2	3	2	2
University of Illinois-Chicago	4	3	3	3	2
University of Illinois-Springfield	4	3	3	3	2
Western Illinois University	4	3	3	3	2

**NOTE:** Math courses for college must start with Algebra I. Science courses should be laboratory courses. Courses that will count in the elective area should be verified by the specific university and your counselor. Typically, elective courses need to be in the areas of World Language, Fine Arts, and Music.

The standardized test score, GPA, and class rank middle 50% ranges of the entering freshman classes show that admission standards vary across the state universities. Note that since a holistic approach is used in the admission review process, having standardized test scores, GPA, and class rank within the entering freshman profile does not guarantee admission.

## Middle 50% for ACT Composite Scores, GPA, and Class Rank

\*Many schools have now gone to Test Optional admissions

University	ACT	SAT	GPA
Eastern Illinois University	21-23	1060-1090	3.0-3.3
Illinois State University	21-26	1060-1270	3.03-3.78
Northern Illinois University	19-23	990-1140	2.5-3.5
Southern Illinois-Carbondale	24	1160	3.2
University of Illinois (UIUC)	27-33	1360-1480	3.37-3.85
University of Illinois-Chicago	22-27	1110-1300	3.1-3.7
University of Illinois-Springfield	19-25	980-1230	3.0-3.87
Western Illinois University	18-23	940-1150	2.72-3.52





## ATHLETICS AND ACADEMIC ELIGIBILITY

All Student Athletes must be passing five (5) credits in order to be eligible to participate in their sport. **Athletes must have also passed 5 classes in the previous semester in order to be eligible.** For this reason, we recommend ALL student athletes be registered for at least 6 classes at all times. For initial eligibility at the beginning of the season, athletes must have received five (5) credits the previous semester.

Athletic information included in this curriculum guide is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's Athletic Director.

For more information regarding the rules, please visit the NCAA Eligibility website ([www.ncaa.org/student-athletes/future/eligibility-center](http://www.ncaa.org/student-athletes/future/eligibility-center)).



# ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org).

## ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

## CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

### DIVISION II

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

## SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at [ncaa.org/test-scores](http://ncaa.org/test-scores).

## TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.





## HIGH SCHOOL TIMELINE

### 9<sup>TH</sup> GRADE



- *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist).
- Sign up for a free Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org) for information on NCAA requirements.

### 10<sup>TH</sup> GRADE

REGISTER



- If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

### 11<sup>TH</sup> GRADE



- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

### 12<sup>TH</sup> GRADE



- Complete your final NCAA-approved core courses as you prepare for graduation.

- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

### 9<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

### 10<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

### 11<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

### 12<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

For more information: [ncaa.org/playcollegesports](http://ncaa.org/playcollegesports) | [eligibilitycenter.org](http://eligibilitycenter.org)

Search Frequently Asked Questions: [ncaa.org/studentfaq](http://ncaa.org/studentfaq)

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## ADVANCEMENT VIA INDIVIDUAL DETERMINATION

### Suggested Course Sequence

#### Grade 9

English 9 or English 9 Honors  
World History  
Algebra I or Geometry Honors  
Biology  
Foreign Language  
**AVID 9 Elective**

#### Grade 11

AP English Lit or Literature 103/105  
US History or AP US History  
AP PreCalculus or Algebra 2 HNRS  
AP Chem, AP Bio, AP Physics, or  
AP Environmental Science  
Government or AP Government  
Foreign Language  
**AVID 11 Elective**

#### Grade 10

English 10 or English 10 Honors  
Geometry or Algebra II Honors  
Chemistry  
World Language  
AP Human Geography  
**AVID 10 Elective**

#### Grade 12

AP English Language or Rhetoric 101/102  
AP Calculus or AP PreCalculus or Statistics  
AP Chemistry, AP Biology, AP Physics, or  
AP Environmental Science  
World Language  
**AVID 12 Elective**

### AVID Elective Description

**Course Title:** AVID

**Credits:** 1 credit per semester

**Prerequisite:** AVID application, interview, approval of AVID team

**Description:** Advancement Via Individual Determination (AVID) provides the student with a multi-layered support system to enhance academic achievement, motivation, and prepare the student for college success. The students receive tutorial sessions in the academic areas, an emphasis on study skills instruction, and college preparation. In addition to the AVID class, students are required to be enrolled concurrently in a college preparatory curriculum in the areas of English, math, science, and social studies.



# DHS COURSE DESCRIPTIONS

# CAREER AND TECHNICAL EDUCATION (CTE)

## BUSINESS EDUCATION

### Accounting I

**Length:** 1 year  
**Lab Fee:** \$10  
**Prerequisite:** Sophomore-Senior standing

**Description:** Recommended for college business majors. If you are thinking of majoring in a business-related field at the post-secondary level, this is a course you definitely want to take. It is helpful in everyone's personal life and a necessity for those planning a career in business. Students learn the complete accounting cycles for a service and a merchandising business. The course makes accounting statements understandable, such as balance sheets, income statements, and bank reconciliation statements. Students will use computers to process accounting data.

### Accounting II (Possible College Credit)

**Length:** 1 year  
**Credit:** 1 credit per semester, 3 college credits per semester  
**Prerequisite:** Accounting I  
**Lab Fee:** \$10

**Description:** Recommended for college business majors. This course is a continuation of Accounting I. Accounting II deals with more in-depth accounting practices and procedures. This course is designed for students who are planning a business related career. Corporate accounting, cost accounting, and accounting for a not-for-profit organization are a few of the topics discussed. Students will use computers to process accounting data.

### Business Marketing and Management

**Length:** 1 semester  
**Prerequisite:** Sophomore-Senior standing

**Description:** Recommended for college business majors. Learn about the business world and prepare for college marketing classes. Every person should understand how our business and economic system works. This course will include a discussion of business and its environment, forms of business ownership, advertising, business, finance, management styles, and how to start and run a business. Whether you become a consumer, owner, or manager, this is the course for you. This course meets the requirement for consumer economics/personal finance requirement.

### Sports and Entertainment Marketing

**Length:** 1 semester  
**Prerequisite:** Successful completion of Business Marketing and Management with a C or better.  
**Lab Fee:** \$10

**Description:** This one semester course will introduce students to the sports and entertainment marketing industry. The course will promote real-world knowledge and various applications in sports and entertainment marketing, ethics, risk management, human resources, general management, negotiations, event preparation, and ticket sales. Primary attention will be focused on the marketing aspects of the sport and entertainment business world. Several guest speakers from the community will be a focus as well as an interactive sports entrepreneur experience through the online program Knowledge Matters.

### Consumer Economics/Personal Finance

**Length:** Nine weeks  
**Credit:** .5 credits

**Description:** Learning experiences focus on the understandings and skills needed to make decisions about the use of resources and prevention strategies which contribute to an improved quality of life. The course content includes the following areas of study: money management, personal budgets, banking, and credit. This course meets the requirement for consumer education instruction.

### Introduction to Business and Technology

**Length:** 1 semester

**Description:** Introduction to Business and Technology prepares students for the economic roles of consumer, worker, and citizen. This basic course is designed to acquaint students with all activities associated with a business, including types of ownership, marketing, finance, ethics, and economics. Throughout the semester students will learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise financial planning decisions in order to make the most of their income. This course meets the requirement for consumer economics/personal finance requirement.

# CAREER AND TECHNICAL EDUCATION (CTE)

## Intro to Computer Applications

**Length:** 1 semester  
**Lab Fee:** \$5

**Description:** Intro to Computer Applications is a perfect class for learning the basics of using technology. Students will review the touch-key method of keyboarding; learn to access online tools and perform effective online searches; acquire basic skills necessary for getting started in Microsoft Word, Excel, and PowerPoint; and practice effective communication using email and other communication platforms.

## Database (MS-Access)

**Length:** 1 semester  
**Prerequisite:** Intro to Computer Apps (or proficiency) or teacher recommendation

**Description:** Learn the powerful features and advantages of Microsoft Access! Students will learn the core skills: creating tables and modifying forms and reports. After concentrating on the core of the database, students will learn some of the more powerful tools including: queries, creating reports, calculating data, and using databases to perform mail merges. This course will give students the opportunity to gain dual enrollment college credit as well as Microsoft Office Specialist (MOS) Certification in Access.

## Word Processing (MS-Office)

**Length:** 1 semester  
**Prerequisite:** Intro to Computer Apps (or proficiency) or teacher recommendation  
**Lab Fee:** \$5

**Description:** In this lab-oriented class, the student will learn numerous features and powerful tools in Microsoft Word to help them smoothly and efficiently create professional-looking documents for business or personal use. Students will demonstrate mastery of concepts in written, small task, and project forms. In addition to the development of computer and information management skills, the student will also be required to develop organizational skills as the course requires student independence and problem-solving to complete the assignments and projects. This course will also give students the opportunity to gain Microsoft Office Specialist (MOS) Certification in Word.

## Spreadsheets (MS-Excel)

**Length:** 1 semester  
**Prerequisite:** Intro to Computer Apps (or proficiency) or teacher recommendation  
**Lab Fee:** \$5

**Description:** Get a step up in work and study! Microsoft Excel skills are a current must-have for individuals entering the work force as well as for students heading off to college. This course introduces students to the basic features of Microsoft Excel and spreadsheet concepts including entering data, applying professional formatting, creating formulas and charts, sorting data, applying filters, and working with functions. In addition, better computer skills, improved critical-thinking, and problem-solving skills will be emphasized. This course will give students the opportunity to gain Microsoft Office Specialist (MOS) Certification in Excel.

## Entrepreneurship

**Length:** 1 semester  
**Prerequisite:** Junior or Senior Standing  
**Lab Fee:** \$10

**Description:** This course is designed to get students excited about becoming true entrepreneurs. Students will have the opportunity to create and fully develop their own product or service. Real-world entrepreneurs and business experts will serve as coaches and mentors guiding student teams through the process of ideation, market research, and business plan development. Over the course of the year, student teams will learn more about marketing, accounting, and human resources foundations learned in other courses they have already taken. The general goal is to gear up for Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of Danville businessmen and women to present their ideas and potentially win funding to turn their business plans into reality during the summer and following school year.

# CAREER AND TECHNICAL EDUCATION (CTE)

## COLLEGE AND CAREERS

### College and Career Ready

**Length:** 1 Semester  
**Prerequisite:** Freshman standing

**Description:** Ready yourself for college and career opportunities through this class. Become more self-aware as you learn and explore characteristics, preferences, and strategies for success while in high school and beyond. Students will build career knowledge, discover tools for organization and time management, and understand how financial literacy can help them reach their post-secondary goals.

### Global Careers and Professions (GCP)

**Length:** 1 semester  
**Prerequisite:** Junior or senior standing

**Description:** Not sure what you want to do beyond high school? Join the GCP class to explore your options and prepare for the professional world! Students will gain “real world” work experience by completing a 20 hour internship in their area of interest. Students will also research career clusters, learn how to prepare for an interview, understand the importance of online platforms, learn professional etiquette, and complete a personal portfolio that includes writing a functional resume, thank you note, and cover letter. Cyber Safety and Interviewing Skills Certifications will be obtained. Financial responsibilities and opportunities will also be explored.

## FAMILY AND CONSUMER SCIENCES

### Culinary Arts I

**Length:** 1 year  
**Prerequisite:** Junior or Senior Standing, Application Required, Preliminary Certification (see Instructor)  
**Lab Fee:** \$10

**Description:** This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompasses: food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning/preparing/preserving/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts, including entrepreneurship investigation.

### Culinary Arts II

**Length:** 1 semester  
**Prerequisite:** Culinary Arts I

**Description:** This laboratory course expands upon the knowledge and culinary skills obtained in Culinary Arts I. Emphasis will be on meal planning and more advanced cooking/preparation skills and careers within the food service industry. Students will also have the opportunity to obtain the ServSafe Food Handler Certificate.

### Baking

**Length:** 1 semester  
**Prerequisite:** Culinary Arts I

**Description:** Together we will explore everything there is to love about baking. From measuring, decorating, and cake competitions we will learn how baking and cooking have their own separate skills. If you have a sweet tooth, this class is perfect for you!



# CAREER AND TECHNICAL EDUCATION (CTE)

## Adult Living

**Length:** 1 semester

**Prerequisite:** None

**Description:** The goal of the Adult Living Skills course is to help prepare students to be successful members of society. Students will learn basic skills such as: self-discovery, family basics, finances, career planning, cooking, and much more through learning opportunities in the classroom and the community.

## Human Growth/Child Development

**Length:** 1 semester

**Prerequisite:** None

**Description:** Human Growth/Child Development addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children.

# Career and Technical Education (CTE)

## AUDIO VISUAL TECHNOLOGY

### Graphic Design/Desktop Publishing

**Length:** 1 year  
**Prerequisite:** Word Processing, Spreadsheets, Intro to Computer Apps, Presentations or teacher recommendation/proficiency  
**Lab Fee:** \$10

**Description:** Graphics. Text. White space. Page Layout. These are key elements of print media (logos, advertising, graphics, tshirts, etc.). Learn to apply appropriate design concepts as you create a variety of projects while mastering the fundamentals of Adobe Illustrator, InDesign, and PhotoShop. Students will apply their software and design knowledge in the creation of custom designed graphics and popular print design. Students will learn how to search for and choose fonts and graphics that enhance their message. Projects will emphasize independence, creativity, and problem-solving as the students utilize their desktop-publishing skills.

### Photography

**Length:** 1 semester  
**Prerequisite:** Sophomore status, 1 semester of Computer Literacy  
**Lab Fee:** \$8.00 minimum

**Description:** This class will be an exploration of the fundamental principles, techniques and application of camera based image making. The course will teach students how to properly manipulate camera functions to achieve high quality photographs. Basic photo manipulation, editing, and special effects will be introduced using Adobe Photoshop. In addition, the course will involve discussing the aesthetics of photography as well as the real life industry applications of photography such as: photojournalism, fine art, portrait commercial photography, as well as others.

### PowerPoint (MS-PowerPoint) (Possible College Credit)

**Length:** 1 semester  
**Prerequisite:** Intro to Computer Apps (or proficiency) or teacher recommendation  
**Lab Fee:** \$5

**Description:** Create stunning slideshows and basic videos! This course will teach the skills necessary to successfully use Microsoft PowerPoint. Learn to navigate the interface; make new presentations from scratch or from available templates; add and edit text, pictures, sounds, movies and charts to your presentations; and apply transitions, animations, and special effects! This course will give students the opportunity to gain Microsoft Office Specialist (MOS) Certification in PowerPoint.

### Multimedia Broadcasting

**Length:** 1 year  
**Prerequisite:** Application Required

**Description:** Students will learn a variety of technical skills including broadcast format, writing for television and radio news, directing, hands on camera and studio skills, sound, and editing. Multimedia Broadcasting is a reflection of the life and events of the student body and Danville High School. Those enrolled in this course will assume responsibility for all roles needed to produce the daily announcements. Adobe will be the chief software used, and students may obtain Adobe Certified Associate training badges during time in the course.

# CAREER AND TECHNICAL EDUCATION (CTE)

## INDUSTRIAL TECHNOLOGY

### Introduction to Careers in Applied Technology

**Length:** 1 year  
**Prerequisite:** Freshman/Sophomore

**Description:** If you like a variety of technology (not just computers), this class may be for you. If you are not sure what career field to enter after graduation, this introductory-level course is for you. If you want to explore industrial technology areas, this class is DEFINITELY for you. This course includes instruction and “hands-on” activities using a variety of equipment to gain a better understanding of how technology can be used, how it works, and what career options are available. Major units of instruction may include, but are not limited to, auto body, auto mechanics (small engine and automotive), welding, electronics & electricity, CAD, and manufacturing. Each of these units will include instructions concerning their relationship to energy, communication, transportation, and production. Students in this course begin with a mandatory Safety Training called CareerSafe-S4. OSHA 10 General Industry certificate may be earned during this course.

### Intermediate Building Trades

**Length:** 1 year  
**Prerequisite:** Introduction to Careers in Applied Technology, CareerSafe- S4  
**Required Equipment:** Safety Shoes

**Description:** This class builds on skills learned in Intro to Careers and Technology. An emphasis will be placed upon accurate measurements, safety, and the proper use of hand and power tools. Skills needed for employment and workplace ethics will be discussed as well. Students will use the skills learned in this course to construct simple wood projects and construction of small outdoor structures like seats, picnic tables, and park benches. Class size is limited. OSHA 10 General Industry and OSHA 10 Construction Industry Training certificates may be earned during this course.

### Advanced Building Trades

**Length:** 1 year  
**Prerequisite:** Intermediate Building Trades, CareerSafe- S4  
**Required Equipment:** Safety Shoes

**Description:** This class builds on skills learned in Intermediate Building Trades. This course will include, but not be limited to the construction of small storage structures inside and outside of the shop. Students work may also not be confined to on-campus construction meaning there may be opportunities to travel to worksites in the community. Advanced students will also learn about basic framing, roofing and siding techniques with the possibility of electrical and plumbing installation when the need and demand requires. The class will also include math and reading instruction as it applies to the construction trades area. Class size is limited. OSHA 10 General Industry and OSHA 10 Construction Industry Training certificates may be earned during this course.



### GeoCon (Geometry in Construction)

**Length:** 1 year  
**Prerequisite:** Successful completion of Algebra 1, Completion of Intro to Careers and Technology is recommended. Students who earned C or D in Algebra 1 must complete an application for the course and be approved by the two instructors.  
**Credit:** 2 credits per semester (one for Geometry, one for Construction)

**Description:** Students will complete ALL Geometry standards, as well as learn basic home building and maintenance skills, utilizing multi-step problem solving, green building techniques, technical writing and communication skills, as well as developing their own interest in construction related careers. It is open to students that have demonstrated success in Algebra I. Students in this course begin with a mandatory Safety Training called CareerSafe - S4.

# CAREER AND TECHNICAL EDUCATION (CTE)

## CAD CAM

**Length:** 1 year  
**Prerequisite:** Introduction to Careers and Technology, CareerSafe- S4, Sophomore to Senior standing

**Description:** CAD is a basic introduction to computer operations regarding principles of manufacturing design. Students will learn the Inventor software, which provides methods and tools for producing, viewing, and editing two-dimensional drawings and three-dimensional models. The software permits designers, drafters, engineers, and others to create, revise, model, and document industrial parts and assemblies for prototyping, mold making, and manufacturing. Student projects will provide hands-on experience with the Inventor program and 3D printing..

## Advanced CAD

**Length:** 1 year  
**Credit:** 1 credit per semester  
**Prerequisite:** Intermediate CAD

**Description:** This course is designed to build on those concepts learned in beginning CAD. Students will learn how to draw advanced mechanical and simple architectural drawings. Other topics covered are, 3D drawing and modeling, Surface modeling and rendering, solid modeling, sending drawings through the internet and plotting drawings using a variety of paper sizes.

## Intermediate Welding

**Length:** 1 year  
**Prerequisite:** Introduction to Careers in Applied Technology, CareerSafe- S4  
**Required Equipment:** Safety Shoes

**Description:** This training level course reinforces skills learned in the welding portion of Introduction to Careers in Applied Technology. Students will learn safety as it applies to each weld process and will increase skill level in shielded Metallic Arc Welding and Gas Metal Arc Welding.

## Advanced Welding

**Length:** 1 year  
**Prerequisite:** Intermediate Welding, CareerSafe- S4  
**Lab Fee:** \$10.00  
**Required Equipment:** Safety Shoes

**Description:** This training-level course reinforces and introduces advanced welding skills. Students will master skills in oxy-acetylene welding and cutting, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding and plasma cutting. This course may include, but is not limited to, tech math, metallurgy, blueprint reading, identification of weld symbols, as well as layout and design, and cost estimation. This class is a dual credit course with DACC. Students may earn credits toward a welding certification by successfully completing required welds.

## Automotive Technology

**Length:** 1 year  
**Prerequisite:** Introduction to Careers in Applied Technology, CareerSafe- S4  
**Lab Fee:** \$10.00

**Description:** This training-level course reinforces skills learned in Introduction to Careers in Applied Technology. Automotive Technology provides learning experiences related to the maintenance, repair, and servicing of automobiles. Instruction is provided in performing safety practices, inspections, repairs and maintenance on a variety of systems. Students will also develop practical skills in the use of parts manuals, identification of replacement parts, and other automotive nomenclature relating to hazardous materials and other tools and products.

# CAREER AND TECHNICAL EDUCATION (CTE)

## Introduction To Engineering Design (PLTW)

**Length:** 1 year

**Description:** IED is one of several courses offered through Project Lead the Way developed to help schools give students the knowledge they need to excel in high-tech fields such as **Engineering and Manufacturing**. IED offers students the opportunity to work with high-tech 3D solid modeling software (Inventor) and learn the Design Process that is needed to develop a product from an idea to reality.

## Principles of Engineering (PLTW)

**Length:** 1 year

**Description:** Principles of Engineering will introduce students to different fields of engineering through investigating various technology systems and processes. Engineering topics will include: design process, simple machines, heat engines, electrical and control systems, statics, materials and materials testing, introduction to dynamics and kinematics, and engineering for reliability. Most topics will culminate with a project, such as, construction of a bridge, marble sorter, mousetrap car, and ballistic device.

## WORK BASED PROGRAMS

### Work Experience Career Exploration Program\* (WECEP-During School Employment)

**Length:** 1-2 years

**Credit:** 2 credits per semester (1 credit for class, 1 credit for work)

**Prerequisite:** 14-15 year old students – interviewed and approved by Coordinator

**Description:** WECEP is designed as an incentive work experience and career exploration program for students who are designated as potential early school "leavers." The program will consist of a career exploration class that will relate to individual job experiences, tutoring help, and career development. Measurable program objectives are to increase attendance patterns, to improve grades and attitude about getting an education, to develop a positive attitude about personal work experiences, and to improve self concept. The program requires students to work at an approved job station for an average of 15 hours per week.

## Cooperative Career Education (Co-op) \*

**Length:** 1 year

**Credit:** 2 credits per semester (1 credit for class, 1 credit for work)

**Prerequisite:** Senior standing, application required and Approval by Coordinator

**Lab Fee:** \$10.00

**Description:** Earn while you learn! Cooperative Career Education is designed to merge classroom instruction with on-the- job work experience in a variety of career areas. It is recommended that a student will have completed one preparation level course in a related program prior to entering the program (i.e. business, industrial, health occupations). Students are released from school for their paid cooperative education work experience while also participating in daily classroom instruction. Classroom instruction and course content includes career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, etc.

**Criteria:** Prior to acceptance into the Co-Op program, the student must submit the following: an application signed by the parent, a copy of his/her birth certificate, and three teacher recommendation forms. Academic performance, attendance records and discipline records will be evaluated. Students will also be expected to participate in fundraising if necessary.

\* Satisfies state Consumer Economics/Personal Finance requirement.



# ENGLISH LANGUAGE ARTS

## English 9

**Length:** 1 year

**Description:** A writing intensive course, English 9 is a course designed to synthesize and reinforce the students' experiences in language arts skills. The course emphasizes reading improvement strategies and reading comprehension skills as they apply to several genres of literature and for other content areas. Composition, grammar, vocabulary, listening, and speaking skills are practiced within and apart from the study of the literary genres. General study skills are also a key component of the class. Students are introduced to the research process.

## English 9 Honors

**Length:** 1 year

**Description:** A writing intensive course, English 9 Honors is a course designed to meet the needs of students designated as exceptionally gifted or talented in the area of language arts. The course is based upon the core of Freshman English and enhanced by additional instruction in writing and grammar and teacher and/or student selected enrichment activities designed to enhance critical thinking and problem solving skills. A formal informative speech is required.

## English 10

**Length:** 1 year

**Description:** English 10 builds upon the study of literary genres addressed in Freshman English. It reinforces the close study of prose and further develops research skills. Composition, grammar, vocabulary, listening, and speaking skills are practiced and reinforced within and apart from the study of the literary genres. Particular emphasis is given to expanding the skills necessary for the development of real world writing tasks.

## English 10 Honors

**Length:** 1 year

**Prerequisite:** Sophomore standing

**Description:** English 10 Honors is a course designed to meet the needs of students designated as exceptionally gifted or talented in the area of language arts. This survey course is based upon the core of American Literature and enhanced by teacher and/or student selected enrichment activities designed to promote critical thinking and problem solving skills. The course examines selected American authors who relate basic themes and values prevalent in America. Specific areas for study include the Puritans, the Colonial and Revolutionary period, the romantic period, transcendentalism, realism, and modern literature. Composition, listening, and speaking skills are practiced and reinforced within the study of the literature of historical periods, as a part of required independent reading, and as a part of individually selected or teacher directed research.

## English 11

**Length:** 1 year

**Prerequisite:** Junior standing

**Description:** English 11 balances reading and writing skills. While not a survey course, it integrates selections from American Literature in order to highlight literary techniques (narration, allegory, persuasion, etc.). Students read texts in order to further understand a style of writing, then practice that style on their own. For instance, they read several memoirs and narrative nonfiction excerpts before writing their own narrative essays. Each quarter, students master a set of 5-8 Common Core Standards, centered around the four writing areas: narrative, informative, research, and argumentative. Texts often function as vehicles to mastery—that is, *The Crucible* served the double role of elucidating allegory as well as helping students practice making inferences.

# ENGLISH LANGUAGE ARTS

## AP English Literature and Composition

**Length:** 1 year  
**Prerequisite:** Junior standing

**Description:** The course is designed according to College Board guidelines, with rigor and expectations of high proficiency. AP English Literature is a course designed to meet the needs of students designated as exceptionally gifted or talented in the area of language arts. The course is enhanced by teacher and/or student selected enrichment activities designed to promote critical thinking and problem solving skills. Specific areas of thematic study include: irony, characterization, point-of-view, narration, satire, and poetry. In addition to required independent reading, students will engage in individually selected or teacher directed research to support the study of thematic subjects and their literary and societal implications. Novels and readings are chosen from a wide variety of time periods and authors including but not limited to: E.E. Cummings, Ken Kesey, Percy Bysshe Shelley, Toni Morrison, Oscar Wilde, and William Faulkner.

## English 12 1 & 2

**Length:** 1 year, or by desired semester  
**Prerequisite:** Senior standing

**Description:** This course blends composition, speech, and literature skills into a cohesive whole as students write critical and comparative analyses of selected texts (both literary and informational texts), continuing to develop their language arts skills. Assignments will emphasize comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses will introduce and explore more advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. The course will reinforce logic and critical-thinking skills that accompany good writing, emphasizing word choice, organization, voice, sentence fluency, and ideas, and conventions. This will also provide continued and advanced instruction in writing for a variety of purposes and audiences. Emphasis will be on college and career preparation. Typically, students will be asked to show understanding through multiple-paragraph essays, speeches, projects, and classroom discussion. English 12 1 & 2 can be taken simultaneously, and in any order to accommodate Early Graduates.

## AP English Language and Composition

**Length:** 1 year  
**Prerequisite:** Senior standing - advanced or college preparatory

**Description:** AP English Language and Composition is a language and composition course open to advanced seniors who wish to prepare for the College Board Advanced Placement Examination in Language and Composition in the spring of the school year, earning college credit as well as credit toward graduation from high school. The course is designed according to College Board guidelines, with rigor and expectations of high proficiency. Content includes giving emphasis to close reading, rhetorical modes, and stylistic techniques. As students read through different modes of writing, they will be asked to analyze the features of these texts and then write their own composition in this mode of writing. Additionally, students will complete analyses of current events articles and/or pop culture pieces. It should be noted that this course differs from the dual enrollment rhetoric course; while there are similarities in terms of content, completion of this course will not earn college credit alone. College credit is dependent upon a student's abilities to pass the AP Exam in the Spring.

## Rhetoric 101

**Length:** 1 semester  
**Credits:** 1 credit per semester (3 credit hours of transferable DACC credit with the grade of "C" or better.)  
**Prerequisite:** DACC Placement test

**Description:** This is a writing intensive class that specifically deals with your ability to write persuasive compositions, along with creative non-fiction, personal narrative, and short story analysis. This class is designed to improve your composition skills. Specifically, the writing and analysis exercises as part of the course are designed to enhance your skills of persuasion and argumentation. You should be able to not only identify an effective argument, but also to formulate it yourself. Identifying your audience as a writer will also be an essential skill you are expected to learn. We will discuss what is "good" writing and what that term even means. Students in this course are eligible for dual enrollment credit through DACC for ENG 101.

# ENGLISH LANGUAGE ARTS

## Rhetoric 102

**Length:** 1 semester

**Credits:** 1 credit (3 credit hours of transferable DACC credit with the grade of "C" or better.)

**Prerequisite:** DACC Placement test, successful completion of Rhetoric 101

**Description:** This is a writing intensive class that specifically deals with your ability to research and compose on an academic level. You will practice the reading and analysis of academic texts, while demonstrating an ability to use those texts to further strengthen your arguments. This class is designed to help you become familiar with "academic discourse" and be able to follow the formal rules and accepted processes of engaging in academic conversations. Academic discourse is not oral, it is a written language that effectively argues one point or another. You will continue to learn how to do effective research that will contribute to your academic discourse. The use of computers, libraries, librarians, and academic journals (found online through the DACC website) will be necessary to accomplish these research goals. Students will continue to practice research citation (bibliography and quoting sources) using MLA format. Overall, you will learn how to join in a structured and formalized conversation that exists across time. Students in this course are eligible for dual enrollment credit through DACC for ENG 102 by taking both semester final exams.

## Literature 121

**Length:** 1 semester

**Credits:** 1 credit per semester (3 credit hours of transferable DACC credit with the grade of "C" or better.)

**Prerequisite:** DACC Placement test

**Description:** A historical survey from the beginning of the English language through the late 17th century, beginning with Old English texts through Early Modern English period and covering a range of genres including verse, drama, sonnets, among others. Students in this course are eligible for dual enrollment credit through DACC for LITR 121.

## Literature 122

**Length:** 1 semester

**Credits:** 1 credit per semester (3 credit hours of transferable DACC credit with the grade of "C" or better.)

**Prerequisite:** DACC Placement test

**Description:** Wordsworth, Byron, Shelley, Keats, Browning, Tennyson, Arnold, Shaw, Yeats, Dickens, Eliot, and a selection of representative 19th and 20th century prose. Students in this course are eligible for dual enrollment credit through DACC for LITR 122.

## Forensic Speech

**Length:** 1 semester

**Description:** This course offers students the opportunity to learn how to use the voice and body in formal and informal situations. Vocal and physical warm ups will be a part of the class to hone students' presentation skills. Speaking skills included depend upon the presentations being taught, but they typically emphasize effective presentation of one's voice and body, thoughtful understanding and interpretation of literature, logic and reasoning, and the organization of thought and supporting materials. Students will do presentations in several categories including: formal and informal prepared speeches, oral and dramatic interpretation of drama, literature, and poetry, as well as impromptu speeches.

## Creative Writing

**Length:** 1 semester

**Description:** Creative Writing offers students the opportunity to develop and improve their technique and individual writing style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students also study exemplary representations and authors to obtain a fuller appreciation of the form and craft.



# ENGLISH LANGUAGE ARTS

## Drama

**Length:** 1 semester

**Description:** This course is designed for the student who is interested in drama and would like to learn the basic skills necessary to act in or produce a play. Prior experience is not necessary for success. Acting, directing, character development, script and character analysis, improvisation and more will be taught through various theater games, activities, and lessons. This highly interactive class will culminate in a project which is a final performance of a scene from a play.

## Theater

**Length:** 1 year

**Description:** Theatre is a course that encourages the realization, appreciation, and training in the many potential career fields within theatre. Students will build and acquire a broad range of skill-sets that are applicable to many fields through hands-on experiences in technical and performance based fields. Students will experience duet acting, monologues, ensemble acting, and create audition portfolios aligned to their area of interest. Experiences in the technical side of the field will also occur as a part of this course. This includes a basic understanding of running a light/sound board, the application of stage makeup for various theatrical techniques, and set construction, where students will be given a basic understanding of tools and safety for the goal of OSHA certification. In addition, students will dive into a brief history of theatre that analyzes the great works that have shaped its evolution, as well as, the racial and political themes that have shaped its history. This course is designed for college-bound students who are interested in pursuing a career in theatre as well as students who wish to broaden their knowledge and general skill-sets. Students should expect a demanding homework workload that includes hands-on projects, quizzes, tests, and performance assessments. Performance assessments will complement and be based on classroom activities. A high level of understanding in analysis and problem-solving is necessary for success in this course. Involvement and assistance in school productions is encouraged, giving students more ownership and real-world application of the skills they develop in their desired area of interest.

## Introduction to Teaching

**Length:** 1 semester

**Prerequisite:** 2.0 GPA/application, Senior standing

**Description:** The goal of this class is to help students understand the importance of teaching in our society, the skills effective teachers possess, the challenges teachers encounter daily, and the rewards of a career in teaching. This class is designed to answer the question, "Is teaching really for me?" A substantial part of this class will take place off-campus at a District 118 elementary or middle school. Students in Intro to Teaching are given the opportunity to observe and co-teach with a District 118 teacher.

## AVID Elective Description

**Credits:** 1 credit per semester

**Prerequisite:** AVID application, interview, approval of AVID team

**Description:** Advancement Via Individual Determination (AVID) provides the student with a multi-layered support system to enhance academic achievement, motivation, and prepare the student for college success. The students receive tutorial sessions in the academic areas, an emphasis on study skills instruction, and college preparation. In addition to the AVID class, students are required to be enrolled concurrently in a college preparatory curriculum in the areas of English, math, science, and social studies.



# FINE ARTS

## ART EDUCATION

### Introduction to Art

**Length:** 1 year  
**Credit:** 1 credit per semester  
**Lab Fee:** \$8.00 minimum per semester

**Description:** This is an introductory art course with emphasis on drawing, planning and producing artwork, using a variety of media and techniques. These media may include paint, ink, fibers, clay, metal, and collage materials, plus a variety of drawing materials. Composition, including the elements and principles of design and color theory, will be emphasized throughout the course. The study of art history is also included, and students will be required to do readings, written work and assessments based on art historical knowledge. Students will find problem solving skills, patience and self-discipline to be important ingredients if they are to do well in any art course.

### Drawing Techniques I

**Length:** 1 year  
**Lab Fee:** \$8.00 minimum per semester  
**Prerequisite:** Intro. To Art (with a C or above)

**Description:** Drawing Techniques I places emphasis on 2-Dimensional work using advanced drawing techniques, imagination, and originality. Further study of color theory through the use of collage, painting, printing, and drawing techniques will be included. Students will explore a variety of media, techniques and subject matter. Outside research drawings will be required along with written assignments, tests, quizzes, and sketchbook.

### Sculpture Techniques I

**Length:** 1 year  
**Lab Fee:** \$8.00 minimum per semester  
**Prerequisite:** Intro to Art (with a C or above)

**Description:** Sculpture Techniques I may include work in the areas of metal; ceramic pottery and sculpture; plaster and cardboard; and fiber designs including weaving, and batik. Quizzes, research drawings, and some study of historical examples may be required in addition to regular assignments. Students must buy some materials. Many students will need time outside of school to finish projects, as the processes are very time consuming.

### Drawing Techniques II

**Length:** 1 year  
**Prerequisite:** Drawing Techniques I  
**Lab Fee:** \$8.00 minimum per semester

**Description:** This course will include use of many drawing techniques studied in Drawing Techniques I, with more emphasis on design quality and originality. Outside class research will be required and sketchbooks are required.

### Sculpture Techniques II

**Length:** 1 year  
**Prerequisites:** Sculpture Techniques I  
**Lab Fee:** \$8.00 minimum per semester

**Description:** This course may include use of many sculpture techniques studied in Sculpture Techniques I, with more emphasis on design quality and originality. Outside class research drawings will be required.

### AP Studio Art

**Length:** 1 year  
**Prerequisite:** 3 high school level art classes including Drawing I and Drawing II

**Description:** Enrollment in this course is based on portfolio review by the DHS Art Department. The AP program in Studio Art is for highly motivated students who are seriously interested in the study of art and involves significant commitment. It is highly recommended that AP Studio Art students have taken as many art courses at the high school level as possible in their schedule. Students will need to work outside the classroom, as well as in it, and beyond scheduled periods. The AP Studio Art curriculum is available online at [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com) and will be strictly adhered to. AP Studio Art students may find it beneficial to schedule a study hall period for additional studio time 1 or 2 semesters.

# FINE ARTS

## WORLD LANGUAGE

### French I

**Length:** 1 year

**Description:** French 1 is an introduction to the French language and culture. The emphasis is on oral communication, both listening comprehension and speaking. Students will achieve proficiency through a communicative approach supported by technology, projects, and experience.

### French II

**Length:** 1 year

**Prerequisite:** French 1

**Description:** French 2 is a continuation of French 1. Students develop the ability to engage in longer conversational exchanges. Writing activities focus on the paragraph. Strategies for listening comprehension and reading are presented.

### French III

**Length:** 1 year

**Prerequisite:** French 2

**Description:** French 3 continues the development and reinforcement of communication skills and the development of reading and cultural awareness. Students are introduced to literature and art.

### French IV

**Length:** 1 year

**Credit:** 1 credit per semester

**Prerequisite:** French 3

**Description:** French 4 is a continuation of French 1-3. Major emphasis is on developing fluency in speaking and in writing. Students continue their exploration of French literature and culture. Students are introduced to French history.

### Spanish I

**Length:** 1 year

**Description:** Students achieve proficiency in listening, speaking, reading, and writing Spanish through a communicative approach supported by the use of technology. Study of basic vocabulary, language structure, and culture is emphasized.

### Spanish II

**Length:** 1 year

**Prerequisite:** Spanish I

**Description:** After passing Spanish I, students use the communicative approach to improve fluency in oral and written language skills while expanding their knowledge of various locations in the Spanish-speaking world.

### Spanish III

**Length:** 1 year

**Prerequisite:** Spanish II

**Description:** Students concentrate on polishing conversational skills while expanding their vocabulary and continuing to develop their grammar, reading, and writing skills. Students will focus on conversational skills in Spanish and will complete a variety of fun projects.

### Spanish IV

**Length:** 1 year

**Prerequisite:** Spanish III

**Description:** Students continue to develop reading, writing, and conversational skills through the study of literature and culture.

# FINE ARTS

## MUSIC

### Concert Band

**Length:** 1 year (Required)

**Prerequisite:** Participation in middle school instrumental music is mandatory and placement by audition in spring of previous school year or by permission granted by the director.

**Description:** Concert Band is the entry-level band ensemble at Danville High School. The emphasis of the course is on individual skill development and study of the core band repertoire at the grade two and a half to three grade level. Required examinations on all major and natural minor scales are part of this course. Participation in concerts and special programs during and after school is an integral and required part of the course. Participation in music department fundraisers is also required.

### Symphonic Band

**Length:** 1 year (Required)

**Prerequisite:** Placement by audition in spring of previous year.

**Description:** Symphonic Band is the second level of band ensemble at Danville High School. The emphasis of the course is continued individual skill development and study of the core band repertoire at the grade three and four level. Required examinations on all major, natural minor, and harmonic minor scales are part of this course. Participation in concerts and special programs during and after school is an integral and required part of the course. Participation in music department fundraisers is also required.

### Wind Ensemble

**Length:** 1 year (Required)

**Prerequisite:** Placement by audition in spring of previous year and evidence of private instruction

**Description:** Wind Ensemble is the highest level of band ensemble at Danville High School. The emphasis of the course is continued individual skill development and study of the core band repertoire at the grade four, five, and six level. Required examinations on major scales and all minor scales are part of this course. Participation in concerts and special programs during and after school is an integral and required part of the course. Participation in music department fundraisers is also required. Private instruction is highly recommended.

### Percussion Ensemble

**Length:** 1 year (Required)

**Prerequisite:** Participation in middle school instrumental music is mandatory and placement by audition in spring of previous school year or with director permission. Students must be able to read standard music notation.

**Description:** Students in percussion ensemble at Danville High School will study the core percussion repertoire at the grade two, three, and four level. The emphasis of the course is also on skill development in rudimentary snare drumming and mallet technique. Participation in concerts and special programs during and after school is an integral and required part of the course. Participation in music department fundraisers is also required. Students need to have a stick bag, drumsticks and mallets.

### String Orchestra

**Length:** 1 year (required)

**Prerequisite:** Successful completion of middle school orchestra, or consent of instructor (see below).

**Description:** String Orchestra provides students with previous string experience an opportunity to continue their development as musicians. The focus of instruction will be in the areas of string pedagogy and music literacy. Students may be asked to provide supplemental materials to help facilitate learning in these areas. String Orchestra is a performing ensemble, and as such, will participate in several concerts, festivals, and other events throughout the school year. Successful completion of the course requires participation in all performances. On occasion, students who are new to playing a string instrument have joined string Orchestra. Their concurrent studies with a private teacher have made this possible. A large ensemble class like String Orchestra is not conducive to private study, and is not the appropriate setting to learn a new instrument.



# FINE ARTS

## Symphony Orchestra

**Length:** 1 year (required)

**Prerequisite:** Admittance by audition, or consent of instructor.

**Description:** Symphony Orchestra is the premier string performing ensemble at Danville High School. In addition to regularly scheduled performances, the Symphony Orchestra is often called upon to act as musical ambassadors for the school and community. Students will be expected to keep sufficient practice habits in order to maintain the highest performing standards of the group. Symphony Orchestra will participate in several concerts, festivals, and other events throughout the school year. Successful completion of the course requires participation in all performances. Periodic travel and other special events may require student participation in Instrumental Music Boosters fundraising events.



## Music Theory

**Length:** 1 semester

**Prerequisite:** At least one year experience in high school band, choir, or orchestra; must be enrolled in a curricular performance ensemble

**Description:** This course will introduce students to the theory of music and music composition, providing them with the skills needed to read and write music notation, as well as to understand, analyze, and listen with purpose. The course will also use ear training and sight-singing techniques to reinforce identification and analysis skills. It will cover material such as pitches and scales, intervals, clefs, rhythm, form, meter, phrases and cadences, harmony, part-writing, and full composition.

## Singing Vikings

**Length:** 1 year (required)

**Prerequisite:** Freshman standing

**Description:** Singing Vikings is a training level mixed choir. Class work will focus on developing basic music and performance understanding. Participation in school concerts and community performances are an important and required part of the course.

## Contemporaires

**Length:** 1 year (REQUIRED)

**Prerequisite:** Vocal and dance audition held in March for incoming freshmen through senior students.

**Description:** This all-female ensemble is comprised of students in grades 9-12. Students must make an annual commitment to after school and daily rehearsals. The group learns a high energy and vocally challenging competition show in the fall to perform for the spring competitions, as well as performing typical jazz concert/choral/ works. A show choir fee must be paid during the fall to help cover the costs of costumes. Participation in Choral Department fundraisers is required. This group will perform at community, school, and competitive performance venues.

## Danville Delegation

**Length:** 1 year (REQUIRED)

**Prerequisite:** Vocal and dance audition held in March for incoming freshmen through senior students.

**Description:** This mixed ensemble is comprised of students in grades 9-12. Students must make an annual commitment to after school and daily rehearsals. The group learns a high energy and vocally challenging competition show in the fall to perform for the spring competitions, as well as performing typical jazz concert/choral works. A show choir fee must be paid during the fall semester to help cover the cost of costumes. Participation in Choral Department fundraisers is required. This group will perform at community, school, and competitive performance venues.

# FINE ARTS

## Madrigals/Vocal Jazz

**Length:** 1 year

**Prerequisite:** Vocal audition held in March for incoming freshmen through senior students.

**Description:** This advanced mixed ensemble is comprised of students in grades 9-12. The group learns a vocally challenging show in the fall to perform for the Madrigal Dinner in December, as well as performing choral works. Participation in Choral Department fund-raisers is required. This group will perform at community and school events. The ensemble will cover vocal jazz literature in the spring semester.

## Chamber Ensemble

**Length:** 1 year

**Prerequisite:** Previous or current enrollment in a curricular string orchestra

**Description:** Chamber ensemble provides string students with the opportunity to be arranged into a small string duo, trio, quartet, or quintet. This allows students to focus on learning how to play in a small, self-run ensemble with the potential to be sent out to play gigs in the community as necessary. Students will be expected to participate in Chamber Concerts throughout the year to showcase their learning.

## Music History and Its Influence on Popular Music

**Length:** 1 semester

**Description:** This course explores the relationships between early music and the popular music of today. Areas of study include contemporary pop culture and its influences from early to modern music. The course will use extensive listening examples from all eras to reinforce students' ability to identify musical influences in the context of the popular music they enjoy today.

## Introduction to Classical Guitar

**Length:** 1 semester

**Fee:** Guitar use fee (if needed)

**Description:** This one-semester course is designed for students with any level of guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, not reading, aural skills, flat-picking, singing songs, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation and performing experiences. Students may use their own personal acoustic guitar but guitars are available for classroom rental. Electric guitars will not be accepted.



# JROTC

## Army Junior Reserve Officers' Training Corps (AJROTC)

Army Junior Reserve Officers' Training Corps (AJROTC) is offered to students in the 9<sup>th</sup> through 12<sup>th</sup> grades. There is NO military service obligation. The AJROTC program 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 provides instruction and rewarding opportunities that benefit the student, community, and nation.

Each AJROTC unit is structured along the lines of an Army unit to develop student leadership at each grade level under the direct supervision of the instructors. The scope, focus, and content of the instruction is sequential; it reflects and builds on the previous year's curriculum. In addition to the emphasis placed on citizenship and leadership, the development of communication skills, the incorporation of historical perspectives, the requirement for competitiveness in physical fitness and military skills and the significance of service learning are emphasized. Students are guided by experienced leaders who help them develop self-awareness, confidence, the necessary skills to be good leaders and understand their potential.

All enrolled students are required to wear the Army JROTC uniform at least once a week as specified by the Senior Army Instructor. While wearing the uniform, students must meet the Army's appearance and grooming standards. Any student who dislikes wearing the JROTC uniform and meeting the appearance/grooming standards should not enroll in the program. All students will be screened at the end of each semester and will only be readmitted to the program with the approval of the Senior Army Instructor.

Students completing three years of AJROTC may enter the active service at advanced pay grades, may receive advanced credit in Senior (college) ROTC and may enhance opportunities for scholarship or acceptance at one of the US Service Academy.

### Leadership Education and Training (LET) 1

**Length:** 1 year

**Description:** This course includes Introduction to Army JROTC, Leadership Theory and Application, Foundations of Success, Lifetime Wellness, Fitness and First Aid, Geography and Earth Science, Citizenship and American History, Personal Finance, Service Learning, and US Government.

### Leadership Education and Training (LET) 2

**Length:** 1 year

**Prerequisite:** LET 1 and approval of Senior Army Instructor

**Description:** This course includes an intermediate level of instruction in the subjects begun in the first year.

### Leadership Education and Training (LET) 3

**Length:** 1 year

**Prerequisite:** LET 2 and Instructor approval

**Description:** This course provides advanced-level instruction in the subjects taught in the first and second year AJROTC. Emphasis is placed on how the various factors (communications, problem solving, decision making, planning and supervision) affect a cadets' effectiveness as a leader. Cadets are given increased opportunities to demonstrate leadership skills in the Cadet Battalion organization. In addition, cadets are exposed to opportunities available to them to enter the military as an officer, the steps that should be taken to apply/enroll in a college and how to obtain information about the various types of colleges and universities.



# JROTC

## Leadership Education and Training (LET) 4

**Length:** 1 year

**Prerequisite:** LET 3 and Instructor approval

**Description:** This advanced level AJROTC caps three years of progression in every phase of AJROTC. Students selected for this course have demonstrated proficiency in LET 3 and are presented with the challenge to study self-paced and to complete the exercises, case studies and vignettes in the programmed text. In addition, the students are taught techniques of command and staff procedures through text and practical exercises. Students demonstrate their ability to perform briefings, instructional teaching and serve as mentors to the LET I Cadets.





# MATHEMATICS

Three years of math are required for graduation at Danville High School. According to state mandates, students must successfully complete six (6) semesters of mathematics, including one year of Algebra I and one year Geometry, in order to graduate from high school.

Students are encouraged to take four years of math and compete for Math Honors. Math Honors requires that students take seven semesters of math at DHS through Precalculus with at most one semester of a grade of "B" and all other semesters with a grade of "A". Math placement of freshmen is based on 8<sup>th</sup> grade teacher recommendation, student grades, and 8th grade assessment scores.

## Algebra I

**Length:** 1 year

**Prerequisite:** Placement based on 8th grade assessments and teacher recommendation

**Description:** Students will identify functions and their characteristics, set up and solve equations and inequalities, graph linear functions, write linear equations, write and solve systems of linear equations and inequalities, perform operations on and factor polynomials, and solve quadratic functions. The TI-30XIIS calculator is required for this course.

## Geometry

**Length:** 1 year

**Prerequisite:** Successful completion of Algebra I

**Description:** Students will learn about points, lines, planes, angles, circles, polygons, the relationships of congruence and similarity, and parallel and perpendicular lines. Algebra 1 concepts are used extensively in Geometry. A TI-30XIIS calculator is required for this course.

## Geometry Honors

**Length:** 1 year

**Prerequisite:** B or higher in Algebra 1 and teacher recommendation.. Can be taken concurrently with Honors Algebra 2 with department chair approval.

**Description:** Students will learn about points, lines, planes, angles, circles, polygons, the relationships of congruence and similarity, and parallel and perpendicular lines. Topics are taught more in depth than the regular Geometry course. Advanced Algebra 1 concepts are used extensively in Honors Geometry. The TI-30XIIS calculator is required for this course.

## GeoCon (Geometry in Construction)

**Length:** 1 year (This is a double-blocked course)

**Prerequisite:** Successful completion of an Algebra 1

**Credit:** 2 credits per semester (one for Geometry, one for Construction)

**Description:** Students will complete ALL Geometry standards, as well as learn basic home building and maintenance skills, utilizing multi-step problem solving, green building techniques, technical writing and communication skills, as well as develop their own interest in construction-related careers. The TI-30XIIS calculator is required for this course.



# MATHEMATICS

## Algebra II

**Length:** 1 year

**Prerequisite:** Successful completion of Algebra 1 and Geometry.

**Description:** This course does NOT prepare students for AP PreCalculus. Algebra II builds upon the skills and techniques of Algebra 1 and introduces students to new functions including quadratic, rational, radical, polynomial, and trigonometric. The TI-84 calculator is suggested for this course.

## Algebra II Honors

**Length:** 1 year

**Prerequisite:** B or higher in Algebra 1 and Geometry AND teacher recommendation.

**Description:** Students planning on taking AP PreCalculus MUST take Honors Algebra 2. Honors Algebra 2 builds upon the skills and techniques of Algebra 1 and introduces students to new functions including quadratic, rational, radical, logarithmic, polynomial, exponential, and trigonometric, as well as imaginary numbers and working with the unit circle. The TI-84 calculator is required for this course.

## PreCalculus

**Length:** 1 year

**Prerequisite:** Successful completion of Algebra II.

**Description:** This course does NOT prepare students for AP Calculus. PreCalculus builds upon the skills and techniques of Algebra II and introduces students to new topics such as composition of functions, inverse functions, higher order polynomials, regression formulas, and advanced work with rational, radical, exponential, and logarithmic functions, solving advanced systems of equations, and matrices. The TI-84 calculator is required for this course.

## AP PreCalculus

**Length:** 1 year

**Prerequisite:** C or higher in Honors Algebra II

**Description:** Students planning on taking AP Calculus MUST take AP PreCalculus. AP PreCalculus builds upon the skills and techniques of Algebra II Honors and introduces students to new topics such as composition of functions, inverse functions, higher order polynomials, regression formulas, and advanced work with rational, radical, exponential, and logarithmic functions, evaluating trigonometric functions with radian angle measure, and solving trigonometric equations and identities. The TI-84 graphing calculators are required for this course. Students are required to take the AP PreCalculus exam in the spring (paid for by DHS/District 118).

## College Prep Math: Quantitative Literacy

**Length:** 1 semester

**Prerequisite:** Algebra II AND successful completion of three years of math at the high school level.

**Description:** Math course framework designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. Topics include numeracy, application based algebraic topics, and functions and modeling. A grade of C or higher in the course will result in automatic placement in a statistics class or lower at any community college or certain 4 year universities in the state of Illinois.

## College Prep Math: STEM

**Length:** 1 semester

**Prerequisite:** Algebra II AND successful completion of three years of math at the high school level.

**Description:** Students will study topics in linear, quadratic, rational, radical, and exponential functions.

# MATHEMATICS

## AP Calculus AB

**Length:** 1 year

**Prerequisite:** B or higher in AP PreCalculus

**Description:** Students will learn about limits and continuity of functions, differentiation, applications of the derivative, integration, and applications of the integral. All concepts will be taught via numerical, graphical, analytical, and verbal representations. Students are expected to work collaboratively throughout the course. The TI-84 calculator is required for this course. Students are required to take the AP Calculus exam in the spring (paid for by DHS/District 118).

## Statistics (possible dual enrollment w/ DACC)

**Length:** 1 year

**Prerequisite:** Completion of Algebra II

**Description:** Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data patterns and departures from patterns, sampling and experimentation, exploring patterns with probability and simulations, and statistical inference via parameters and testing hypotheses. The TI-84 calculator is required for this course. Students have the option of taking the AP Statistics exam in the spring (paid for by DHS/District 118).

## Math Topics

**Length:** 1 year

**Prerequisite:** Successful completion of Algebra I and Geometry **AND** senior standing.

**Description:** This is not a college preparatory class. Students will explore real-world application of various math topics. Concepts may vary based on student interest.

# PHYSICAL EDUCATION, HEALTH, DRIVERS ED

Beginning with the Class of 2028, Physical Education is a graduation requirement. Each student will need to take 3 credits of physical education in order to meet the requirement. Per the State of Illinois, students must be daily enrolled in PE, except students who have athletic or academic waivers.

## PE POLICIES AND PROCEDURES

### Medical Excuses:

1. To attain credit for Physical Education, students must have fully participated in a minimum of 60% of the daily classes in any one semester.
2. Participation requirements can be met even with a medical excuse, if the doctor allows it. For example, a student with a broken finger can participate in all activities that do not require use of the injured hand. Students have the responsibility of informing the teacher that he/she may participate in certain activities.
3. Students may make up P.E. classes missed due to a medical excuse by attending sessions after school or written reports. Students must take the initiative to make arrangements with the teacher.
4. If the medical excuse is lengthy and students cannot make up the time, then the P.E. requirements may be waived by the principal. No credit will be issued.

### Dress:

A variety of fitness activities and vigorous sport activities are a part of the curriculum in Physical Education. All students are required to change clothes for class. The required dress is:

- Athletic shirt with sleeves.
- Athletic shorts or pants
- Athletic shoes.

## Physical Education

**Length:** 1 semester

**Credit:** 1 credit per semester

**Description:** Comprehensive goals of the physical education curriculum emphasize the physical, mental, emotional, and social aspects of living a healthy and fit life. The main goal is that our students will gain a knowledge and appreciation of the worth of physical fitness that will in turn, contribute to an individual's quality of life. In addition, by offering a variety of team and individual recreational sports activities along with swimming, we hope to encourage a carryover into participation as an adult and lifelong learner. Our activities are designed to allow group interaction to enhance the social and emotional development of the students.

- Freshmen are required to take one year of Physical Education. Sophomores take one semester of Health, nine weeks of Driver's Education and nine weeks of Consumer Economics/Personal Finance.
- Buddy/Adaptive PE is offered and a selection process is made based on IEP's and teacher selection of buddies. Class size is limited. Students may only participate in this class for two semesters.
- Juniors and seniors may have input on selecting some of the following activities:
  - ◇ PE – Individual and Team Sports
  - ◇ Fitness Center
  - ◇ Weight Training
  - ◇ Fitness Dance
  - ◇ Adv. Women's Weight Training
  - ◇ Adv. Swimming

# PHYSICAL EDUCATION, HEALTH, DRIVERS ED

## Health

**Length:** 1 semester

**Description:** Health & Wellness program is divided into the following units: Mental, Emotional, Family and Social Health, Human Growth and Development, Nutrition, Diet and Weight Education, Infectious and Noninfectious Diseases, Sexually Transmitted Diseases and AIDS Education, Drug Education, First Aid and Safety, Community and Environmental Health. A combination of teaching methods will be used, which include direct instruction, poster projects, powerpoint projects, video projects, audiovisual resources, guest speakers, homework, group projects, vocabulary, and chapter tests. This course will provide students with comprehensive information about health that will benefit their overall wellness and improve their quality of life.

## Fitness Dance

**Length:** 1 semester

**Prerequisite:** Junior or senior standing

**Description:** Fitness Dance is a dance class that focuses on intentional movement, physical fitness, and having fun. Students do not need any dance background to participate. We do a number of different types of dances. Some examples are hip hop, aerobics, step aerobics, tap, yoga, and guided meditation. Come join us. Let's get fit and have fun!

## Swimming

**Length:** 1 semester

**Prerequisite:** Junior or senior standing

**Description:** Students will learn about the benefits of swimming, mechanical principles, basic skills and strokes, pool safety, water safety, boat safety and swimming etiquette. Assessment tools will include self-assessments, oral questioning and observation of in-class performance. The goal is for students to understand and apply swimming fundamentals and practices in water safety.

## Fitness Center (PEMW 135-138 at DACC)

**Length:** 1 semester

**Credit:** .5 credit per quarter at DHS, 1 credit per quarter at DACC

**Prerequisite:** Junior or senior standing

**Description:** The purpose of this course is to help students develop a personal fitness and exercise program consistent with a healthy lifestyle. The course is taught in the Fitness Center and utilizes treadmills, elliptical machines, a series of resistance exercise stations and stationary exercise bikes. Instruction is provided on general fitness, safety, and proper use of the fitness equipment. General fitness testing and development of individualized fitness programs are provided for each student.

## Sports Medicine

**Length:** 1 semester

**Prerequisite:** Junior or senior standing

**Description:** Sports medicine is an introductory course designed for students interested in athletic training, physical therapy, medicine, fitness, exercise science, nutrition, EMS, or any other related medical and/or sports field. This appealing, high-level course includes class work and practical hands-on application in the following areas: fitness/conditioning/strength programs, prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures, nutrition, sports psychology, anatomy and physiology, and sports medicine careers.

## Weight Training

**Length:** 1 semester

**Description:** The purpose of this class is how to properly and safely lift weights. Students will also learn lifting principles, techniques, safety and application for general lifting and athletic purposes. The class utilizes free weights, dumbbells and some cable machines.

# PHYSICAL EDUCATION, HEALTH, DRIVERS ED

## DRIVER EDUCATION

State rulings limit the issuance of a driver's license until a person is 18 years of age unless he or she has successfully completed the high school course of Driver Education. A license can be issued at age 16 if students meet the completion of high school courses. A total of one-half credit can be allowed toward graduation. The Illinois director of safety education recommends that enrollment in the classroom phase of Driver Education should be restricted to students who are fifteen by the time they complete the coursework. Danville is an equal opportunity school and all students have the right to take all courses.

Danville High School also opens its doors and provides classroom and behind the wheel for all local, private school students, home schooled students and senior citizens who wish to participate in the course work.

The classroom phase of driver education implements professional people from society who come to class and speak and who will help our students to deal better with their responsibilities as a 16 year-old driver, i.e., a Danville policeman; Peggy Johnson, County Coroner; an insurance agent with State Farm; a State Trooper, a representative from the Secretary of State's office and a motorcycle safety course provided by A.B.A.T.E. The auto safety phase is scheduled by the Guidance Department.

A driver education instructor schedules all driver education, First Baptist, GED, and home school students for behind the wheel instruction.

### Auto Safety

**Length:** Fifteen Weeks (9 weeks of classroom and 6 weeks of Laboratory Instruction)

**Credit:** ,5 credit for classroom phase

**Prerequisite:** Students must be enrolled in high school and receive a passing grade in at least eight courses during the previous two semesters prior to enrolling in a driver education course.

# SCIENCE

## Foundations in Scientific Practices

**Length:** 1 year  
**Credit:** 1 credit per semester

**Description:** This required course for Freshman is an integrated approach to science that focuses on the critical science skills necessary to engage in higher level science courses. This course will build a foundation based on the science and engineering practices of asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, engaging in argument from evidence and obtaining, evaluating, and communicating information.

## Biology and Biology Honors

**Length:** 1 year  
**Credit:** 1 credit per semester

**Description:** This class is a laboratory class and topics include, but not limited to, homeostasis, cell division, genetics, ecology, natural selection, photosynthesis, and cellular respiration.

## Chemistry and Chemistry Honors

**Length:** 1 year  
**Credit:** 1 credit per semester  
**Prerequisite:** None  
**Honors Prerequisite:** Passed Biology and passed Algebra with a B or higher.

**Description:** This class includes such topics as atomic theory, chemical reactions, periodic table concepts, bonding, gas laws, moles, and stoichiometry. Emphasis is placed upon problem solving skills. These skills are learned in both class activities and in the approximately weekly laboratory activities where data handling and the proper use and care of scientific instruments are involved.

## Conceptual Physics

**Length:** 1 semester  
**Credit:** 1 credit  
**Prerequisite:** None

**Description:** Physics is the recommended science course for all juniors designed to address the physics components of Next Generation Science Standards. Topics addressed will include but are not limited to: Newton's laws of motion, energy, momentum, and waves. This will be a conceptual based class and an emphasis is placed on hands-on application of the concepts in a lab setting whenever possible.

## AP Biology

**Length:** 1 year  
**Credit:** 1 credit per semester  
**Prerequisite:** Junior or senior standing and completion of Biology and Chemistry with a B or above OR teacher recommendation.

**Description:** AP Biology is an advanced biology course open to advanced juniors and seniors who wish to prepare for the College Board Advanced Placement Examination in Biology in the spring of the school year, earning college credit, as well as, credit toward graduation from high school. The course is designed according to College Board guidelines, with rigor and expectations of high proficiency. Class emphasis is placed on molecular biology, cells, heredity, evolution, diversity of organisms, and ecology.



# SCIENCE

## AP Chemistry

**Length:** 1 year

**Credit:** 1 credit per semester

**Prerequisite:** Junior or senior standing, Chemistry with a B or better or recommendation from the Chemistry teacher, and enrolled in or completed Algebra2/Trig.

**Description:** AP Chemistry is an advanced chemistry course that covers the material for first year college level chemistry and prepares students for the College Board Advanced Placement Examination in chemistry given in the spring of the school year. This course is designed according to College Board guidelines, with rigor and expectations of high proficiency. Class emphasis is placed on molecular structure, kinetics, thermodynamics, equilibrium, electrochemistry (oxidation-reduction), and various types of chemical reactions. The lab component is 25% or more of the class time. A minimum of 16 labs are part of the curriculum, typically up to 22 labs will be completed Aug-April, with detailed lab reports to be completed for each. Students may earn college credit by taking and passing the AP exam in the spring. Students interested in a career in medicine, veterinary sciences, dentistry, pharmacy, engineering, or other science fields should consider taking this course.

## AP Environmental Science

**Length:** 1 year

**Credit:** 1 credit per semester

**Prerequisite:** Successful completion Biology and Algebra with a B or better or teacher recommendation, enrolled in or completed Chemistry (concurrent enrollment in chemistry requires teacher recommendation)

Junior or senior standing, Honors Chemistry or Chemistry 1-2 with a B or better or teacher recommendation, and enrolled in or completed Algebra II/Trig.

**Description:** AP Environmental Science students will engage in the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires students to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

## AP Physics

**Length:** 1 year

**Credit:** 1 credit per semester

**Prerequisite:** Juniors and Seniors who have completed Algebra I, Geometry, and Algebra II

**Description:** AP Physics is an advanced course that covers the material for first year college level physics and prepares students for the College Board Advanced Placement Exam in physics given in the spring. This course is designed according to College Board guidelines, with rigor and expectations of high proficiency. The study of physics and its applications is basic and vital to all students whatever their educational goals. The content of the course is geared to give students an understanding of the physical laws and their application to everyday occurrences. Topics presented may include, but are not limited to, motion in one and two dimensions, forces, energy, momentum, sound, light, static and current electricity, and magnetism.

## Human Physiology and Anatomy

**Length:** 1 year

**Credit:** 1 credit per semester

**Prerequisite:** 1 credit in Biology

**Description:** Human Physiology and Anatomy is an introductory course taught on a relatively high level. The course covers the systems of the human body, their structures and functions; tissues of the body; and genetics. Some laboratory work is required, to include dissections. This course can be taken as a full year or either semester can be taken independently as a semester course.

\*This course involves required dissections, see dissection policy for more information.



# SCIENCE

## Zoology

**Length:** 1 semester

**Credit:** 1 credit

**Prerequisite:** 10-12 grade, minimum 1 credit in Biology or currently enrolled in Biology

**Description:** Zoology is a semester long laboratory course. Labs will include dissections. In this course, you will examine how animals are classified and how they behave. You will learn how different animals interact in a variety of environments, looking at topics such as mating habits and competition. The course will examine the key physiological differences among many groups of animals as well as proper nomenclature for the major taxonomic groups.

**\*This course involves required dissections, see dissection policy for more information.**

### \*DISSECTION POLICY:

Students not wanting to participate in dissection must have a letter of release signed by parent/guardian and student and should be returned within three (3) weeks of entering class. Alternative assignments may include, but are not limited to analyzing models, watching videos, computer software/ virtual labs, and research reports.

## Botany

**Length:** 1 semester

**Credit:** 1 credit per semester

**Prerequisite:** 1 credit in Biology or Biology Honors

**Description:** Botany is the scientific study of plants and their relationship to the environment. In this course, students investigate the growth, reproduction, anatomy, morphology, physiology, biochemistry, taxonomy, genetics, and ecology of plants. This course is designed for college-bound students. Students should expect a demanding daily homework load as well as projects, quizzes, tests, and laboratory write-ups. Laboratory and outdoor experiences complement classroom activities. A high level of understanding in problem-solving and scientific methods is necessary for success in this course.

# SOCIAL STUDIES

## World History

**Length:** 1 year

**Description:** Social Studies covers briefly the periods we have come to designate as Ancient, Medieval and Modern History and the common activities of man in all parts of the world in these times. Through the study of these activities students will strive to understand the problems of today. Map reading and reports are included.

## World History Honors

**Length:** 1 year

**Description:** The format of Social Studies HONORS will be basically chronological with heavy emphasis placed on the detailed investigation of selected events. Besides events selected by students or indicated by their interest, other topics may also be pursued. Some goals of the course will include the following:

1. To encourage students to see themselves as citizens of the world.
2. To enhance research skills.
3. To think critically.
4. To help students "connect" the world of the past with the world of the present and consider possibilities for the future.

## AP Human Geography

**Length:** 1 year

**Description:** The Advanced Placement (AP) Human Geography course is a learning experience equivalent to that obtained in most college introductory human geography courses. Students should possess strong reading and writing skills and be willing to devote substantial time to study and to the completion of class reading and writing assignments. The course content includes a systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Emphasis is placed on analytical writing exercises in preparation for the College Board Advanced Placement Human Geography exam in May. Students must take the exam (paid for by D118).

## United States History

**Length:** 1 year

**Credit:** 1 credit per semester

**Prerequisite:** Junior standing

**Description:** United States History is a required American History course. Topics selected for study will include colonial America, the American Revolution, the developing nation, the Civil War, the Depression, the World Wars and post-war America.

## AP United States History

**Length:** 1 year

**Prerequisite:** Junior standing

**Description:** The Advanced Placement (AP) U.S. History course is a rigorous, fast paced and challenging course designed to be the equivalent of a full-year introductory college U.S. History survey course. Students should possess strong reading and writing skills and be willing to devote substantial time to study and to the completion of class reading and writing assignments. The course content is vast. AP U.S. History is a chronological study of American history from pre-Columbian to present times through literature, textbooks, primary source documents, videos/movies, observations, discussions, cultural/social investigation, cooperative learning, and a heavy emphasis on analytical writing exercises in preparation for the College Board Advanced Placement U.S. History exam in May. Students who receive a score of 3 or better on the AP Exam could possibly receive college credit.

## United States History 1 (HIST 151)

**Length:** 1 semester

**Prerequisite:** Junior standing, DACC's dual enrollment requirements

**Description:** Examination of American society from its colonial and indigenous foundations through the Civil War era with emphasis on periods of conflict and change. Students in this course are eligible for dual enrollment credit through DACC for HIST 151.

# SOCIAL STUDIES

## United State History 2 (Hist 152)

**Length:** 1 semester

**Prerequisite:** Junior standing, DACC's dual enrollment requirements

**Description:** An appraisal of American society in a world context from the post-Civil War era to the present. Emphasis on topical and thematic analysis in a chronological framework. Students in this course are eligible for dual enrollment credit through DACC for HIST152.

## Government

**Length:** 1 semester

**Prerequisite:** Junior or senior standing

**Description:** Government is a one-semester course that examines the structure, purpose, and operation of the local, state, and national governments. Topics include principles of representative government, patriotism, proper use and display of the American flag, and elections/voting methods. The Constitution Test covering the state and national constitutions is a major assessment in the course and must be passed to fulfill graduation requirements. Failure to pass the Constitution Test will result in a student having to retake the course.

## AP Government

**Length:** 1 year

**Prerequisite:** Junior or senior standing

**Description:** The course is designed according to College Board guidelines, with rigor and expectations of high proficiency. Government AP is a class designed to challenge the academically talented student to reflect upon his or her role as a citizen. The content of the regular government course is studied, although at a faster pace, and additional projects, field trips, papers and readings are assigned. The Constitution Test covering the state and national constitutions is a major assessment in the course and must be passed to fulfill graduation requirements. Failure to pass the Constitution Test will result in a student having to retake the course.

## Psychology

**Length:** 1 semester

**Prerequisite:** Junior or senior standing

**Description:** This course is designed for students who have a sincere interest in exploring the possibility of pursuing a career in a field that is related to Psychology. The course will cover a large amount of introductory material. This material will be taught using a college level text at a speed that will require effective study habits and reading skills. A primary emphasis of this class will be to provide students with experiences that approximate those commonly found in college class activities. This course is for students who are not afraid to think, who are self-motivated, and who are not afraid of challenges.

## AP Psychology

**Length:** 1 year

**Prerequisite:** Junior or senior standing

**Description:** The course is designed according to College Board guidelines, with rigor and expectations of high proficiency. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students in AP Psychology are required to take the AP exam in May.

## World Geography

**Length:** 1 Semester

**Description:** World Geography is a one semester course that includes map reading, and the study of climate, topography, and geopolitical divisions with an emphasis on the relationship between people and the environment.

# SOCIAL STUDIES

## Minority History

**Length:** 1 semester

**Prerequisite:** Junior or senior standing; Sophomores who passed World History are eligible with a recommendation from their WH teacher.

**Description:** Explore the often overlooked narratives, achievements, and struggles of diverse communities, fostering a deeper understanding of the impact of minorities in the United States. Engage in critical discussions, analyze historical perspectives, and gain insights into the resilience and contributions of marginalized groups. Among those studied will be Black Americans, Native Americans, Latin Americans, and Asian Americans.

## Sociology

**Length:** 1 semester

**Prerequisite:** Junior or Senior standing

**Description:** This course delves into the study of social structures, institutions, and interactions, offering a comprehensive exploration of how individuals shape and are shaped by their social environments. Through insightful analysis and engaging discussions, students will develop a sociological imagination, examining the complexities of culture, inequality, and social change. Gain valuable perspectives to navigate and understand the dynamics of the diverse communities that make up our global society.

## Ancient Civilizations

**Length:** 1 semester

**Prerequisite:** Sophomore standing

**Description:** This course will be a one semester survey on the history of the world, before the fall of the Roman Empire. This course will introduce students to segments of prehistory, utilizing fossils of archaic human species to trace migration patterns of our earliest hominid ancestors; articulate the evolution of stone technology through the paleolithic and neolithic periods of human civilization; progress into the settlement of our first cities, discussing what drew our ancestors together and what kept populations apart; and finally engage in full-scale cultural immersion to develop a historically-based method of thinking, understanding and description of how each major ancient civilization rose and fell. This course will analyze technological, political, artistic, militaristic, and procedural analyses to equip all students with historical empathy, compassion, and the appreciation that we are not so different from those who came hundreds to thousands of years before us.

## Modern World Issues

**Length:** 1 Semester

**Description:** Covers Post WW II with focus on hot spots such as the Middle East, Northern Ireland, former USSR. Also a closer look at the Vietnam War and American Politics, class discussion, library research and student presentations are required.

## Western Civilization I (Possible College Credit)

**Length:** 1 Semester

**Credits:** 1 credit (3 credit hours of transferable DACC credit with the grade of "C" or better.)

**Prerequisite:** Sophomore-Senior standing

**Description:** For History 111, students would study the roots of Western Civilization from the ancient times (Greece, Rome, etc...) through the Renaissance. The first semester will focus on the Judeo-Christian and Greco/Roman foundations of Western Civilization and the foundations of long standing cultural and religious conflicts developing from these ideologies. The year-long course is an examination of Western Civilization from its Middle Eastern tradition to the scientific and political revolutions of the 17th century, with emphasis on cultural crisis, conflict, and change to the Western Civilizations in the Modern World. This course is designed to prepare students for the analytical, reading, and writing skills required to be successful in college. Through small group work, the course will examine primary source material, explore the role of historiography in shaping worldviews and policy, and aid students in acquiring the skills necessary to read academic literature.

## SOCIAL STUDIES

### Western Civilization II (possible College Credit)

**Length:** 1 semester

**Credits:** 1 credit (3 credit hours of transferable  
DACC credit with the grade of "C" or better.)

**Prerequisite:** Sophomore-senior standing, Successful  
completion of Western Civilization I

**Description:** For History 112, students would study the Early Modern roots of Western Civilization from the Reformation to the Modern World with particular focus on the rise of nation/states and the cultural crisis, conflict, and change to the Western Civilizations in the Modern World. With Western Civilization I (History 111) the spring semester course is designed to prepare students for the analytical, reading, and writing skills required to be successful in college. Through small group work, the second semester course will continue to examine primary source material, explore the role of historiography in shaping worldviews and policy, and aid students in acquiring the skills necessary to read academic literature.

# SPECIAL EDUCATION PROGRAMMING

## **Consumer Education 909**

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** Consumer Education 909 is designed to expose students to how to obtain/use credit, checking and savings accounts, various forms of advertising and consumer aids, and rights and responsibilities as a consumer. Guidelines for setting up a place to live are presented.

## **Related Secondary Transitional Experience Program (Related S.T.E.P.)**

**Length:** 1 year

**Prerequisite:** IEP; student must be enrolled in the Secondary Transitional Experience Program (S.T.E.P.)

**Description:** This course is designed for students enrolled in Secondary Transitional Experience Program (S.T.E.P.). Class time includes discussion of specific successes and/or problems encountered by students as they participate in their on-the-job training. Emphasis is placed on developing practical ways for students to be successful on their jobs. Units covered include: social skills on the job, appropriate work habits and behaviors, using public transportation, money management, job-seeking skills and career interests.

## **Secondary Transitional Experience Program (S.T.E.P.)**

**Length:** 1 year

**Credit:** 1 credit per semester

**Prerequisite:** IEP; consent of parent is necessary and all students must be approved by the Prevocational Coordinator and by the Office of Rehabilitation Services. Enrollment is also contingent upon a work site being available. Students must be at least 16 years of age with at least Junior credits.

**Description:** This course is actual on-the-job work experience at various locations in the community.

## **Minority Literature 919**

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** Minority Literature 919 is a one semester course open to seniors who have completed American Lit. The course examines the nature of prejudice and racial or ethnic stereotypes through the study of literature by or about minority groups, including Native American Indians, African Americans, Jewish Americans, Asian Americans, and Hispanic Americans. Students study the history, culture and types of oppression faced by each group and discuss the ways that each group has assimilated into mainstream American culture and/or resisted oppression as illustrated through various literary forms. An independent research project of a self-selected minority group is required.

## **Advanced Composition 899**

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** Advanced Composition 899 is open to seniors who wish to further develop their writing skills in preparation for both college and career writing. Students will have the opportunity to select their own topics for many of their assignments, providing them with a skill set for transitioning from high school into the career field. Advanced Composition also provides a review of grammar, sentence structure, and standard mechanical skills.

## **Literature 1**

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Students will read various novels, study story plots, and themes.

## **Literature 2**

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Students will read various novels, study story plots, and themes.

# SPECIAL EDUCATION PROGRAMMING

## **Transitional Math 903**

**Length:** 1 year

**Credit:** 1 credit per semester

**Prerequisite:** IEP and Freshman standing.

**Description:** Transitional Math 903 will include such topics as computation and conversion of fractions, decimals, and percentages; integers, exponents, and scientific notation. This class will prepare students for success in Algebra 916 and will count as one year of math towards high school graduation requirements.

## **Algebra 904**

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Algebra 1 is designed to acquaint with several algebraic topics. Course topics include operations with positive and negative numbers, solving equations, exponents, addition, subtraction, multiplication, number conversions, ratios, proportions, percentages and measurements.

## **Geometry 915**

**Length:** 1 year

**Prerequisite:** IEP and Algebra 1-2 916

**Description:** Geometry 915 will include such topics as perimeter, area, volume, surface area, lines, angles, and graphing in the coordinate plane. This course will satisfy the requirements for one year of geometry.

## **Advanced Math Topics 950**

**Length:** 1 year

**Prerequisite:** IEP and Junior or Senior Standing

**Description:** Advanced Math Topics 950 students will explore real world applications of such topics as budgeting, banking, calculating taxes, calculating interest, insurance, time management, earning income, and making financial decisions. This course will satisfy the requirements for one year of math credit towards graduation requirements.

## **Biology 905**

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Biology is an introductory course to the science of living organisms. In this course students will study the following topics: the classification system, cell production and make up, reproduction, among other items.

## **Physical Science 906**

**Length:** 1 year

**Prerequisite:** IEP and Sophomore standing

**Description:** The Chemical Science section is designed to help students develop a better understanding of the chemical nature of the world around us. The Applied Chemical Science section is a study of the relationship between matter and energy. Practical information that can be applied to life skills is used throughout the year. Students will observe and interact with demonstrations concerning various topics. The students will also be involved with projects and posters concerning the various topics.

## **Environmental Science 971**

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Environmental science is the study of Earth and the environment. Topics covered are the theory of plate tectonics, landforms, land formations, biomes, and natural disasters.

# SPECIAL EDUCATION PROGRAMMING

## World History 907

**Length:** 1 year

**Prerequisite:** IEP and Freshman or sophomore standing

**Description:** This required study of History gives students an understanding of how developing civilizations and religions of Ancient times have influenced the Medieval and Modern periods of History in different parts of the world. As a result, students will be able to understand how these events of the past provide direct links to the issues and progress and/or problems of today.

## Government 911

**Length:** 1 semester

**Prerequisite:** IEP and Senior Standing

**Description:** The study of American Government is designed to help students understand how the present system was developed. The students will study the history of government, government theory, and government as it is today on both the National and State level.

## United States History 913

**Length:** 1 year

**Prerequisite:** IEP and Junior Standing

**Description:** As a required course U.S. History is usually taken at the 11<sup>th</sup> grade level. It includes the study of these periods in American History: Colonial America, the Revolutionary War, the development of the U.S. constitution, Westward Expansion, the Civil War, the Great Depression, World Wars I and II, as well as Post War America.

## Geography 935

**Length:** 1 year

**Prerequisite:** IEP

**Description:** The emphasis of Geography is on major continents, with emphasis on North America, climates, cultures, and natural resources. The students will have the opportunity to work with charts, maps, and reference books.

## Learning Strategies

**Length:** 1 year

**Description:** Learning Strategies is a course designed for students to complete research based interventions in their deficit areas of learning. Students are also given the opportunity to work on homework and receive additional support on their academics if needed.

## Resource

**Length:** 1 year

**Credit:** .5 credits per semester

**Description:** This course is designed to give support to students with their core subjects. Students will be expected to fill out agendas, get regular grade checks, work on homework, study for quizzes and tests, and stay organized. Specialized instruction to reduce discrepancy of identified deficit areas is provided.

## Cross Categorical Programming

### Independent Family Living 951

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** This is a practical course stressing housing, the importance of home maintenance, budgeting, shopping, and personal upkeep, such as laundry and mending.

## Careers

**Length:** 1 year

**Prerequisite:** IEP

**Description:** This course is designed to promote realistic career choices, effective job seeking, and success in work experiences. Community speakers will discuss specific entry level skills needed to meet job descriptions.



# SPECIAL EDUCATION PROGRAMMING

## Social Skills

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Social Skills leads the students in improving and developing relationships with others, including family members and peers. An emphasis is placed on values, decision making, and goal setting.

## Information Technology

**Length:** 1 year

**Prerequisite:** IEP

**Description:** This course is designed to teach students basic operations of a computer. They will learn to properly use correct fingers on the keyboard to touch type all letters of the alphabet, numbers and symbols. Students will use the Microsoft Word Program to create documents. Proper use of the internet for researching topics and using games will also be included.

## Vocational Education

**Length:** 1 year

**Prerequisite:** IEP

**Description:** This course will help students increase their awareness of employment by exploring all of the steps involved in the employment process from the search to the hire.

## LIFE SKILLS CLASSES

### Community Education I

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Community Based Education I activities include community safety, grocery shopping, general shopping, eating out, using public transportation and public services. The students are trained in natural environments using a systematic approach.

### Community Based II

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Community Based II emphasizes community activities including Danville Area Community College, the YMCA, YWCA, and Village Mall. Activities will include the fitness center, computer lab, library and college center.

### Consumer Education

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Consumer Education gives students opportunities to use functional reading, writing, personal information, budgeting, time management skills and money management skills. These skills are developed in the classroom and generalized into routines of everyday life in the community.

### Vocational Education I

**Length:** 1 year

**Prerequisite:** IEP

**Description:** In Vocational Education I, the students are assigned to in-school jobs to gain work experience. Regular schedules of work and specific tasks are assigned. The emphasis of the training is to build the students' beliefs in their ability to work, assessing what types of tasks they are able to perform independently, and their task preferences.

### Vocational Education II

**Length:** 1 year

**Prerequisite:** IEP

**Description:** In Vocational Education II, the students are assigned to jobs in school or in the community to gain work experience. Regular schedules of work and specific tasks are assigned. The emphasis of the training is to build the students' beliefs in their ability to work, assessing what types of tasks they are able to perform independently, and their task preferences.

# SPECIAL EDUCATION PROGRAMMING

## Independent Living

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Independent Living provides hands-on experience in the areas of everyday life skills, reading newspaper, recipes, meal preparation, budgeting food dollars and grocery shopping. Domestic skills training is incorporated into the curriculum.

## Social Skills I

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Social Skills I is a course that addresses social skills which are generally accepted across cultural and socio-economic groups. These skills are broad references to behaviors recognized as demonstrating appropriate social adjustment. Topics include: introductory skills, such as body language, proximity, tone of voice and eye contact; general interaction skills such as accepting no, introductions, apologies, interrupting, and being honest; emotional expression Skills, such as dealing with anger, fear, embarrassment, and disappointment; and management skills, such as predicting and accepting consequences, complaints and criticism.

## Social Skills II

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Social Skills II is a course designed to build self-confidence while students investigate their personal goals. Students will develop various strategies to deal with personal and community.

## Algebra 1

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Algebra 1 is designed to acquaint students with several algebraic topics. Course topics include operations with positive and negative numbers, solving equations, exponents, addition, subtraction, multiplication, division, comparison of fractions and mixed numbers, simplification of expression, decimals, fractions, mixed number conversions, ratio, proportions, percentages and measurement.

## English I

**Length:** 1 year

**Prerequisite:** IEP

**Description:** English I is a course designed to build and reinforce the student's experience in language arts skills. The course includes grammar and composition, as well as various forms of literature.

## English II

**Length:** 1 year

**Prerequisite:** IEP

**Description:** English II focuses on various types of literature as the basis for comprehension, composition, and communication skills.

## Government

**Length:** 1 Year

**Prerequisite:** IEP

**Description:** Government analyzes the basics of national, state, and local systems. This course focuses on the United States Government, its agencies, and the Constitution.

## Consumer Education

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** This course focuses on the practical aspects of consumer spending, budgeting, and banking. Some aspects of business advertising will be addressed.

# SPECIAL EDUCATION PROGRAMMING

## Earth Science I

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** Earth Science is the study of the planet earth. Topics will be thematic and be limited to areas of geology. Students will be involved in hands on identification of rocks and minerals. Topics will also include volcanology, mapping, seismology, weathering, and the theory of plate tectonics.

## Earth Science II

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** Earth Science II is a continued study of the earth. Topics will be thematic and will be limited to areas of oceanography and meteorology. Topics will include climatology, the Earth's oceans, ocean life, mapping currents, and the effects of currents.

## Life Science I

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** Life Studies I is an introductory course in the life sciences. Topics include the classification system, recycling, human eating disorders, and introduction to human genetics. Students will also study several specific animal species.

## Life Science II

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** Life Studies II is a continued introductory course in the life sciences. Topics will include viruses, their structure and effect; an introduction to cells, and a specific study of several animal species. A study of plants, their structure, reproduction, growth, and roles will also be examined.

## World History

**Length:** 1 year

**Prerequisite:** IEP

**Description:** Students will read and discuss periods throughout history and their effects on today's culture. Map reading skills will be reviewed and utilized throughout the course.

## American History

**Length:** 1 year

**Prerequisite:** IEP

**Description:** American History is a course designed to give students a strong understanding of the major events, issues, and personalities that have shaped the development of the United States. Emphasis will be placed on skill development in the areas of reading, writing, and content throughout the course.

## Health I

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** Health I is a course that looks at the importance of positive health behaviors & personal responsibility for making healthy choices. The course also examines personalities: the major theories of personality development, varieties of emotions. The course also discusses healthy relationships, their need, how to develop and maintain them. Family structures and responsibilities as well as typical pressures they face are also studied.

## Health II

**Length:** 1 semester

**Prerequisite:** IEP

**Description:** Health II is a sequential extension of Health I. The course discusses health issues such as violence & poverty as well as health organizations that can help address these issues. The physiological and psychological benefits of physical fitness is discussed as well as the aging process, selecting health care, environmental health and accident prevention is also included.