

**AGENDA FOR AGENDA FOR BOARD OF EDUCATION MEETING  
COMMUNITY HIGH SCHOOL DISTRICT #154  
HELD AT THE COMMUNITY HIGH SCHOOL DISTRICT #154 AT 7:00 PM  
TUESDAY, OCTOBER 15, 2024**

- A. Call to Order
- B. Introduction of Guests
- C. Public Comments (3-5) minutes.
- D. Consent Agenda
  - 1. Read and approve the minutes of the regular and executive session of the September 23, 2024 meeting.
  - 2. Recommend approval of the Quarterly Report of Pupils No Longer Enrolled in School.
  - 3. Recommend approval for the wrestling team to attend the Lincoln Wrestling Tournament from December 26-28, 2024 in Lincoln, Illinois.
  - 4. Recommend approval for the VEI class to attend the VEI Midwest Region Competition and Trade Show in Frankenmuth, Michigan on December 8-10, 2024.
- E. New Business
  - 1. Recognition of Rob Jasinski for receiving the 2024 Easton/NFCA Assistant Coach of the Year award.
  - 2. Recommend approval to earmark \$25,000 interest received from the Emma Thurow fund for books, periodicals, AV materials, computer software, and database subscriptions.  
These are funds that are available to the district through the Emma Thurow Memorial Fund for library paper or electronic materials as well as equipment.
  - 3. Recommend approval of the personnel report as presented.
    - Resignations
    - Hires
      - Jeff Smith, Assistant Boys Basketball - G/13
      - Tim Young, Assistant Boys Basketball - G/1
      - Logan Miller, Volunteer Wrestling
      - Sam Leidig, Volunteer Bowling
    - Leaves
  - 4. Recommend approval of the 2025-2026 Curriculum Guide.
  - 5. Solar Power Presentation and Update.  
An update will be provided on solar power energy cost reduction possibilities. This will include a proposal from IGS Energy.
  - 6. Presentation on fund balances, financial update, and long term planning.

- F. Executive Session to discuss Litigation. 5 ILCS 120/2(c)(11), Student disciplinary cases. 5 ILCS 120/2(c)(9), Personnel 5 ILCS 120/2(c)(1). The purchase or lease of real property. 5 ILCS 120/2(c)(5)The setting of price for sale or lease of property owned by a public body. 5 ILCS 120/2(c)(6).
- G. Return from Executive Session at
- H. Recommend possible action as a result of executive session.
- I. Superintendent Report  
Kishwaukee Division Meeting: On October 24, 2024 at Hampshire High School
- 6 p.m. Optional School Tours
  - 6:30 p.m. Meeting Begins
- Upcoming Dates
- October 23 - Early Dismissal 11:25am
  - October 24 - Parent Teacher Conferences 1:30 - 8pm
  - October 25 - Teacher Institute Day - No School
  - November 5 - Election Day - No School
  - November 11 - Veterans Day Program 9-11am
- J. Adjournment

BOARD OF EDUCATION  
MEETING  
Monday, September 23, 2024 7:00 PM

Marengo Community High School District #154  
110 Franks Road  
Marengo, IL 60152

Jodie Kanaly: Present, Anthony Martin: Present, Farrah Ranzino: Absent, Candice Samuelson: Present, David Schultz: Absent, Shane Spring: Present, Todd Volkening: Present. Present: 5, Absent: 2.

Staff attendance: David Engelbrecht – Superintendent, Angela Fink – Assistant Superintendent, Jay Mullens – Principal, Danielle Rudsinski – Business Manager

A. Call to Order

B. Introduction of Guests: Brock Riebock – Student, Abigail Heinz – Student

C. Public Comments (3-5) minutes.

Students discussed the school’s backback/bag policy.

D. Consent Agenda

Motion to approve the consent agenda items as presented. This motion, made by Anthony Martin and seconded by Shane Spring, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

D.1. Read and approve the minutes of the regular and executive session of August 26, 2024.

D.2. Read and approve the financial obligations of the District and Treasurers report

D.3. Recommend acceptance of the John Swanson Trust, Kooi and Pingel Educational Loan Trust Summary Report, Union American Legion Scholarship and Franks Family Fine Arts Fund of August 31, 2024.

D.4. Recommend authorizing Superintendent Engelbrecht to prepare the Truth in Taxation hearing timeline and Resolution defining details, notice, publication, and dates.

E. New Business

E.1. Recommend a motion to adjourn to a Public Hearing to review the FY2025 Marengo Community High School District 154 Budget.

Motion to adjourn to a Public Hearing to review the FY2025 Marengo Community High School District 154 Budget at 7:17pm. This motion, made by Shane Spring and seconded by Jodie Kanaly, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.1.a. Public Comments

E.1.b. Recommend a motion to close the Budget Hearing and to reconvene to regular session.

Motion to close the Budget Hearing and to reconvene to regular session at 7:30pm. This motion, made by Jodie Kanaly and seconded by Candice Samuelson, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.2. Recommend adoption of the FY2025 Budget for Marengo Community High School District 154.

Motion to adopt the FY2025 Budget for Marengo Community High School District 154 as presented. This motion, made by Shane Spring and seconded by Jodie Kanaly, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.3. Recommend a motion to adjourn to a Public Hearing to disclose cash balances and annual average expenditures of operational funds for the prior three fiscal years.

Motion to adjourn to a Public Hearing to disclose cash balances and annual average expenditures of operational funds for the prior three fiscal years at 7:34pm. This motion, made by Jodie Kanaly and seconded by Shane Spring, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.3.a. Public Comments

E.3.b. Recommend a motion to close the public hearing and reconvene to regular session.  
Motion to close the public hearing at 8:01pm. This motion, made by Shane Spring and seconded by Anthony Martin, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.4. Recommend a motion to approve the disclosure of cash balances and annual average expenditures of operational funds for the prior three fiscal years.

Motion to approve the disclosure of cash balances and annual average expenditures of operational funds for the prior three fiscal years. This motion, made by Anthony Martin and seconded by Shane Spring, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.5. Recommend a motion to adjourn to a Public Hearing to review the e-Learning Plan.

Motion to adjourn to a Public Hearing to review the e-Learning Plan at 8:03pm. This motion, made by Candice Samuelson and seconded by Jodie Kanaly, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.5.a. Public comments.

E.5.b. Recommend a motion to close the e-Learning Public Hearing and reconvene to regular session.

Motion to close the e-Learning Public Hearing at 8:05pm. This motion, made by Shane Spring and seconded by Jodie Kanaly, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.6. Recommend a motion to approve the e-Learning Plan.

Motion to approve the e-Learning Plan. This motion, made by Anthony Martin and seconded by Candice Samuelson, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.7. Recommend approval of the School Maintenance Project Grant Application.

Motion to approve the School Maintenance Project Grant Application. This motion, made by Shane Spring and seconded by Anthony Martin, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

The BOE will authorize the school maintenance project and has reserved local funds to meet the local match requirement.

E.8. Recommend approving an agreement between Marengo Community High School District #154 and Woodstock Community Unit School District #200 for enrollment in a special education program.

Motion to approve an agreement between Marengo Community High School District #154 and Woodstock Community Unit School District #200 for enrollment in a special education program. This motion, made by Anthony Martin and seconded by Candice Samuelson, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.9. Recommend accepting the Annual Financial Audit Report from Eccezion.

Item tabled until October 15, 2024. This motion, made by Anthony Martin and seconded by Shane Spring, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

E.10. Recommend approval of the personnel report as presented.

Motion to approve the Personnel Report as presented. This motion, made by Jodie Kanaly and seconded by Shane Spring, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Todd Volkening: Abstain (With Conflict),

Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea  
Yea: 4, Nay: 0, Absent: 2, Abstain (With Conflict): 1

E.11. Recommend appointing the district RIF Grouping Committee member.

Motion to appoint Jodie Kanaly as the district RIF Grouping Committee member. This motion, made by Anthony Martin and seconded by Todd Volkening, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea

Yea: 5, Nay: 0, Absent: 2

Jodie Kanaly has been our RIF grouping committee member in the past.

E.12. Recommend approval of the proposed changes to Board Policy.

Motion to approve the proposed changes to Board Policy. This motion, made by Shane Spring and seconded by Anthony Martin, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea

Yea: 5, Nay: 0, Absent: 2

F. Executive Session to discuss Litigation. 5 ILCS 120/2(c)(11), Student disciplinary cases. 5 ILCS 120/2(c)(9), Personnel 5 ILCS 120/2(c)(1). The purchase or lease of real property. 5 ILCS 120/2(c)(5)The setting of price for sale or lease of property owned by a public body. 5 ILCS 120/2(c)(6).

Motion to go into Executive Session at 8:43pm. This motion, made by Shane Spring and seconded by Jodie Kanaly, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea

Yea: 5, Nay: 0, Absent: 2

G. Returned from Executive Session at 9:40pm.

H. Recommend possible action as a result of executive session as follows:

1. Approve the Letter of Agreement between the Marengo Education Association and the Marengo Community High School District 154 Board of Education.
2. Student #092324 is guilty of gross disobedience and misconduct in violation of District policy and that student #092324 poses a continued risk of harm to other students and/or the school community and that intervention services have been attempted and not successful and the Student #092324 shall be expelled through the 2025-2026 school year to be held in abeyance pending successful completion of an alternative school program as agreed upon by the Marengo Community High School Administration.

Motion to approve the Letter of Agreement between the Marengo Education Association and the Marengo Community High School District 154 Board of Education. This motion, made by Anthony Martin and seconded by Shane Spring, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea

Yea: 5, Nay: 0, Absent: 2

Motion that Student #092324 is guilty of gross disobedience and misconduct in violation of District policy and that Student #092324 poses a continued risk of harm to other students and/or the school community and that intervention services have been attempted and not successful and the Student #092324 shall be expelled through the 2025-2026 school year to be held in abeyance pending successful completion of an alternative school program as agreed upon by the Marengo Community High School Administration. This motion, made by Anthony Martin and seconded by Shane Spring, Carried.

Farrah Ranzino: Absent, David Schultz: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Candice Samuelson: Yea, Shane Spring: Yea, Todd Volkening: Yea  
Yea: 5, Nay: 0, Absent: 2

#### I. Superintendent Report

- FOIA
- Upcoming Dates:
  - September 25 Early Dismissal 11:25am
  - October 9 Early Dismissal 11:25am
  - October 11 Mid Semester Progress Reports
  - October 13 Settlers Day Band Competition
  - October 14 Columbus Day No School
  - October 23 Early Dismissal 11:25am
  - October 24 Parent Teacher Conferences 1:30-8:00pm No School
  - October 25 Teacher Institute Day No School

J. Adjournment at 9:47pm.

Signed:

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Todd Volkening, President

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Jodie Kanaly, Secretary

**Marengo Community High School**  
Athletic Director  
110 Franks Road  
Marengo, Illinois 60152  
(815) 568 - 6511 (phone)  
(815) 568 - 6510 (fax)



Dwain Nance  
(815) 568 - 6511 ext. 1612 (school)  
(217) 778 - 9603 (cell)  
[nanced@mchs154.org](mailto:nanced@mchs154.org)  
[fisherman0916@yahoo.com](mailto:fisherman0916@yahoo.com)

**TO:** DAVID ENGELBRECHT  
**FROM:** DWAIN NANCE  
**RE:** **OVERNIGHT TRIP FOR WRESTLING**  
**DATE:** OCTOBER 15, 2024

I would like to recommend the approval of the following overnight trip:

Varsity Wrestling - December 26, 2024 - December 28, 2024 (Lincoln Wrestling Tournament)

The wrestling program has been attending this tournament the past few years. It is a well organized tournament with many teams and teams we would not see during the regular season otherwise. It gives our kids an opportunity to build team chemistry and enjoy their Christmas Break competing at a wrestling tournament.

# HIGH SCHOOL AND TRAVEL BALL RECIPIENTS FOR 2024 EASTON/NFCA ASSISTANT COACH OF THE YEAR REVEALED

## Details

Category: General

Created: 06 September 2024

LOUISVILLE, Ky. — Robert Jasinski of Marengo Community High School (Ill.) and John Lovett from Mystics Fastpitch 16u Sagar (N.J.) are the recipients of the 2024 Easton/NFCA Assistant Coach of the Year award in the high school and travel ball groups.



These awards salute the efforts of coaches from the various NFCA membership categories for their tireless dedication to the sport of softball and to the continued education, growth and development of young women, both on and off the playing field. The collegiate honorees were announced in a press release on July 23, which you can view [HERE](#). Each recipient was nominated by NFCA member coaches and selected by a panel of their peers on the NFCA Awards Committee.

Jasinski, who has been on the coaching staff for nine years, played a pivotal role in Marengo's regional title in 2024. Just days before the start of the season, head coach Dwayne Nance had a life-altering heart procedure, which sidelined him for the entire season. Jasinski stepped in and served as the program's interim head coach and they did not miss a beat, finishing with a 30-4 record and a perfect 10-0 mark in conference play. According to Nance, Jasinski is a program coach. He does what is best for the program and makes sacrifices every day to help the program grow. Jasinski, who is an executive with a forklift manufacturing company, has to juggle softball into his daily routine, going in at 6 a.m. and many times returning after practice until 10 or 11 p.m. You will not hear him complain about the schedule as he strives to help the Marengo student-athletes.

Nance also noted – "One reason why he had success filling in for my absence is because the players and parents respect him. They know what his character is and dedication he has to the program. Coach Jasinski is one of a kind. There just are not too many people that would put this much effort into something that is a hobby. But he is making a difference in our players by instilling in them the passion, hard work, determination and dedication to be successful young people. "

Lovett is a volunteer assistant coach with the Mystics and has played a crucial role in the team's success. Involved in every aspect of coaching, Lovett is a team player. Focusing his guidance and attention to each individual, Lovett works one-on-one to help all players improve their skills. Additionally, he has served as a support system for head coach Akash Sagar, who was dealing with personal family health issues. Sagar noted that Lovett is always ready to step up and help out when needed, which shows his dedication and

loyalty to the team. On the field, his guidance has contributed to the team's success. Even though the team was technically young enough to play 14u, they ranked first in USSSA points and third in the Power Rankings. He goes above and beyond his role as an assistant coach. Even though he volunteers his time and expertise without compensation, he goes above and beyond for the team.

Sagar added, "Simply put, John's love for softball, his dedication to our team, and his ability to bring everyone together make him an outstanding candidate for Assistant Coach of the Year. The impact he's had on our team, the growth of the game, and the development of our players is incredible, and he's an inspiration to all of us in the Mystics family."

Jasinski, Lovett and all the collegiate winners will be recognized on Dec. 7 during the NFCA Convention's Awards Brunch in Dallas, Texas.

*The NFCA is the professional organization for fastpitch softball coaches. Known for its highly-regarded Easton/NFCA Assistant Coach of the Year awards, the NFCA also educates and supports softball coaches on a variety of different levels: from podcasts to a comprehensive drills database, to in-person events and a National Convention.*

*Learn more about the NFCA and consider joining our lineup of over 7,000 coaches today!*

# NFCA HIGH SCHOOL & TRAVEL BALL ASSISTANT COACH OF THE YEAR AWARDS

**Marengo Community High School**  
Athletic Director  
110 Franks Road  
Marengo, Illinois 60152  
(815) 568 - 6511 (phone)  
(815) 568 - 6510 (fax)



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(217) 778 - 9603 (cell)  
[nanced@mchs154.org](mailto:nanced@mchs154.org)  
[fisherman0916@yahoo.com](mailto:fisherman0916@yahoo.com)

**TO:** DAVID ENGELBRECHT  
**FROM:** DWAIN NANCE  
**RE:** **EXTRA-DUTY HIRE RECOMMENDATIONS**  
**DATE:** OCTOBER 15, 2024

I would like to recommend that we hire the following for the 2024-2025 school year.

Jeff Smith, Assistant Boys Basketball (Lane G13)

**Marengo Community High School**  
Athletic Director  
110 Franks Road  
Marengo, Illinois 60152  
(815) 568 - 6511 (phone)  
(815) 568 - 6510 (fax)



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[fisherman0916@yahoo.com](mailto:fisherman0916@yahoo.com)

**TO:** DAVID ENGELBRECHT  
**FROM:** DWAIN NANCE  
**RE:** **EXTRA-DUTY HIRE RECOMMENDATIONS**  
**DATE:** OCTOBER 15, 2024

I would like to recommend that we hire the following for the 2024-2025 school year.

Logan Miller - Volunteer Wrestling  
Tim Young - Assistant Boys Basketball (Lane G1)

**Marengo Community High School**  
Athletic Director  
110 Franks Road  
Marengo, Illinois 60152  
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[fisherman0916@yahoo.com](mailto:fisherman0916@yahoo.com)

**TO:** DAVID ENGELBRECHT  
**FROM:** DWAIN NANCE  
**RE:** **EXTRA-DUTY HIRE RECOMMENDATIONS**  
**DATE:** OCTOBER 15, 2024

I would like to recommend that we hire the following for the 2024-2025 school year.

Sam Leidig: Volunteer Assistant Bowling Coach

# Curriculum Guide



**Marengo Community High School**  
**District #154**  
Where learning is valued and excellence is the standard  
**2024-2025**

**MARENGO COMMUNITY HIGH SCHOOL, DISTRICT #154**

[www.mchs154.org](http://www.mchs154.org)

110 Franks Road, Marengo, IL 60152

(815) 568-6511, FAX (815) 568-6510

**BOARD OF EDUCATION**

Mr. Todd Volkening, President

Mr. David Schultz, Vice President

Ms. Jodie Kanaly, Secretary

Mr. Anthony Martin, Member

Ms. Farrah Ranzino, Member

Mrs. Candice Samuelson, Member

Mr. Shane Spring, Member

**DISTRICT ADMINISTRATION**

Superintendent

Mr. David Engelbrecht

(815) 568-6511 ext. 1511, engelbrechtd@mchs154.org

Assistant Superintendent

Dr. Angela Fink

(815) 568-6511 ext. 1341, finka@mchs154.org

Principal

Mr. Jason Mullens

(815) 568-6511 ext. 1312, mullensj@mchs154.org

Assistant Principal

Mr. Peter Byrne

(815) 568-6511 ext. 1322, byrnep@mchs154.org

Dean

Mr. Michael Fauth

(815) 568-6511 ext.2402, fauthm@mchs154.org

Special Education Director

Ms. Julie Amendt

(815) 568-6511 ext. 1333, amendtj@mchs154.org

Athletic/Activities Director

Mr. Dwain Nance

(815) 568-6511 ext. 1612, nanced@mchs154.org

**STUDENT SERVICES**

School Counselor

Mrs. Maureen Olson

(815) 568-6511 ext. 1343, olsonm@mchs154.org

School Counselor

Mr. Nick Rode

(815) 568-6511 ext. 1363, roden@mchs154.org

School Counselor

Mr. Sean Walker

(815) 568-6511 ext. 1353, walkers@mchs154.org

Social Worker

Mrs. Kathleene Joyce

(815) 568-6511 ext. 1373, joycek@mchs154.org

Social Worker

Mrs. Claire Zierer

(815) 568-6511 ext. 1313, ziererc@mchs154.org

Psychologist

Mrs. Erika Kane

(815) 568-6511 ext. 1383, kanee@mchs154.org

Interventionist

Mrs. Sarah Joustra

(815) 568-6511 ext. 1401, joustras@mchs154.org

Registrar/Secretary

Mrs. Deb Gorter

(815) 568-6511 ext. 1303 gorterd@mchs154.org

***District #154 makes every effort to ensure that the information in this Curriculum Guide is both accurate and current. However, District #154 reserves the right to correct inaccuracies and to update either revisions of courses or contents of this guide.***

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## **INTRODUCTION**

This guide provides information about our educational program, course descriptions, and extracurricular activities. Marengo Community High School makes every effort to ensure that this information is accurate and correct. However, MCHS reserves the right to revise the contents of this guide. By using the guide, the student can survey the opportunities available from ninth through twelfth grade. Students: take advantage of the excellent and varied curriculum that the school district provides for you, plan your four-year program carefully, and seek the assistance of your counselors, teachers, and parents.

### **Course Selection Process**

This Curriculum Guide is designed to help students and parents plan a high school program. Students and parents begin the selection process **mid school year** ~~in November and December~~ for the upcoming school year. As this is being done, students should seriously consider their educational and career goals as well as determine a course of study that meets those goals.

In planning for each school year, students and parents should consider the following:

1. Do the courses meet graduation requirements?
2. Do the courses meet the student's needs for anticipated college or career choices?
3. Do the courses match the student's abilities and expand or develop his/her interests?

Parents are asked to be actively involved with their child in selecting courses by:

1. reading and discussing this curriculum handbook with their child;
2. reviewing the student's report cards with respect to course selections;
3. discussing the appropriate course selections with the student's current teachers and counselor.

Teachers and high school counselors assist in the planning process; parents should feel free to contact them with any questions or concerns. For assistance in using this Curriculum Guide, you may contact ~~the school guidance~~ **Student Services**.

### **Scheduling Information**

1. Student scheduling begins in ~~November and December~~ **January** for the following year.
2. All students must prepare a pre-registration planning sheet, which includes course selections for the year. Planning sheets are approved by both the counselor and the parent.

3. Students will be scheduled into classes of their choosing consistent with handbook requirements. The schedule will consist of original course choices or alternates from the planning sheet.
4. Subject-level placement of freshmen is often based on the results of standardized test scores and placement assessments. This data is collected in November - February and placement is assigned in February at Freshmen Orientation. Freshman students will have an opportunity to participate in an additional authentic high school assessment in English or Mathematics for further consideration of placement in the students' high school courses. Placement of upperclassmen is based on previous performance and the recommendations of high school teachers. Students who would like to enroll in a more rigorous course are encouraged to do so.
5. Marengo Community High School (MCHS) has an extensive curriculum with many courses offered to meet the different ability and interest levels of their students. It should be noted, however, that because a course is offered, it does not mean that the course will be taught. Courses will be taught only if there is sufficient student enrollment. This is also true of courses that are sequential in a program.

A sufficient number of students must be registered for a third- or fourth-year program to be taught.

## **ACADEMIC REQUIREMENTS**

### **Graduation Requirements**

1. **22 credits** will be required to graduate.
 

4 credits	English (English I, II, III, or Humanities <u>and</u> 1 add'l credit of English) <ul style="list-style-type: none"> <li>• <i>Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements</i></li> </ul>
3 credits	Math <ul style="list-style-type: none"> <li>• <i>One of which must be Algebra + <b>content</b> and one of which must include geometry content. A mathematics course that includes geometry content may be offered as an integrated, applied, interdisciplinary, or career and technical education course.</i></li> </ul>
3 credits	Science (including Biology and Physical Science**)
2.5 credits	Social Studies (Global Studies, US History, & Civics) <i>Passing the American Government/Civics course fulfills the Illinois Constitution and US Constitution graduation requirement established by the state of Illinois</i>
4 credits	Physical Education (unless exempted), Driver Education & Health

- to total 8 semesters\*
- 1 credit Music, Art, World Language, or Career and Technology courses
- 0.5 credit Consumer Education requirement (Consumer Education and Economics, or Ag Business and Ag Sales/Marketing)
- 4 credits Elective coursework (required beginning the class of 2024)
- \* Refer to PE exemption guidelines

\*\* Physical Science courses include: Physical Science, Earth Science, Physics, Chemistry, Accelerated Chemistry, and Chemistry AP

2. Students are required to participate in state mandated testing.
3. ~~Beginning with the 2020-2021 school year,~~ The state of Illinois requires graduating high school seniors to complete the Free Application for Federal Student Aid (FAFSA) form, unless a waiver is granted.

Failure to meet these requirements makes a student ineligible for graduation. The superintendent may waive some graduation requirements provided there are extenuating circumstances, such as physical or mental considerations or family hardship, or transfer students whose state requirements may differ from Illinois.

### **Early Graduation**

Students who are eligible, having completed graduation requirements, may apply for early graduation. The “Application for Early Graduation” form must be completed and returned with all appropriate signatures on or before the first day of classes of the student’s senior year.

Note that Early Graduation may impact course selection/course enrollment. Dual credit courses which are 2 semesters will allow an early graduate to enroll **only if** all other student requests have been filled as many of these classes have limited seating. No college credit will be awarded for the course as both semesters are required to earn credit.

Students who enroll in AP courses are strongly encouraged to return to participate in AP testing in May. A student who opts to graduate in December will not be eligible for the Valedictorian, Salutatorian or top 10% designation of the graduating class as those recognitions are based on the successful completion of 8 semesters of high school.

# Marengo Community High School Four-Year Plan

**District #154**

**Graduation Requirements:**

Total Credits Needed:  
22

English – 4 Credits

Math – 3 Credits

Science – 3 Credits

Social Science – 2.5 Credits

Physical Ed. – 3 Credits

Health - .5 Credits

Consumer Ed. - .5 Credits

Drivers Ed - .5 Credits

CTE/Arts/Lang - 1 Credit

\*Electives – 4 Credits

FRESHMAN YEAR	I	II	YrCr
English			
Math			
Science			
Global Studies			
Drivers Education/Phy Ed			
Elective			
Elective			
Lunch			

SOPHOMORE YEAR	I	II	YrCr
English			
Math			
Science			
Health/Phy Ed			
Elective			
Elective			
Elective			
Lunch			

JUNIOR YEAR	I	II	YrCr
English			
Math			
Science			
US History			
Phy Ed			
Elective			
Elective			
Lunch			

SENIOR YEAR	I	II	YrCr
English			
Civics/Cons Ed.			
Phy Ed			
Elective			
Lunch			

Minimum college requirements are listed below:

- English - 4 years
- Math – 3 years
- Science – 3 years
- Social Science – 3 years
- Fine or Applied Arts – 2 years \* (depends on school (generally art, music, or one world language))

It is your responsibility to be aware of the academic requirements including the minimum SAT score needed for the colleges you want to apply to as a Senior.

Students who are involved in school sports and activities tend to have better grades, enjoy high school more, and increase their chances of acceptance to selective colleges.

## EARNING HIGH SCHOOL AND COLLEGE CREDIT

### Correspondence or Online Elective and Credit Recovery Courses

All correspondence and online courses must be pre-approved by the Student Services. Students may take a **maximum of 2 elective credits** through approved correspondence schools or online schools. If this option is selected, the student and family ~~are responsible for all costs, fees and textbooks~~ **pay 1/3% for AP, 100% for elective, credit recovery, or a class that will not fit in schedule. All fees and textbook costs will be the responsibility of the student.**

Students may take a course under the following circumstances:

1. The student wants to take a course that MCHS does not offer (AP course\* or elective).
2. A class that a student wants will not fit into the schedule
3. The student needs to make up a class they failed previously.

Upon completion, the final grade of an elective course will be added to the student's transcript as a 0.5 credit class and be computed in the GPA as an AP level for AP and general level for electives. The final grade of a credit recovery course will be added to the student's transcript as pass/fail and will not be a part of gpa. Credit will not be issued from MCHS until the official transcript is received from the approved school. Examples: American School, Penn Foster, **Edmentum** etc.

Note that prospective NCAA Division I and II student-athletes are required to visit the NCAA Eligibility Center website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) and seek the NCAA's acceptance of a particular Education Provider's virtual course prior to registration. Note that credit recovery coursework is not approved by the NCAA for eligibility purposes.

~~\*For any AP course, students will be responsible for 1/3 of the tuition prior to enrollment with the district picking up the remaining 2/3 of the cost. All fees and textbook costs will be the responsibility of the student.~~

Students enrolled in AP courses will be required to take the May AP exam. **The cost to take the AP exam is the responsibility of the student/family and is due at registration.**

### Marengo Acceleration Program (MAP)

The Marengo Acceleration Program (MAP) is an alternative education program for students who have fallen behind in credits and are at risk of not graduating from Marengo Community High School. The educational model utilizes computer-accessed instructional programs.

Students that may qualify must apply for the program with a process that begins with the high school counselor. Participation in the MAP program is subject to approval of the Student Services **Department Team**. Application to the MAP program is limited

~~sophomore-seniors students to students who are in at least their third year of high school. Students are allowed to enter MAP at semester. The MAP program is arranged to allow a student to earn 0.5 credits in 60 days including weekends and holidays.~~

A student may not earn more than ~~4 credits a school year~~ **4 credits Junior year and 4 credits Senior to total 8 credits from MAP** for MCHS graduation. MAP classes are recorded on a student's transcript as Pass or Fail and are not part of GPA. A student must complete 100% of the coursework and earn a 60% or higher in a MAP course in order to earn high school credit. If a student fails a MAP course, he/she must pay a fee of ~~\$50~~ **\$100 (as of 11/2018)** to enroll in another MAP course. Please see the MAP course policy for additional details.

Note that prospective NCAA Division I and II student-athletes are required to visit the NCAA Eligibility Center website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) and seek the NCAA's acceptance of a particular Education Provider's virtual course prior to registration. Since MAP courses are credit recovery, the courses will not be accepted by the NCAA towards eligibility.

### **Alternative Learning Opportunity Program (ALOP)**

A program through Marengo Community High School District 154 that allows students to complete graduation requirements through self-paced online learning. Students eligible for the program have demonstrated that the traditional school setting was not a conducive environment for them to learn and be successful. This program offers an individualized academic plan for graduation based upon the following requirements: Academic, Attendance, and a Work/Volunteer component.

### **Advanced Placement (AP) Courses**

Students may enroll in AP courses taught onsite at MCHS. Students enrolled in AP courses are **required to take the AP exam in May** with the exception of students who graduate at semester. Note that a student who will enroll for a full year has priority for limited class seating, but a student who is graduating early may enroll in an AP course and may register to take the AP exam in May.

The students receive a score from 1-5 based on test performance. Students may earn credit at the college level by reporting their test scores to the college they plan to attend. Most colleges give credit for scores of 3 or higher. The information is available at [apstudent.collegeboard.org/creditandplacement/search-credit-policies](http://apstudent.collegeboard.org/creditandplacement/search-credit-policies)

Our current AP offerings are:

<b>English</b>	<b>Science</b>	<b>Mathematics</b>	<b>Social Studies</b>	<b>Fine Arts</b>
English Literature	Chemistry	Calculus AB	U.S. History	Art History
English Language	Biology	Statistics	Macroeconomics	
Humanities*	Environ Science			

**The cost to take the AP exam is the responsibility of the student/family and is due at registration** for any AP course taught at MCHS. Enrollment in an AP course and fees due are required by November 1st. There are no refunds for AP courses dropped after November 1st. Seniors who enroll in Humanities must take the AP English Literature exam, and Juniors must take the AP English Language.

~~\*Only seniors will take the AP English Literature exam. A junior or senior in Humanities may take the AP English Language exam **with teacher approval**. Please note that students earn AP gpa weight as a Senior but the class is not an official Advanced Placement curriculum for English Language. English Language test is now required for Juniors in Humanities.~~

Students may take an AP exam for a course not offered at MCHS (ex: AP Spanish) or an Independent Study AP course. The cost of the AP exam will be added to the student's account. If the AP course runs for semester 2 only, the fee will be due at that time. If the student qualifies for free or reduced lunch, the AP exam fee is waived.

**The District provides an Accelerated Placement Program (APP)**. The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; and (b) other grade-level acceleration. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows:

1. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
2. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
3. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.

### **McHenry County College Coursework-Running Start**

Students may take coursework at MCC while enrolled at MCHS. These courses may be taken for high school credit (Dual Credit) as well, if indicated prior to registration. A student may not replace a core course with credit earned at MCC. Ex: English 101 may not replace English IV. Exceptions may be made in unique circumstances, and with administrative approval.

- Schedules can be adjusted to accommodate daytime courses, but students must meet our enrollment expectations.
- No evening courses or online courses will be considered as a substitute for daytime courses.
- The student's total course load should consist of a minimum of five academic subjects.

- Students must submit weekly grade reports to Student Services. Any change from this will require special administrative approval.

If high school credit (also known as dual credit) is desired, the course must be a three credit course at MCC and have regular attendance required. The student must inform the counselor of the request to earn high school credit when completing the paperwork. A copy of the MCC transcript must be provided to the counselor in order for credit to be added to the MCHS transcript. Credit will be awarded as 0.5 credit for a 1 semester class and the letter grade will be weighted as General.

Students interested in taking classes at MCC need to apply through their counselor. Students will be responsible for all college fees.

**ELIGIBILITY REQUIREMENTS:**

- No failing classes in the previous semester,
- Cumulative GPA must be equivalent to a “C” or higher, and
- Must be meeting all graduation requirements.

**McHenry County College Coursework-Articulated Credit & Dual Credit**

MCHS offers student access to college credit courses through MCC. There are two ways to earn college credit and use those credits for your high school requirements. Students may take **Articulated** courses or **Dual Credit** courses.

**Articulated**

If a student takes an articulated MCHS course and receives a “C” or higher grade and enrolls at MCC in the articulated program after high school graduation, (s)he may earn credit at MCC for the MCHS course. The MCC credit will not be awarded until the student enrolls in and completes another course at MCC.

Students interested in the articulation agreements to earn MCC credit should talk to their counselor for more information about the regulations, expectations, and timelines associated with this program. All paperwork completion is the responsibility of the student. The high school articulation agreements are located on the MCC site at [mchenry.edu/articulationagreements/](http://mchenry.edu/articulationagreements/). The agreement must be printed, student personal information filled out and signed by the MCHS teacher. A copy is then sent to MCC for their records.

<b><u>MCHS Course(s)</u></b>	<b><u>Replaces MCC Course</u></b>	<b><u>MCC Credit hours</u></b>
Child Dev & Child and Daycare Occ. I	ECE290 Early Childhood Education	3
Accounting I	ACC110 Basic Accounting Procedures	3
Accounting I & Accounting II	ACC151 Principles of Accounting	3

## **Dual Credit-College In High School**

If a student takes a *Dual Credit* course at MCHS, the grade is entered as fully transcribed credits at MCC. Students interested in dual credit should talk to their counselor for more information about the regulations, availability, expectations, and timelines associated with this program. ~~(see MCC-Running Start)~~.

MCHS offers several classes on-site which allow for a student to earn college credit. Due to the nature of this class, a student must be present to participate and earn both high school credit towards graduation, as well as college credit (dual credit) at McHenry County college. A student may be withdrawn from a dual credit option if there are more than 10 absences, regardless of whether or not the days are excused or unexcused. The absences could be due to illness, medical exemptions, vacation and so on. Although a student will be withdrawn from the MCC roster (dual credit), the student may still remain in the class to earn MCHS credit. The student must pay a \$25 fee per Dual Credit class, complete MCC registration information and earn a final grade of a "C" or higher to earn college credits.

Once the course is complete and a final grade is transcribed, a student may request an official college transcript via McHenry County College. The transcript will allow the receiving college/university to review and award transfer credits. The instructions to do so are at <https://www.mchenry.edu/transcripts/index.html>

NOTE: Dual credit courses are based on the MCHS teacher qualifications. In rare cases a long term substitute may teach a course which would result in a course classification from Dual Credit to general MCHS credit.

<b><u>MCHS Course(s)</u></b>	<b><u>MCC Course</u></b>	<b><u>MCC Credit HR</u></b>
CADD I	AET151 Comp Aided Design Graphics I	3
CADD II	AET152 Comp Aided Design Graphics II	3
3D Modeling	AET154 Comp Aided Design Graphics IV	3
Architectural Drafting	AET161 BIM REVIT I	3
Auto Service Occupations I	AMT100 Principles of Automotive Technology	4
BNATP Class & Clinical	NAE100 Basic Nursing Assistant	7
Introduction to Business	BUS150 Intro Business	3
Entrepreneurship Enterprise I	BUS160 Intro to Entrepreneurship	3
Floral Design I	HRT120 Basic Floral Design	3
<del>Floral Design II</del>	<del>HRT125 Intermediate Floral Design</del>	<del>3</del>
Fit for Life <i>repeat for max 2 credits</i>	HFE105 Yoga I	1
Speech	SPE151 Introduction to Speech	3
Music Appreciation	MUS151 Music Appreciation	2

Music Theory (sem 1)	MUS140 Music Theory I & MUS141 Musicianship	5
Music Theory (sem 2)	MUS145 Music Theory II & MUS146 Musicianship II	5

### **COLLEGE PREP PATHWAY**

The Illinois Board of Higher Education has established statewide minimum admission standards for Illinois public colleges and universities. Since admission requirements vary, it is up to the student to make sure specific requirements are met by checking with each college. These minimum requirements have been adapted to help high school students improve their academic preparation for baccalaureate degree programs.

#### **Minimum Standards for Illinois public universities**

- 4 years of English (written and oral communications and literature)
- 3 years of Social Studies (emphasizing history and government)\*
- 3 years of Mathematics (algebra through advanced algebra, geometry, trigonometry)\*
- 3 years of Science (laboratory sciences)\*
- 2 years of Electives (world language, music, art, theater)\*

\*Specific courses vary according to individual universities.

~~\*\*Electives vary according to individual universities.~~

The following Illinois State Universities require a minimum of 2 years of one world language: University of Illinois Urbana-Champaign. The following Illinois State Universities recommend a minimum of 2 years of one world language: University of Illinois at Chicago and Southern Illinois University Edwardsville.

Students should be familiar with the criteria most colleges use for admission

- A. Strong academic program with good grades
- ~~B. Rank in class~~
- C. College entrance exam score (ACT or SAT)

We provide many opportunities to prepare for a successful transition to college. The optional PSAT/NMSQT is recommended testing for juniors for an early indication of college potential, ~~SAT~~ **ACT** practice, and entrance for some scholarships.

### **SEAL OF BILITERACY/COMMENDATION TOWARDS BILITERACY**

The Seal of Biliteracy and Commendation Towards Biliteracy are state-approved recognitions awarded to students who demonstrate an intermediate-high level of proficiency in one or more languages as defined by the ACTFL Proficiency Guidelines

AND in English through the assessments specified below. A seal will be stamped on the diploma and transcript of students that meet the following conditions:

### **Seal of Biliteracy**

Candidates for the Seal of Biliteracy must meet two criteria, one in English and one in a world language:

**English** (ONE of the following):

- ACT Score composite of 21 or 18 on the English Subject Area Test
- SAT Score of 540 in English Language Arts
- ACCESS Scores of 4.8 Overall
- AAPPL Test Score of I-5 or above in all language domains of Speaking, Listening, Reading, and Writing

**World Language** (ONE of the following):

- 4 or 5 on the AP Language Exam
- AAPPL Test score of I-5 or above in all language domains in Spanish
- Portfolio option for languages in which tests are not available

### **Commendation toward Biliteracy**

**English** (ONE of the following):

- ACT Score composite of 21 or 18 on the English Subject Area Test
- SAT Score of 540 in English Language Arts
- ACCESS Literacy Score of 3.5
- AAPPL Test Score between I-1 and I-4 in all language domains of Speaking, Listening, Reading, and Writing

**World Language** (ONE of the following):

- 3 on the AP Language Exam
- AAPPL Test score between I-1 and I-4 in all language domains in Spanish

### **Benefits of the Seal of Biliteracy**

Graduating Seniors who receive the Seal of Biliteracy will gain the following benefits:

- Name in Graduation Bulletin
- Lapel pin awarded in Honors night
- If the seal is obtained through the AP Spanish and Language test, students obtain college credit in modern languages at Illinois public colleges and universities.
- Official validation for employers and universities of the level of proficiency a student has attained in a second language.

## **ATHLETIC PARTICIPATION IN COLLEGE**

# **NCAA Initial Eligibility Standards**

There are guidelines published and enforced by the National Collegiate Athletic Association (NCAA) which govern eligibility for athletic scholarships at Division I and II colleges. The NCAA judges course work of high school students and determines whether it meets the requirements for a scholarship.

### **NCAA Division I Initial Eligibility Requirements**

#### **Core Courses**

Sixteen (16) core courses are required (see chart below for subject-area requirements).

- Ten core courses completed before the seventh semester; 7 of the 10 must be in English, math, or natural/physical science.
  - These courses/grades are “locked in” at the start of seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).

It is still possible for a Division 1 college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete, by meeting the academic redshirt requirements\* (see below).

#### **Test Scores (ACT/SAT)**

Students must present a corresponding test score and core-course GPA on the sliding scale.

- **SAT:** critical reading and math sections.
  - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
- **ACT:** English, math, reading, and science sections.
  - Best subscores from each section is used to determine the ACT sum score for initial eligibility.

All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.

**Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

#### **Core Grade-Point Average**

Only core courses that appear on the high school’s List of NCAA Courses on the NCAA Eligibility Center’s website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use the list as a guide.

Students must present a corresponding test score (ACT sum score or SAT combined score) and core course GPA (minimum 2.300) on Sliding Scale B.

Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math, or science; “locked in”) and subject-area requirements.

<b>Division I Core-Course Requirement</b>	<b>Division I Qualifier Requirements (Aid, practice, &amp; compete)</b>	<b>Division I Academic Redshirt Requirements* (Aid &amp; practice but can not compete)</b>
<ul style="list-style-type: none"> <li>● 16 core courses               <ul style="list-style-type: none"> <li>○ 4 years of English</li> <li>○ 3 years of math (Alg 1 or higher)</li> <li>○ 2 years of natural/physical science</li> <li>○ 1 year of additional English, math, or natural/physical science</li> <li>○ 2 years of social science</li> <li>○ 4 years of additional courses (any area above, foreign language, or comparative religion/philosophy)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 16 core courses</li> <li>● 10 core courses completed before the start of the seventh semester               <ul style="list-style-type: none"> <li>○ 7 of the 10 must be in English, math, or natural/physical science                   <ul style="list-style-type: none"> <li>■ Locked in for core-course GPA calculation</li> </ul> </li> </ul> </li> <li>● Corresponding test score (ACT sum or SAT combined score) and core-course GPA (min 2.300) on Sliding Scale B</li> <li>● Graduate from high school</li> </ul>	<ul style="list-style-type: none"> <li>● 16 core courses</li> <li>● No grades/credits locked in               <ul style="list-style-type: none"> <li>○ Repeated courses after the seventh semester begins may be used for initial eligibility</li> </ul> </li> <li>● Corresponding test score and core-course GPA on Sliding Scale B.               <ul style="list-style-type: none"> <li>○ Test - ACT sum score or SAT combined score</li> <li>○ GPA - minimum 2.000</li> </ul> </li> <li>● Graduate from high school</li> </ul>

**For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org)**

## **NCAA Division II Initial Eligibility Requirements**

### **Core Courses**

Division II currently requires 16 core courses. See the chart below. Beginning August 1, 2018, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

### **Test Scores (ACT/SAT)**

Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements can be found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) under the resources link.

The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a **sum** of the following four sections on the ACT: English, math, reading and science.

**Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center.** Test scores on transcripts will not be used.

### **Core Grade-Point Average**

Be sure to look at Central High School's list of NCAA-approved core courses on the Eligibility Center Website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on Central High School's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.

The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, IS 2.200 (corresponding test-score requirements are listed on the Sliding Scale).

Remember, the NCAA core GPA is calculated using NCAA core courses only.

Division 2	
•	16 core courses
○	3 years of English
○	2 years of math (Alg 1 or higher)
○	2 years of natural/physical science
○	3 year of additional English, math, or natural/physical science
○	2 years of social science
○	4 years of additional courses (any area above, foreign language, or comparative religion/philosophy)

### **National Collegiate Athletic Association (NCAA)**

~~Students planning to enroll in college as a freshman and participate in Division I or Division II athletics must be certified by the NCAA Initial Eligibility Center. Forms are available online. Students are strongly recommended to register for the NCAA Eligibility Center during sophomore year. For additional information on these requirements, please visit <https://web3.ncaa.org/ecwr3/>~~

~~To be certified by the NCAA, the student must:~~

- ~~1. Graduate from high school~~
- ~~2. Earn a core course grade point average of at least 2.3 (4 point scale)~~
- ~~3. Complete 16 Core Courses: 10 of 16 core courses must be complete before \_\_\_\_\_ the 7<sup>th</sup> semester of high school. 7 of the 10 core courses must be in \_\_\_\_\_ English, Math or Science.~~
- ~~4. Meet the sliding scale requirement of GPA and ACT/SAT score~~

~~Students interested in registering for the NCAA are recommended to review the most up to date requirements at [www.NCAA.org](http://www.NCAA.org) under the Student-Athlete tab.~~

All potential student-athletes must be aware of the NCAA course requirements. If a student will be completing a course via on-line methods (MAP - Educere or American School **Edmentum**) it is critical that the student verify the course is approved by the NCAA. This can be determined by going to the website and seeking the NCAA's acceptance of a particular Education Provider's virtual course prior to registration. Note that courses taken as credit recovery are not approved by the NCAA for eligibility purposes.

## **National Association of Intercollegiate Athletics (NAIA)**

When you attend one of nearly 300 NAIA member colleges or universities, you are welcomed into a supportive environment of students, faculty and athletic professionals dedicated to your success. To participate in athletics in the NAIA, you must be admitted to the college or university under admission standards that are equal to or higher than those applied to the general student body.

### **REQUIREMENTS:**

- Be a graduate of an accredited high school or be accepted as a regular student in good standing as defined by the enrolling institution and
- Meet 2 of the 3 following requirements
  - Minimum ACT of 18 or SAT of 940-970
  - Minimum overall high school grade point average of 2.0 on a 4.0 scale
  - Graduate in the top half of your high school class.

For more information, please go to <http://www.playnaia.org/>

## **GRADING INFORMATION**

### **Marking System**

A – Excellent	I – Incomplete	ME – Medically Excused
B – Above Average	P/F – Pass/Fail	EX - Exempted
C – Average	N – Audit or No Credit	AU - Audit
D – Below Average	WP – Withdrawn Passing	
F – Failing	WF – Withdrawn Failing	

### **Grading Scale**

A	92-100	B-	80-81.99	D+	68-69.99
A-	90-91.99	C+	78-79.99	D	62-67.99
B+	88-89.99	C	72-77.99	D-	60-61.99
B	82-87.99	C-	70-71.99	F	Below 60

### **Weighted Courses**

**All Dual Credit courses are on the 5.0 scale.**

**English** - Honors English I, II, III, AP English Language, AP English Literature, Honors College Writing, Honors Humanities grades 9-12 **10** AP weight grade **11-12**

**Math** - Honors Geometry, Algebra II, Pre-Calculus, AP Calculus, AP Statistics

**Science** - Honors Physics, AP Chemistry, Honors Accelerated Chemistry, Honors Accelerated Biology, AP Biology, AP Environmental Science

**Social Studies** - AP U.S. History, AP Macroeconomics

**Business** - Honors Accounting II

**World Language** - Honors Spanish III, IV and V

**Fine Arts** – AP Art History, AP Studio Art – 2D

### **Class Rank**

All credit bearing courses will be included in class rank with the exception of colorguard and courses taken on as pass/fail option (P/F).

All credit bearing courses taken prior to the start of freshman year, in summer school (ex. **Fresh Start and Drivers Education**) or during the 8<sup>th</sup> grade year (**Honors Geometry**), will be included in the student's grade point average calculation and in determining class rank with the exception of courses taken as pass/fail.

Class rank is determined up to the tenth decimal point ~~beginning with the class of 2018~~. A student who opts to graduate early in December will not be eligible for the Valedictorian, Salutatorian or the Top 10% designation of the graduating class as those recognitions are based on the successful completion of 8 semesters of high school.

### **Eligibility (Athletic & Extracurricular)**

Student extracurricular and athletic eligibility will be based upon "Illinois High School **Association**" (IHSA) guidelines as outlined in the comprehensive document found at [www.ihsa.org](http://www.ihsa.org).

Students must be passing the equivalent of five full credit classes, or 2.5 credits, each week-to be eligible for athletic and other extracurricular activities.

**Note:** Eligibility is not impacted by courses that are audited or taken as pass/fail. After each semester, the student's grades are checked to make sure the equivalent of five full credit classes have been passed. If not, the student becomes ineligible for the entire following semester.

### **Quality Point Scales**

Quality Point Scale is the numerical value used for determining grade point average (GPA), class rank, and honor rolls. GPA is determined by calculating the credits attempted, add all credits minus colorguard, then divide the credits attempted by total points to determine GPA.

Grade	Quality Points General (G)	Quality Points Honors (H)	Quality Points AP (AP) Dual Credit (DC)
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3

C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.3	1.3
D	1.0	1.0	1.0
D-	0.7	0.7	0.7
F	0.0	0.0	0.0

### **Honor Roll**

The honor roll listings will be determined by the quality point averages that the students compile each semester. Example, students carrying four academic subjects will have the sum of the four quality point scores divided by four to derive the quality point average. ~~Beginning with the class of 2018~~ Courses not included in honor roll evaluation are Colorguard and courses taken as Pass/Fail or Audit. School honor rolls are published at the end of each semester at the high school level. In order to be placed on an honor roll, students must achieve the following grade point averages (GPA) for the current marking period.

Two honor rolls exist:           Honor Roll is 3.3 to 3.6  
   High Honor Roll is 3.7 and above

### **Incompletes**

An incomplete grade in a course indicates that minimum standards have not been accomplished, the course has not been completed, and, for seniors, graduation is not possible.

A student may not participate in the graduation ceremony or receive a diploma with an incomplete on the transcript. Students are expected to complete work in a timely fashion. **Not Taking a final exam and/or completing a summative course assessment is a requirement. Not doing so may result in an incomplete.** ~~(participating in discussions, project presentations and such) may result in an incomplete.~~

When an incomplete is given as a semester grade due to extenuating circumstances, the work should be completed within two weeks after the end of the semester unless the principal has granted an extension. If there are extenuating circumstances, the principal may approve participation in the graduation ceremony. **Students must make arrangements with administration prior to their absence.**

### **Pass/Fail Option**

A pass/fail option is available for juniors and seniors to take elective courses (excluding Honors or AP), which may affect grade point average due to grade weight.

**RESTRICTIONS:** must be elective course, only one class per semester may have this option, must have a minimum of 4 graded academic courses per semester to allow an additional course be taken P/F, P/F option must be recorded within the first five (5) days of the semester and may not change to a

graded course once the course begins. Students may be removed from the class based upon performance and behavior.

### **Repeating a Class Required for Graduation**

If a student wants to retake a class to improve their academic grade, and scheduling resources are available to allow for, they may do so if it is the same course and taken within similar parameters (i.e. in-person at MCHS vs online). The grade point average will be impacted by the student's highest academic marking between the two courses taken, and a credit of 0.5 will only be earned once on the student's academic transcript. The transcript will only show the highest grade recorded with the other removed from the transcript.

### **Transcripted Courses Taken in Grade 8**

A student who successfully completes Algebra I and/or Spanish I in grade 8 will have the course completion noted on the MCHS transcript. The course(s) will be transcripted as no credit earned and as a "pass". The course will not be calculated as part of cumulative grade point average as it was not taught at the high school.

### **Pride Exam Exemptions**

Exam exemptions are available for students in grades 9-12 for **first and** second semester ~~only~~. The criteria can be located on the MCHS website under the documents tab.

## **SCHEDULING INFORMATION AND PROCEDURES**

### **Foreign Exchange Students through AFS**

Requests for enrollment of foreign exchange students sponsored by our local service organization, American Field Service (AFS), will be made to the Superintendent or his/her designee. When recommended by the Superintendent or his or her designee, the Board of Education will consider the enrollment of foreign exchange students for attendance at Marengo Community High School.

Those students attending will **not** receive a diploma. They will instead receive a certificate of attendance as part of their cultural exchange program. Foreign exchange students who wish to participate in IHSA sponsored activities must complete the necessary paperwork to properly register with Mr. Rode in ~~Guidance~~ **Student Services**.

### **Minimum Course Load**

All students will be scheduled in five classes including physical/health education each semester with no more than one study hall.

~~Class of 2018 and beyond,~~ IHSA states that student-athletes must be in 5 classes (including PE, band or choir). In extenuating circumstances, a student may have more than one (1) non-instructional period during the academic day (ie: MAP, study hall, teacher aide) which may negatively impact IHSA eligibility.

### **Part-time Schedule**

The Board of Education may allow an Administrator to develop a modified daily schedule in an attempt to accommodate individual special circumstances.

Seniors who are close to fulfilling their high school graduation requirements may request a part-time schedule to attend college, trade, or technical school with a **maximum enrollment of two school approved courses per semester** taken during the high school hours. This permits them to earn college credit in escrow in advance of high school graduation.

Students must take English, physical education and senior electives required for graduation. They would then be permitted, on evidence of college registration, to leave school to attend classes during the hours they would normally have been attending high school.

### **Nonpublic School Students (including Parochial and Home-Schooled)**

The District accepts nonpublic school students who live within the District for part-time attendance in the District's regular education program on a space available basis. Requests must be submitted to the Principal by May 1, for the following academic year.

A student may participate in any interscholastic athletic competition provided his or her participation adheres to the regulations established by any association in which the School District maintains a membership and in non-athletic extracurricular activities and competitions provided the student is enrolled in an approved AdvancED accredited on-line provider. More detail is available in the MCHS Policy Manual (7:40).

### **Fifth Year Scheduling**

Students who do not receive a high school diploma after four years of high school have several options including: correspondence courses, 5<sup>th</sup> year attendance at the high school, and attendance at a post-secondary institution for high school credit. All such courses or programs must have prior approval of the high school administration if a student wishes credit to be applied to high school graduation requirements.

### **Physical Education Exemption Policy**

A student will be required to pass eight semesters of physical education, inclusive of health and safety education, unless a special request for exemption is initiated and approved in accordance with Section 27-6 of The School Code.

It shall be the policy of District #154 that students in grades 11 and 12 may request exemption from physical education for any of the following reasons:

1. A full semester exemption must follow IHSA guidelines (enrollment in an academic course for higher learning provided that failure to take such class(es)

would result in the pupil being denied admission to the institution of choice or enrollment in an academic class required for graduation)

2. Exemption from Physical Education will only be for one quarter (9 week session) during the season.
3. Physical Education exemption is only for the quarter the sport is in regardless of when the sport ends. For the sports that qualify for the exemption, please refer to the Physical Education Exemption form.
4. If an athlete or member of the Marching Band/Colorguard submits an exemption form to their counselor, that student will be given 3 Cardiovascular days during their time in Physical Education class time. Cardiovascular days can be substituted for a weightlifting program if cleared by their coach and the Physical Education teacher.

### **Early Release and Late Start Policy**

Students may register for early release or late start for their senior year. The ability to participate in early release or late start is a privilege for students.

**Option 1: Privilege Based.** A student must have a cumulative GPA of 3.3 and be passing all classes to register for early release or late start. If a student is performing poorly in an academic course, the early release or late start may be removed for the remainder of the semester. Late start or early release may also be denied or revoked for disciplinary reasons. A schedule change form must be completed and signed by parent/guardian

**Option 2: Work Based.** A senior student may arrange a shortened schedule for the purposes of work. The process is as follows:

1. Students must be a senior, in good standing, must maintain a minimum course load, and the student must be passing all classes.
2. Students must bring in a letter (on company letterhead) from the employer stating the student will be working during the school day.
3. The administration must approve the shortened schedule for work prior to the counselor making the schedule changes.
4. This process is valid for one semester at a time. It is renewable.

### **Schedule Changes**

**Prior to Class Attendance:** The Master Schedule is created in the spring based on student course requests, thus student registration is complete in the spring and is to be considered FINAL. Changes may be made after this point only if: there is a computer/technical error, scheduling conflict with a core academic class, prerequisite not met, replacing a study hall with a course, or to implement a PE exemption.

**School initiated** schedule changes may be made prior to school opening or during the school year. The school reserves the right to cancel any course that does not reach proper registration levels or to make adjustments due to class size. The student will be notified when this occurs.

**After Course Attendance Has Begun:**

On rare occasions schedules may be changed for one of the following reasons:

- A student is replacing a study hall with a class (first 5 days of semester)
- A student is requesting a level change (first 5 days of semester)
- A student meets Late Start/Home Release criteria (first 5 days of semester)
- A student did not meet class prerequisite (first 5 days of semester)
- A student's schedule conflicts with a core class (first 5 days of semester)
- A student is dropping a class for a study hall (prior to the start of week 6)

**Parent/Student initiated** requests must be requested via the "Request for Change of Schedule" form and include the changes desired and the reason for changes. These rare requests require administrative approval and be completed within the first 5 days of the semester.

Any request for course change after the 5<sup>th</sup> day of the semester requires a written request with rationale to administration for review. After the first 5 days of the semester and **prior to the start of week 6** a student may be approved to drop a course, and no grade will be recorded. Courses dropped after the 5<sup>th</sup> week will receive a withdrawal failure (WF) grade on the student transcript.

**Faculty initiated** - requests for a level change within the same department is allowed during the semester and the student's grade to date will transfer with him/her to the new class and will be averaged into their semester grade. The teachers (sending and receiving) must agree to the level change based on the course curriculum for appropriate timing.

Students receiving an administrative drop for non-functional, disruptive behavior in a course will receive a "WF" on the transcript for the semester. Parents are to be involved in any of the above-mentioned decisions.

**Class Placement**

To meet individual differences, needs, and interests, the counselors make placement recommendations according to levels where students are capable of performing and learning. Responsibility for placement of students rests with the counselors and teachers. Parents are urged to discuss placement concerns with the student, teachers and counselors. Course placement changes may not occur due to a student/parent request to select a specific teacher.

Students are placed into courses based on grade level, giving seniors priority over underclassmen. For highly sought-after elective classes and courses that are year-long dual credit classes, in which there is a requirement for minimum attendance, consideration in taking these courses may not be given to students with attendance concerns or those who wish to graduate early. Students who fail to complete on-line registration by the appropriate deadline may also lose the privilege of requesting specific classes with limited seating. In the event a course has reached its maximum capacity, counselors may not schedule underclassmen into the course rosters.

### **Grade Level Determination**

Grade level is determined by credits earned. Each student's grade level will be re-calculated in August prior to each school year and January prior to the start of 2nd semester. ~~Incentives and privileges are based upon a student's current grade level. Generally, when a student with a 504 plan or an IEP does not have enough credits to advance to the next grade level, the Section 504 or IEP team will convene to discuss the student's progress and reasons for retention.~~

Sophomore 5.5+ credits

Junior, 10-11+ credits

Senior, 14-16.5+ credits

### **GENERAL INFORMATION**

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap/disability, economic and social conditions, or actual/potential marital/parental status. Any student may file a discrimination grievance by using the Uniform Grievance Procedure. The Nondiscrimination Coordinator and the Complaint Managers (Title IX, Section 504, and Title II) are as follows:

#### Nondiscrimination Coordinator:

Name: Julie Amendt

Address: 110 Franks Road

Email: [amendtj@mchs154.org](mailto:amendtj@mchs154.org)

Telephone: 815-568-6511 x1333

#### Complaint Managers:

Name: Pete Bryne

Address: 110 Franks Road

Email: [brynep@mchs154.org](mailto:brynep@mchs154.org)

Telephone: 815-568-6511 x1322

Name: Julie Amendt

Address: 110 Franks Road

Email: [amendtj@mchs154.org](mailto:amendtj@mchs154.org)

Telephone: 815-568-6511 x1333

Please also refer to the following resource:

Office for Civil Rights at <https://www.hhs.gov/ocr/index.html>

U.S. Department of Health & Human Services

200 Independence Avenue, S.W.  
Washington, D.C. 20201  
Toll Free Call Center: 1-800-368-1019  
TTD Number: 1-800-537-7697

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### **GIFTED EDUCATION**

The Illinois School Code, Article 14A-10 Gifted defines a gifted student as that student whose mental development is accelerated beyond the average or who has demonstrated a specific aptitude or talent and can profit from specially planned educational services to the extent he/she needs them. The educational philosophy of District #154 supports the development of such a gifted program. The philosophy states that teachers shall exert every effort to individualize the approach to each student, recognizing that “each student is important and that each has his/her own interests, abilities, and needs.”

Students, upon enrollment in the district, are assessed through the use of multiple criteria. For qualified students, participation in the gifted program is based on academic achievement, aptitude and teacher recommendations. Students who qualify in grades 9-12 have the opportunity to enroll in a gifted Humanities program, accelerated classes, and independent course offerings. See the Humanities course description in the English section for detailed information.

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### **SPECIAL EDUCATION**

Philosophy: MCHS’ Special Education Department recognizes that each student has unique educational needs. As such, we provide a full continuum of services to students in a rigorous learning-centered environment. Our goal is to provide a supportive climate for all students to receive a comprehensive education in which students develop academic, social, emotional, vocational, and life skills. Ultimately, we want all students to become self-aware, self-advocating and independent learners.

Marengo Community High School offers special education programs and services for eligible students. Students may be referred for a case study evaluation when concerns arise regarding their educational performance. Formal requests for an evaluation should be directed, in writing, to the school psychologist. If an evaluation is deemed appropriate, written consent must be obtained from the parent/guardian of the student in order to conduct any relevant assessments. Eligibility for special education is determined at a team meeting, with the supporting data of any evaluations conducted. All students receiving special education instruction and/or services must have an annually developed Individual Education Plan (I.E.P.) designed to meet their specific educational needs. Parents are encouraged to work with the school to understand and develop the I.E.P. The continuum of special education services may include placement

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in appropriate classes (general education, co-taught, special education, an outside placement), related services (social work, occupational therapy, physical therapy, speech/language services, adaptive P.E., behavior intervention plan), and accommodations and modifications within each of the settings, as deemed appropriate for each student. Parents of students who receive special education services receive a copy of the Explanation of Procedural Safeguards (i.e. their rights as the parent of a child receiving special education) annually.

### **BRIDGE PROGRAM**

~~The Bridge Program is designed to help 18-21 year olds develop job and independent living skills by combining the efforts of students, parents, MCHS 154 staff, the Illinois Division of Rehabilitation Services, and partners in the Marengo business community.~~

### **LIFE SKILLS PROGRAM**

The Life Skills Program is designed for students with mild to low average cognitive skills. This is a self-contained program for 9th - 12th grade students who need a modified curriculum focused on functional, vocational, academic and independent living skills. This program will earn a student a Certificate of Completion.

### **PRACTICAL PROGRAM**

The Practical Program is in math, English, **science and social studies** are cross-categorical programs aligned with the general education curriculum.

### **TRANSITION PROGRAM**

The Transition Program is designed for students with moderate cognitive disabilities. This is a self-contained program for 14-21 year olds who need a modified curriculum focused on functional, vocational, academic and independent living skills. This program will earn a student a Certificate of Completion.

## **STUDENT SUPPORT SERVICES**

Philosophy: The mission of Student Services is to assist all students in learning skills and setting goals in academic and career areas and to improve their knowledge of self and others.

Student Support Services include counselors, social workers, psychologist, an interventionist, and a nurse. Areas of counseling expertise include academic, career and social/emotional.

Teachers, parents and students are encouraged to take advantage of these services. When a student or parent wishes to talk to a counselor, the best procedure is for an appointment to be made ahead of time. However, if the problem is immediate, the student should contact their counselor immediately. The administration urges a student to see counselors concerning such topics as curriculum selection, class failures, test

results, home and school adjustments, college and career readiness, graduation requirements and schedule changes.

### **CAREER PREPARATION IN THE 21<sup>st</sup> CENTURY**

In our rapidly changing world, it's becoming important to focus on career goals early in order to prepare for joining the workforce whether one anticipates that to take place immediately after high school or after post-secondary training/schooling.

In this high school, efforts are made to help students discover connections between school learning and adult work; gain insight about their own interests, aptitudes and learning styles; reflect on possible education and career options; mix academic and occupational studies to keep open as many options as possible; and to choose and succeed in an accelerated curriculum aimed at preparation in the 21<sup>st</sup> century. Annually, students and counselors review their educational decisions, which have been developed according to their anticipated career goals.

Students select a career cluster to explore each year based upon career interests. Students participate in small groups, large groups, and individual Career Exploration during each year of high school. The students are encouraged to select a career cluster to explore each year based upon the current career interests. Information at <https://www.mchenrycountyil.gov/county-government/departments-j-z/schools-roe/college-and-career-readiness>

### **ADDITIONAL COSTS**

Students are to note that certain courses taken in the vocational, mathematics and art areas may have additional student-related costs for specific projects required by the instructor. Examples of this may include, but not limited to calculators, furniture, materials for paintings, clothing, and food.

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## **STUDENT ACTIVITIES/ORGANIZATIONS**

### **AFS EXCHANGE STUDENT PROGRAM**

The aim of the AFS Club is to promote understanding, knowledge, and friendship among people throughout the world. Membership is open to all students interested in the club's purpose. The club aids, in many ways, the foreign exchange students attending Marengo Community High School. The members have meetings and activities throughout the year.

### **ATHLETICS-BOYS**

FALL- cross country, football, golf, soccer, cheerleading  
WINTER- basketball, bowling, wrestling, indoor track, cheerleading  
SPRING- baseball, tennis, track and field

### **ATHLETICS-GIRLS**

FALL- cross country, golf, tennis, volleyball, cheerleading

WINTER- basketball, wrestling, bowling, indoor track, cheerleading

SPRING- soccer, softball, track and field

### **ACADEMIC CHALLENGE IN SCIENCE AND ENGINEERING (ACES)**

This is a series of competitions involving a team of fourteen students testing in the areas of Math, English, Chemistry, Physics, Biology, Graphics, and Computer Fundamentals. Levels include regional, sectionals, and state finals.

### **BASS FISHING TEAM**

The bass fishing team is open to any student that attends MCHS. The purpose of the bass fishing team is to promote the education of the outdoors, knowledge of the sport of fishing and allow students to have an opportunity to compete in bass fishing contests. The bass fishing team will compete in the IHSA sectional tournament held every spring. The team then can qualify for the state tournament. The team is comprised of two groups of two, with two alternates. Boats will be supplied. Students are expected to supply their own fishing rods, reels, and lures. The bass fishing team will also compete in non-IHSA sanctioned tournaments in either the fall and/or spring.

### **CHESS CLUB**

Chess Team is an academic team where students can learn the art of chess, practice their skills, and compete with others. The goal of the Chess Team is mainly to teach the skills necessary to be successful in chess and life: concentration, problem-solving, foresight, and creative thinking. During meetings, participants are challenged to solve unique chess puzzles, learn tactics and strategies and then apply the lessons to a game against fellow players. Those skills are then tested during matches against other teams in the NICL Conference.

### **COLOR GUARD/WINTER GUARD**

See Band course description. This is an audition based activity.

### **DRAMA PRODUCTIONS**

MCHS sponsors one play in the fall and one musical in the spring. Students can receive experience in not only acting, but also in many technical aspects of drama production.

### **E-SPORTS**

MCHS has partnered with PlayVS to offer competitive games against 100's of schools across the midwest. Students compete across multiple platforms which may include Nintendo Switch, Playstation 4, or PC. There is a spring and fall season which a student can participate in. Some games that are currently available are Mario Kart 8, Super Smash Brothers, Rocket League, Madden NFL, Overwatch, Splatoon 2 and League of Legends.

## **FFA**

The FFA organization is part of the instructional program preparing students for careers in agriculture. FFA stresses leadership by participation in parliamentary procedure and public speaking contests. Judging contests for livestock, soils, dairy, horses, mechanics, horticulture, and farm management emphasizes improvement in skills. The FFA also participates in community projects, as well as recreational activities. Enrollment in a CTE-Agriculture course is a requirement for participation in FFA per the National FFA requirements. [www.ffa.org](http://www.ffa.org)

## **FRESHMEN MENTORING PROGRAM**

The Freshman Mentoring Program is a program that provides assistance and support for every incoming freshman that passes through the doors of MCHS, to manage a comfortable transition to high school. Freshmen meet with their mentors during Advisory bi-weekly. Mentors are juniors and seniors who will act as a friend, that will guide and teach them all about MCHS. Mentors should possess leadership characteristics, be mature, dependable, outgoing, friendly and be involved in school activities. Mentors need to apply in February/March, meet the requirements and then go through a selection and interview process.

## **GSA**

The MCHS GSA club is a student-run organizations that unite LGBTQ+ and allied students to build community and organize around issues impacting them in their schools and communities. Students do not need to identify as LGBTQ+ to participate; any student who supports equality for their peers is encouraged to join. Our GSA provides a space for students to connect and socialize in a healthy space without discrimination. An additional group meets to foster leadership in order to enact social change within the school. GSA members participate in days of silence, cultural events, and run a tie-dye fundraiser.

## **HOSA**

HOSA is a student organization established for the purpose of developing the individual character and leadership potential of future health care professionals. Students plan and implement several community service projects throughout the year to accomplish this mission. Our most common service projects include: sponsoring four blood drives per year; organizing a food drive, which collects generous donations that help needy families in our community.

## **LATINO ADVISORY GROUP**

~~The primary function of the Latino Advisory Group is to develop leadership potential by doing projects that enhance the school experience. These include Latino Family Welcome Dinners, Latino Parent Forums, Hispanic College Fair trips and Just Dance, a~~

~~school-wide dance featuring Latino rhythms. The group also communicates the concerns and suggestions of Hispanic students and families to the school administration.~~

## **MUSIC**

- JAZZ BAND This ensemble practices after school and performs the art of jazz, improvisation, and listens to the great composers of the genre. It is open to any musicians and performs at various concerts and festivals throughout the year.
- PIT ORCHESTRA The orchestra performs in the spring musical. Members are selected from the band by the band director. Students who play strings may audition for the group (and are strongly encouraged to do so).
- HONOR BAND/CHOIR, SOLO & ENSEMBLE Band students may choose to audition for the McHenry County Honors Band and the ILMEA District 7 Honors Band. In addition, students could be nominated from the band and choir to participate in the Big Northern Honor Band and Honor Choir, based on dedication and hard work throughout the school year. Additionally, students may participate in the yearly IHSA solo and ensemble contests.

## **NATIONAL HONOR SOCIETY (NHS)**

Marengo Community High School has a local chapter of the National Honor Society. Students are selected annually, in the fall, from the junior and senior classes on the basis of scholastic achievement (minimum of 3.5 cumulative grade point average), leadership, character, and service. This is a service organization focused on helping others in the community.

## **READING CLUB**

The reading club is for students who enjoy reading and discussing books. We select books to read and discuss, and students share book recommendations. Meetings are at least twice a month before or after school. We also have a wiki for online book discussions, and we go on at least one field trip each year. Anyone can join; it is a great club for booklovers.

## **SCHOLASTIC BOWL TEAM**

This is a ~~Big Northern conference~~ **Kishwaukee River Conference** and IHSA extracurricular activity. Students compete in various academic areas on varsity or frosh/soph levels, as well as the state tournament series.

## **SKILLS USA**

SKILLS USA is the only organization for students in technical, skilled and service careers. Students will develop technical, academic, and employability skills; the skills that not only help to get a job but also to have a successful career. They will have the opportunity to demonstrate skills and be recognized for them through competitive activities in occupational areas and leadership at the regional, state and national levels.

Students will increase their awareness of quality job practices and attitudes, and increase the opportunities for employer contact and eventual employment.

### **STUDENT COUNCIL**

Student Council is a student government organization that represents the entire student body. It is open to any student who may be interested in leadership opportunities and making changes within the school. Class Officers will be elected at the start of each school year and then be required to attend all Student Council meetings. Freshmen will have an opportunity to join the student council in August. All members are required to participate and serve for the duration of the school year. Active membership in student council includes, but is not limited to, the promotion of school organizations, school government opportunities, homecoming activities, assembly programs, orientation programs, holiday programs, and other activities of this nature.

### **TABLETOP/BOARD GAME CLUB**

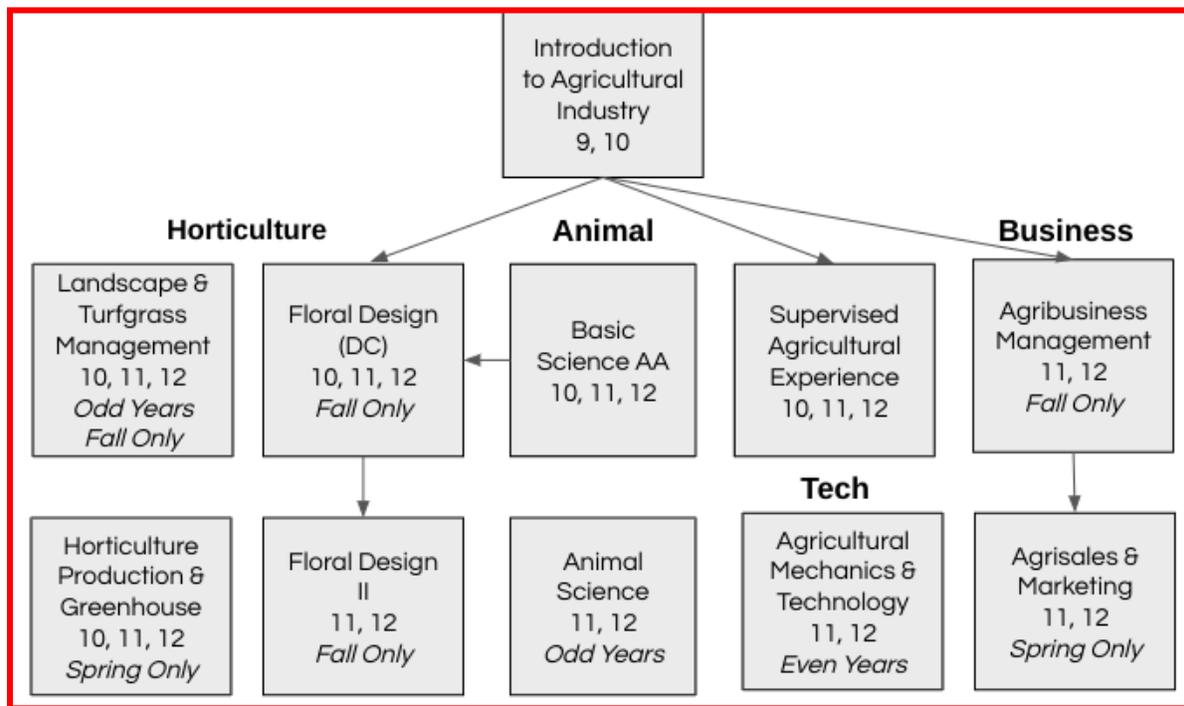
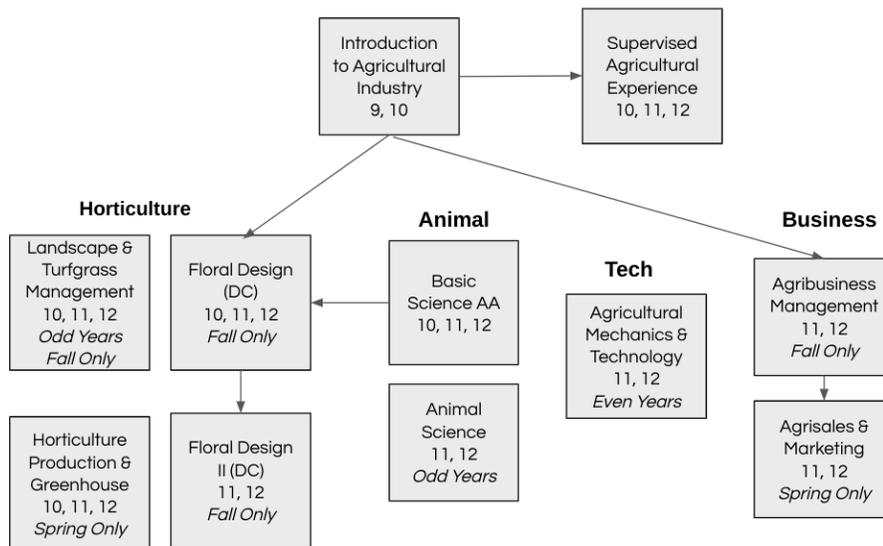
Tabletop/Board Game Club focuses on playing games - both tabletop pen & paper RPGs and board games such as "Small World", "Pandemic", "Ticket to Ride", and "The Resistance"! Come out and enjoy the new era of tabletop and board gaming!

### **YEARBOOK**

~~Membership on the Marengo Community High School yearbook staff is available to any student. The editors are chosen by the adviser from staff members who have shown superior journalistic and leadership qualities. The staff is chiefly juniors and seniors, but underclassmen are eligible for staff positions. Staff members are selected by the adviser and editors from students who make it known that they desire to work on the yearbook and who have journalistic agility. Knowledge of digital design is a benefit for staff members and a requirement for editors.~~

Membership on the Marengo Community High School yearbook staff is available to any student who is currently in the Digital Design I or II classes, or any student who has taken Digital Design I or II. Students who wish to contribute to the yearbook but who are not currently enrolled in a design class, or who have not taken a design class, must meet with the adviser to discuss their potential role on the staff. The editors are chosen by the adviser from staff members who have shown superior journalistic and leadership qualities. Knowledge of digital design is mandatory for all staff members and editors. Students who are not currently enrolled in a design class will meet during advisory time or may work remotely at the discretion of the adviser.

## **Agriculture -CAREER AND TECHNICAL EDUCATION (CTE)**



Philosophy: *Mentoring students to create a foundation of skills and attitudes for success in career incorporating the 8 Essential Workplace skills.*

**AGRIBUSINESS MANAGEMENT** (11, 12) (Fall Semester) (1/2 credit-G)

**PREREQUISITE:** Previous enrollment in any year long agriculture class.

This course will provide students with the basic knowledge and skills necessary to manage personal finances and develop into a successful entrepreneur and/or businessperson. Instructional units include: business ownership types, economics, starting an agribusiness, managing and operating an agribusiness, financing an

agribusiness, managing personal finances, record keeping and financial management of agribusiness, local, state, and federal taxes, agricultural law, and developing employability skills. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. This course, taken along with AGRISALES AND MARKETING, fulfills the ~~Resource Management~~ **Consumer Education** graduation requirement.

**AGRICULTURAL MECHANICS AND TECHNOLOGY** (11, 12) (Year) (1 credit - G)

**PREREQUISITE:** None

This course will concentrate on expanding students' knowledge and experiences with agricultural mechanics technologies utilized in the agricultural industry. Units of instruction included are: land survey, design, construction, electricity/electronics, hydraulics, and employability skills, design, construction, fabrication, maintenance, welding, internal combustion engines, hydraulics, and employability skills. Careers of agricultural construction engineer, electrician, plumber, equipment designer, parts manager, safety inspector, land surveyor and other related occupations will be examined. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts. Offered Even years (ex: 2022-23 or 2024-25).

**AGRISALES AND MARKETING** (11, 12) (Spring Semester) (1/2 credit-G)

**PREREQUISITE:** Previous enrollment in any year long agriculture class and successful completion of Agribusiness Management.

This course is designed to develop student knowledge and skills in agricultural sales and marketing, commodity marketing, and international agriculture. Instructional units include: successfully starting an agribusiness, developing a marketing plan, pricing, advertising, and selling products and services, communicating with customers, applying commodity trading techniques, and agricultural career opportunities. Student skills will be enhanced in math, reading comprehension, communications, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration and reinforcement of academic concepts. This course, taken along with AGRIBUSINESS MANAGEMENT, fulfills the ~~Resource Management~~ **Consumer Education** graduation requirement.

**ANIMAL SCIENCE** (11,12) (Year) (1 credit - G)

**PREREQUISITE:** None

Students learn about the anatomy of domestic livestock, animal genetics, reproduction, nutrition, and ration development, along with a study of companion animals and the science of veterinary medicine. Offered Odd Years (ex: 2023-24 or 2025-26).

**BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE (BSAA) ANIMAL AND PLANT SCIENCE** (10,11,12) (Year) (1 credit - G)

PREREQUISITE: None

Animal and Plant Science is a course designed to reinforce and extend student's understanding of science by associating scientific principles and concepts with application in agriculture. Students will examine major biological concepts through laboratory exercises and experiments. Sample topics include: Growth and Development of Animals, nutrition, immunity systems, and plant growth. This lab course is designed to increase relevance through application for students. **This course meets the biology graduation requirement for students following the agriculture sequence. Students need to be aware that some colleges and universities may not accept this credit toward science requirements.**

**FLORAL DESIGN I** (10, 11, 12) (Fall Semester) (1/2 credit – **DC**) Dual Credit.

PREREQUISITE: Introduction to Agriculture or BSAA and Dual Credit fee of \$25.

Floral Design focuses on greenhouse management and related segments of the horticulture industry. Major units of study include floriculture plant identification, use and care, as well as the principles of art applied to floral design and the mechanics of floral design. Agribusiness units will also be introduced including merchandising, advertising, sales, and operating a retail floral business.

**FLORAL DESIGN II** (11, 12) (Fall Semester) (1/2 credit - G) Dual Credit.

PREREQUISITE: ~~Floral Design and Dual Credit fee of \$25.~~

Floral Design II is designed to help participants develop skills in theme development, design of appropriate decorations for specific environments/locations, and the implementation of completed project plans. During this class students will implement two special theme event projects and create props using a variety of horticultural materials. The participants will use project management strategies such as logistics, personnel management, pricing and coordination. One hour lecture/discussion and two hours of lab a week.

**HORTICULTURE PRODUCTION & GREENHOUSE MANAGEMENT** (10,11,12) (Spring Semester) (1/2 credit - G)

PREREQUISITE: None

This course provides students with an introduction to the following areas of study: greenhouse crops, nursery crops, floral arranging, landscape designing, and vegetable

production. The course includes selected laboratory experiments and "hands-on" projects to reinforce classroom instruction.

**INTRODUCTION TO AGRICULTURAL INDUSTRY** (9,10) (Year) (1 credit - G)

**PREREQUISITE:** None

This course introduces students to the various Career Development Events the FFA has to offer and teaches them to keep a Supervised Agricultural Experience. Only students interested in FFA should take this course. Students are required to participate in Section FFA events during the year.

**LANDSCAPING & TURFGRASS MANAGEMENT** (10,11,12) (Fall Semester) (1/2 credit - G)

**PREREQUISITE:** None

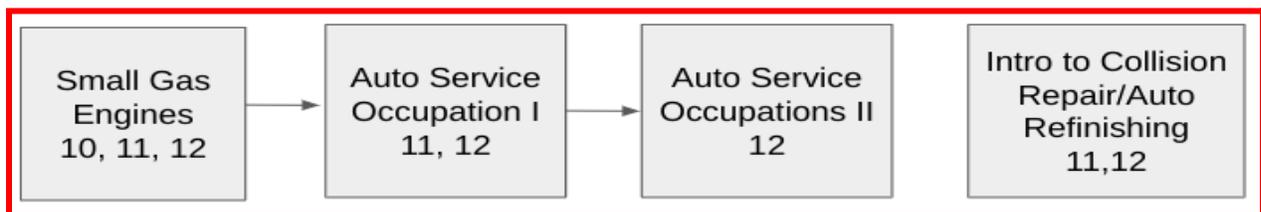
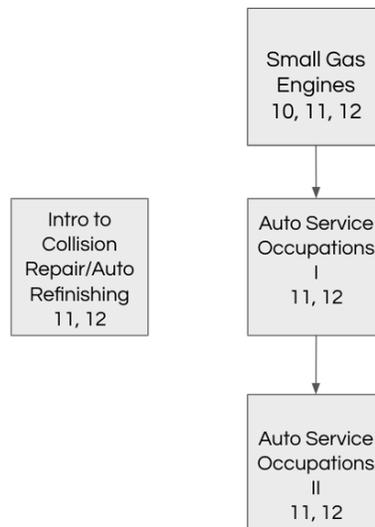
This advanced course focuses on the landscape, nursery, and turf segments of the horticulture industry. Units of study include: identifying landscape plants, designing landscape plans, hardscape construction techniques, and installing landscape plants. Also included are nursery production, turfgrass production, small engine repair, and maintenance of existing landscapes. Agribusiness units will cover calculating prices for work, managing a horticulture business, advertising, and sales. Improving computer and workplace skills will be a focus. Offered Odd Years (ex: 2023-24 or 2025-26).

**SUPERVISED AGRICULTURAL EXPERIENCE** (10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** Introduction to Agricultural Industry

This course is for students that want to be members of FFA but do not have room in their schedule for an Agriculture class. Students will develop and conduct a Supervised Agriculture Experience. Students will be required to verify their experiences by keeping written or computerized records including: business agreements, budgets, inventories, daily activities, hours worked, income and expenses, total earnings, depreciation, and net worth. Instructor supervision will be conducted in the student's home or place of employment. SAE records should be evaluated at least once per month. **This course will not be placed in a schedule, but will be awarded after completion and notification of the instructor.**

## Automotive - CAREER AND TECHNICAL EDUCATION (CTE)



### **AUTO SERVICE OCCUPATIONS I (11,12) (Year) (1 credit - DC) Dual Credit.**

**PREREQUISITE:** Small Gas Engines and Dual Credity fee of \$25.

Students will learn and perform basic services on their own vehicles. These services include tire rotation, oil changes, brake jobs, tire and wheel service, battery testing services, basic electrical services, and air conditioning services. Students may also have an extended major project such as engine overhaul, clutch or transmission replacement, etc. A strong emphasis will be placed on developing workplace skills in order to prepare students for the working world.

~~Students will study automotive operations that include; tune-ups, engine overhaul, fuel systems, electrical systems, engine testing, cooling systems, brakes, suspension systems, emission control systems, computer controlled systems, and drive-line systems. Students will use service manuals and laboratory (shop) activities in combination with classroom instruction. A strong emphasis is placed on developing workplace skills in order to prepare the students for the working world.~~

### **AUTO SERVICE OCCUPATIONS II (12) (Year) (2 credits - G)**

**PREREQUISITE:** Auto Service Occupations I and Teacher recommendation and an interview process to register and be enrolled in the course.

This course is a one-year program designed to meet the needs of students that desire to learn entry-level skills in the automotive and diesel industry. Content includes

emphasis on basic skills and employability skills as well as assisting in performing various services on heavy-duty and light-duty school owned vehicles. Related classroom instruction, hands-on laboratory experiences, and field experiences are designed to assist students in executing the skills and abilities associated with the industry. This course requires a **two-period block** of time.

### **INTRODUCTION TO COLLISION REPAIR/AUTOMOTIVE REFINISHING** (11,12)

(Year) (2 credits - G)

**PREREQUISITE:** Teacher recommendation and an interview process to register and be enrolled in the course.

Students will have the opportunity to learn about and understand vehicle construction, and experience the proper use of hand and pneumatic tools used to repair non-structural automotive collision damage. Students will have the opportunity to perform; removal, alignment, and installation of mechanically attached interior, and exterior components. Students will have the opportunity to learn proper techniques to repair sheet metal damage with the different metal straightening techniques, applying and finishing plastic body fillers, and the use of primers and premier surfaces. They will also spray paint and paint related materials used in automotive refinishing, including solvent and waterborne basecoats. The students will learn about environmental considerations and proper safety precautions associated with automotive refinish products. This course requires a two period block of time.

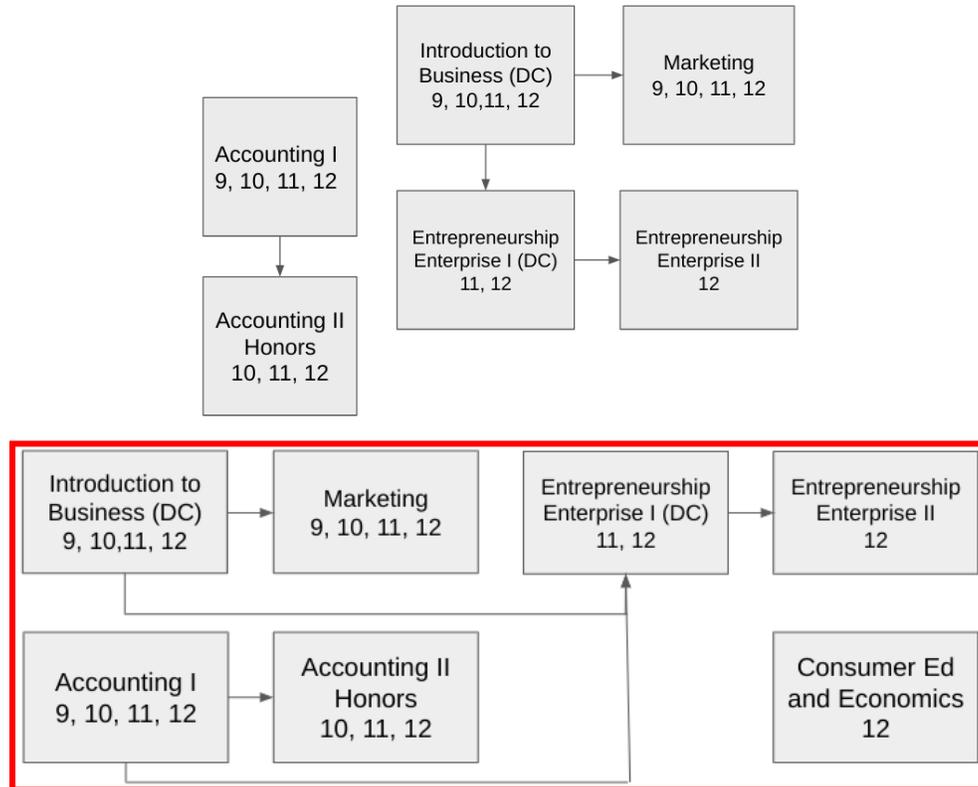
~~Students will learn and understand vehicle construction. Students will learn the proper use of hand tools and pneumatic tools to repair non-structural collision damage. Students will perform removal, alignment, and installation of mechanically attached interior and exterior components. Students will learn proper techniques for applying and finishing plastic body fillers. Students will understand environmental considerations and use proper safety precautions. This course requires a **two-period block** of time.~~

### **SMALL GAS ENGINES** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** None

This course is a beginning course in the study of internal combustion engines. Students will learn the function and service requirements for various engines and parts. Laboratory (shop) experience shall include disassembly, measurement, and reassembly techniques common to 2 and 4 stroke cycle engines. Students will learn how to use common hand tools and service manuals while practicing shop safety. A strong emphasis is placed on developing workplace skills in order to prepare the students for the working world. Students will be permitted to bring in their own projects or a project will be assigned.

## Business - CAREER AND TECHNICAL EDUCATION (CTE)



### **ACCOUNTING I** (9,10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** None

Students learn the manual and electronic methods of the double entry method of accounting. Instruction includes information on keeping financial records, summarizing them for convenience and interpretation, and analysis for management decision-making. Simulations with business papers will be emphasized. Articulated credit with MCC.

### **ACCOUNTING II** (10,11,12) (Year) (1 credit - H)

**PREREQUISITE:** Accounting I

This course develops a deeper knowledge of the principles of accounting with emphasis on financial statements and records. Specialized fields of accounting are explored. Simulated business conditions will be taught. A technical background is provided for college-bound students, as well as those who wish vocational preparation. Articulated credit with MCC.

### **ENTREPRENEURSHIP ENTERPRISE I** (11, 12) (Year) (1 credit -DC ) *Dual Credit*

**PREREQUISITE:** Students must have previously earned a minimum grade of B- or better in a semester-long business education course (i.e Introduction to Business, Marketing, Accounting) or Intro to Engineering Design. Students must have a minimum of 10 credit hours. Dual Credit fee of \$25.

A capstone year-long course that offers an in-school entrepreneurship program and global business simulation that transforms students into business executives and classrooms into office settings. This virtual Entrepreneurship empowers and motivates participants to develop a range of academic, business, technology and professional skills that prepare them for success in post-secondary education and employment. This course may be offered in limited capacity and therefore students in grade 12 may be given preference.

**ENTREPRENEURSHIP ENTERPRISE II** (12) (Year) (1 credit - G)

**PREREQUISITE:** Open to only the senior students who have successfully completed Virtual Enterprise Inc as a junior. Students must be recommended for the course by the instructor of VEI. Students will be required to serve in a different position within the corporation.

A capstone year-long course developed by Virtual Enterprises International that offers an in-school entrepreneurship program and global business simulation that transforms students into business executives and classrooms into office settings. Open to students that have successfully completed another business course, VEI: Entrepreneurship empowers and motivates participants to develop a range of academic, business, technology and professional skills that prepares them for success in post-secondary education and employment (source: <http://veinternational.org/about/>). This course may be offered in limited capacity and therefore students in grade twelve may be given preference.

**INTRODUCTION TO BUSINESS** (9,10,11,12) (Semester) (1/2 credit - DC) *Dual Credit*

**PREREQUISITE:** ~~PSAT 10 Composite score 800~~ **Freshman must have concurrent enrollment in English 1, Sophomore-Seniors Practice ACT score of 18 or higher, MAP reading score of 210 or higher,** . Dual Credit fee of \$25.

This orientation-level course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business (economics, finance, management, marketing, administration and production). Students will be introduced to a wide range of careers in fields such as accounting, financial services, information technology, marketing, and management. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing, and speaking), math and problem solving. Business ethics as well as other workplace skills will be taught and integrated within this course. This course will investigate the social and legal aspects of business. This course is not intended to meet the consumer education requirement, but rather to provide preparation for the skill level - 12 Business and Marketing 269 courses that make up the Business, Marketing and Management occupations programs. (Available SY 2011-.)

**MARKETING** (9,10,11,12) (Semester) (1/2 credit - G)

PREREQUISITE: Introduction To Business

This course exposes students to the many marketing functions that can be applied in bringing products from the producer to the consumer. Experiences learned in class include: identifying markets; channels of distribution; pricing strategies; receiving and storing merchandise; selling merchandise; performing merchandising duties; preparing merchandise displays; performing clerical related activities; and performing accounting related activities.

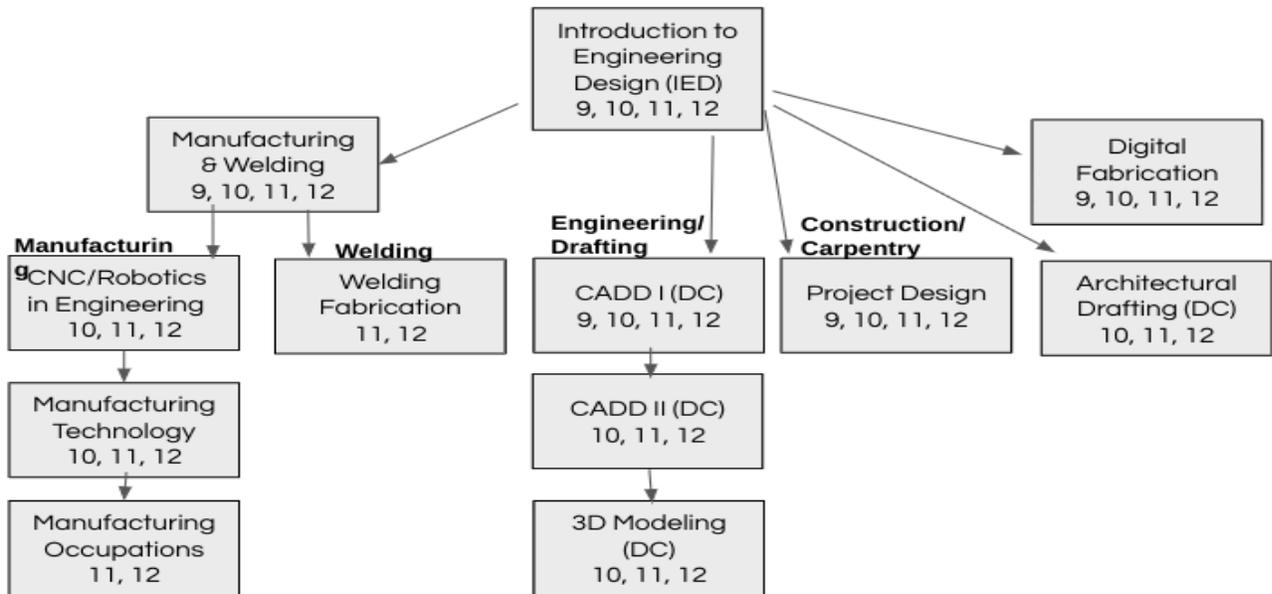
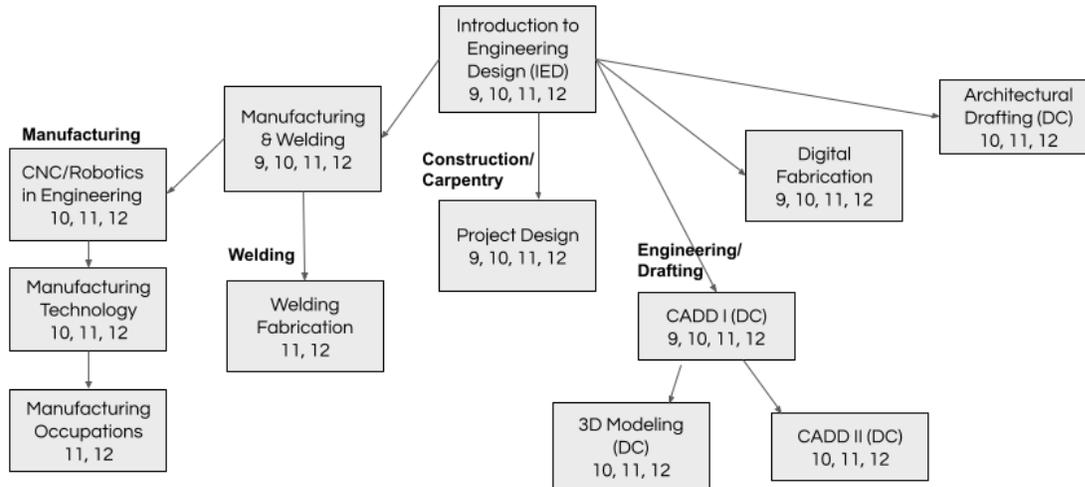
**Consumer Education and Economics** (12) (Semester) (1/2 credit - G)

PREREQUISITE: None

The Consumer Education and Economics course offers students an opportunity to study different economies and economic systems, including an examination of various approaches to problems in micro- and macroeconomics. Through a variety of methods, students will discuss and evaluate concepts like supply and demand, comparative and absolute advantage, the unemployment rate, inflation, how economics affects our nation's policy makers, and how it's integrated into our daily lives. The course content includes the following areas: utilizing resources and consumer information by applying goal-setting and decision-making skills; evaluating use of resources to meet social, physical and psychological needs; creating informed financial decisions by collecting information, planning, and budgeting; applying consumer rights and responsibilities in the marketplace; and analyzing resource/consumer management skills necessary for present and future decisions. The course meets the state requirement for consumer education instruction. (~~Available SY 2011-~~)

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## Engineering/Manufacturing/Construction CAREER AND TECHNICAL EDUCATION (CTE)



**3D MODELING** (10, 11,12) (Semester) (1/2 credit - **DC**) Dual Credit.

**PREREQUISITE:** CADD I and CADD II or concurrently enrolled in CADD II (with teacher approval) and Dual Credit fee of \$25.

Students will be introduced to three dimensional drawing. It will include topics in one semester of wireframe, surface modeling, and solid modeling. It will also include texture mapping, rendering, and light shadows.

**ARCHITECTURAL DRAFTING** (10,11,12) (Semester) (1/2 credit - **DC**)

**PREREQUISITE:** Introduction to Engineering Design and Dual Credit fee of \$25.

This course introduces the field of architecture. Students will study different types of design and will draw a floor plan, elevations, wall sections, kitchen detail, and foundation plans. This course acquaints students with current technical knowledge and occupational opportunities as an architect including interior design and urban design. Work will be done on the CADD (Computer Aided Drafting) system. Dual Credit.

**CNC/ ROBOTICS IN ENGINEERING** (10, 11, 12) (Semester) (1/2 credit – G)

PREREQUISITE: Manufacturing & Welding

This course involves the study of robotics and automation, how computers are used to control machines and manufacturing processes. It covers computer numerical control (CNC), machine/process interfaces and how CAD/CAM and robotics interrelate. Students may use computer numerical control (CNC) equipment to produce actual items. It also introduces students to the basic concept of computer integrated manufacturing (CIM) as it relates to machine/process control. Course topics may also include fundamental concepts of robotics, automated manufacturing, and design analysis.

**COMPUTER AIDED DRAFTING DESIGN I (CADD I)** (9,10,11,12) (Semester) (1/2 credit - DC) Dual Credit.

PREREQUISITE: Introduction to Engineering Design and Dual Credit fee of \$25.

Computer Aided Drafting Design I introduces students to the operation of a typical computer aided design (CADD) and graphics system. Content includes CADD graphic commands and proper manipulation of CADD software and hardware to produce technical drawings. Emphasis is placed on developing entry-level 2D CADD user skills using the latest version of the AutoCAD software package.

**COMPUTER AIDED DRAFTING DESIGN II (CADD II)** (10,11,12) (Semester) (1/2 credit - DC) Dual Credit.

PREREQUISITE: CADD I and Dual Credit fee of \$25.

Computer Aided Drafting Design II is a continuation of the material covered in CADD I. Content includes sheet set manager, tables and fields, layering systems, template drawings, advanced symbol manipulation, attribute extraction, OLE, user variables, external references, converting raster drawings, advanced editing and dimensioning, special plotting techniques, and remote and internet file management. Emphasis is on developing higher-order 2D CAD user skills using the latest version of the AutoCAD software package.

**DIGITAL FABRICATION** (9, 10, 11, 12) (Semester) (1/2 credit - G)

**PREREQUISITE:** ~~Introduction to Engineering and Manufacturing~~/Introduction to Engineering Design (IED)

Industrial Arts courses expose students to the tools and machines that they may encounter in manufacturing/industrial/design related occupations and enable them to develop the skills they need to use these tools in various applications. Course topics typically include (but not limited to) drawing and planning, electricity, graphic arts, woodwork, leatherwork, metalwork, plastics and power technology. These courses typically cover general safety and career exploration as well.

**INTRODUCTION TO ENGINEERING DESIGN (IED)** (9, 10, 11, 12) (Semester) (1/2 credit-G)

**PREREQUISITE:** None

An introductory course in mechanical drawing that is designed primarily for the student with no previous drafting experience. The course materials are structured to give students a solid background in drafting fundamentals that can be utilized and further developed in future drafting courses. In addition, this course provides a firm foundation for students taking any other course in the CTE program. This course includes the basic techniques of lettering, geometric constructions, multi-view drawings, techniques of dimensioning, sectional views, auxiliary views, and pictorial drawings. The student will finish this course with the ability to apply drafting and sketching concepts to real life situations.

**MANUFACTURING OCCUPATIONS** (11,12) (~~Year~~**Semester**) (1/2 credit - G)

**PREREQUISITE:** Manufacturing Technology or minimum "C" average in Manufacturing & Welding

This course will provide learning experiences and activities in various operations, processes, materials, occupations and safety concerns associated with the metal industry. Topics of instruction are: metalworking safety; Blueprint reading; design planning, measurement and layout; types and properties of metals; machine tools (lathes and mills); metalworking ~~and sheet metal tools, casting,~~ welding, and arc. ~~and oxygen/acetylene.~~ ~~Articulated credit with MCC.~~

**MANUFACTURING & WELDING** (9,10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** Introduction to Engineering Design

This course introduces the student to the manufacturing and welding industry. Emphasis is placed on safety, hand tools, manufacturing and production, materials, controls, circuits, measurement, and blueprint reading. Students will learn basic Arc and Oxy-Acetylene welding in the flat position. Students will build a project using the milling machine and lathe.

**MANUFACTURING TECHNOLOGY** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** CNC/Robotics in Engineering

This course stresses general shop safety and procedures associated with specific equipment in the shop. Students will be able to use correct procedures for welding and machine tools. Articulated credit with MCC.

**PROJECT DESIGN** (9,10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** Introduction to Engineering Design

Students will learn board drafting standards and techniques and will design a project to be built in the Carpentry shop. Students will then build the project they have designed. Materials will be compatible with the shop tools. Students will work in teams to problem solve, research, design, and complete a master project such as a hovercraft or a marble roller coaster.

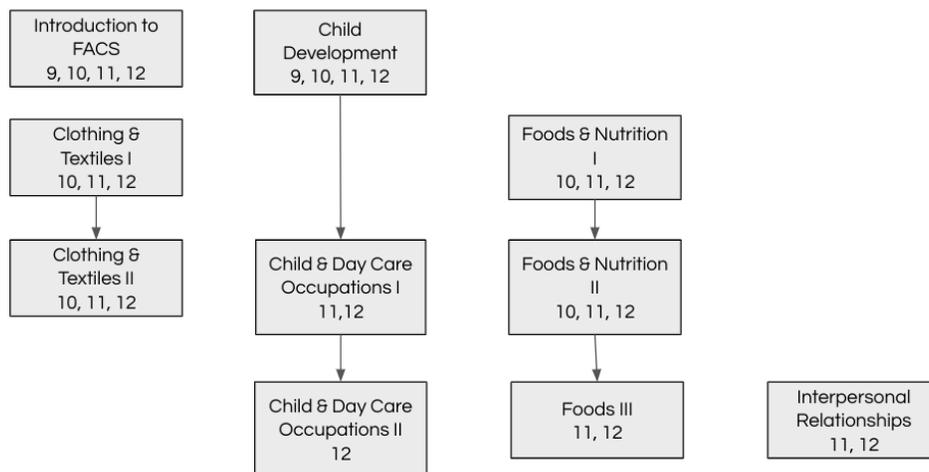
**WELDING FABRICATION** (11,12) (Year) (1 credit - G)

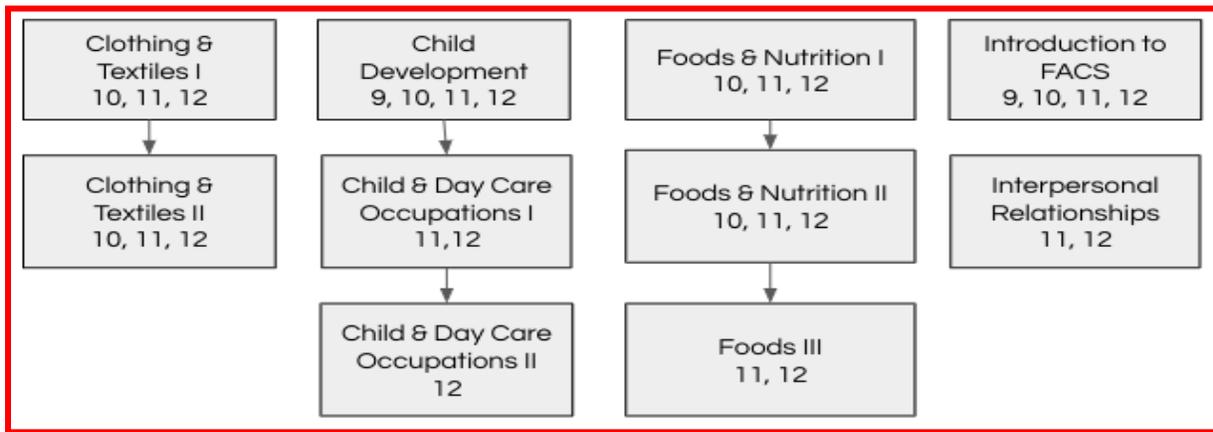
**PREREQUISITE:** Manufacturing and Welding

This course revisits the basics of Oxy-Acetylene, Arc, MIG, TIG welding and Blueprint Reading. Students will perform welds in the flat, horizontal, vertical up, vertical down and overhead positions. An emphasis will be placed on out of position welding. This course will also have an emphasis on design and fabrication. Upon completion of all required welding tasks, students will be permitted to bring in small projects for repair or production or will work on district projects as needed. A strong emphasis is placed on developing workplace skills in order to prepare the students for the working world.

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**Family and Consumer Science - CAREER AND TECHNICAL EDUCATION (CTE)**





**CHILD DEVELOPMENT** (9,10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** None

In this course, students will describe reasons for studying children, identify and describe influences on development, and explain the changes that parenthood may bring. The student will understand the intellectual, physical, social, and emotional development of children from conception through early childhood. Current childcare topics and information related to careers in the childcare field are incorporated in the course. Articulated credit with MCC.

**CHILD AND DAY CARE OCCUPATIONS I** (11,12) (Year) (2 credits - G)

**PREREQUISITE:** minimum "C" average in Child Development or permission of instructor

This course is designed for students interested in a career in early childcare education and/or general education with children. Students will complete practical experiences needed for the development of job-related competencies. Students will work in an area child care facility in a “hands on” learning experience. This class meets for 2 periods. Articulated credit with MCC. In order to qualify, a student must meet each of the requirements described on the form titled “Course Articulation Agreement”. (see instructor or guidance counselor). Students that meet the qualifications may receive 3 articulated credits for the MCC course titled “ Early Childhood” (ECE 290). This course requires a **two-period block** of time. **Personal transportation is needed.**

**CHILD AND DAY CARE OCCUPATIONS II** (12) (Year) (2 credits - G)

**PREREQUISITE:** Child and Day Care Occupations I

This advanced course builds on the skills and knowledge acquired in Child and Day Care Occupations I. Students will complete practical experiences at an area child care facility. Students will have responsibilities in the areas of classroom management, preparation of curriculum materials, and preparing and planning and teaching of activities. This class meets for 2 periods. Articulated credit with MCC. In order to qualify, a student must meet each of the requirements described on the form titled

“Course Articulation Agreement”. (see instructor or guidance counselor). Students that meet the qualifications may receive 3 articulated credits for the MCC course titled “Early Childhood” (ECE 290). This course requires a **two-period block** of time. **Personal transportation is needed.**

**CLOTHING AND TEXTILES I** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** None

~~Students will first learn about fashion, including the history of clothing and how fashion has evolved over time. Students will then learn about design and create a garment based off of the elements and principles of design.~~

**Students learn basic sewing skills including how to use a sewing machine, how to read and use a pattern, and follow basic sewing instructions.** Lastly, students will learn how to use and care for a sewing machine and construct basic sewing projects.

**CLOTHING AND TEXTILES II** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** Clothing and Textiles I

This course offers students an in-depth look at clothing and textile manufacturing and the fashion industry. Students will study vocational opportunities and current trends in the fashion industry. Students will work on a variety of construction projects as well as being able to choose projects that interest them.

**FOODS AND NUTRITION I** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** None

Through classroom lecture and laboratory experiences, students will develop knowledge and understanding of basic food principles. Students will gain knowledge by applying concepts related to their nutritional needs for today and the future. Areas to be covered included: teamwork, nutritional needs, **servicing sizes** **time management**, cooking and baking techniques, basic food preparation, meal planning and preparation and safety/sanitation regulations.

**FOODS AND NUTRITION II** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** Foods and Nutrition I

This course continues to build on food preparation and presentation skills through classroom lecture and laboratory experiences. Students learn to plan and prepare meals. The semester begins with advanced baking and pastry in which students will learn more about proper baking techniques and participate in a cake making competition. The majority of the semester will be focused on international cuisines. The students will develop their own food truck business and unique meal for an end of the semester project.

**FOODSERVICE** (11,12) (Fall Semester) (1/2 credit - G)

PREREQUISITE: Foods and Nutrition I and II

This class is for students interested in learning more about the culinary industry or interested in food service for their chosen career. Students will experience all aspects of running a food service business, including overseeing the management of the facilities for a specific function, catering, and food sales. Students will improve on skills learned in Foods 1 and 2. The students will be required to take the National Restaurant Association Prostart Level I exam. Students are also required to assist in various catering events throughout the semester.

**FOODSERVICE WORKPLACE** (11, 12) (Spring Semester) (1 credit - G)

PREREQUISITE: Passing of the National Restaurant Association (NRA) Level I exam from 1st semester plus permission from instructor.

This class is for students who want to be in Food Service for their chosen career. Students will experience all aspects of working in a restaurant by working off campus two periods a day at a local restaurant. The students will be required to acquire 400 hours in foodservice which will be applicable towards a Prostart National Certificate. The students will take the National Restaurant Association Prostart Exam Level II. Offered spring semester only.

**INTERPERSONAL RELATIONSHIPS** (11, 12) (Semester) (1/2 credit-G)

PREREQUISITE: None

In Interpersonal Relationships, students explore a variety of topics designed to help them meet the challenges of life. Seeking answers to questions like “who are YOU?”, “what are you passionate about?”, “how do you contribute to society?”. Curriculum topics work in enhancing the social and emotional development of teenagers. Students gain an enhanced understanding of self, increase awareness of others, learn to develop healthy relationships and heighten responsible decision making skills. Students improve communication skills, reduce stress, build positive relationships with others, gain independence, express emotions, set goals, improve time management and make decisions based on personal values.

**INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (Intro to FACS)**

(9,10,11,12) (Semester) (1/2 credit - G)

PREREQUISITE: None

Course is designed for the student interested in exploring the areas of Family and Consumer Sciences. Areas to be included: basic nutrition concepts, basic cooking and baking techniques, basic sewing skills (sewing machine and hand sewing) clothing construction, and basic babysitting and child care. NOTE: students that have taken and/or are enrolled in other Family and Consumer Science courses are encouraged not to ~~may not~~ enroll in this class as this is a beginning level course.

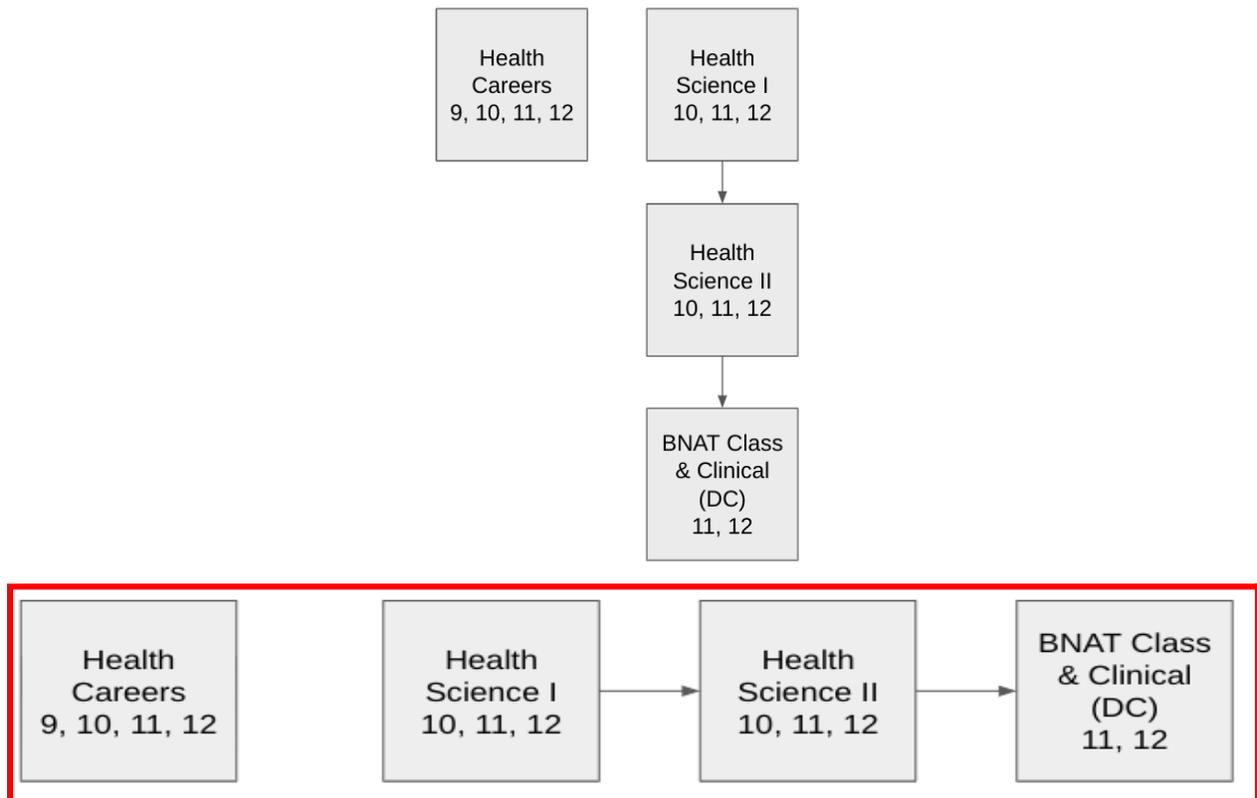
**PARENTING** (11,12) (Semester) (1/2 credit - G)

PREREQUISITE: None

This course is designed to help students think through the responsibilities, satisfactions, and stresses of parenthood. Many types of parenting situations are examined. Emphasis will be placed on the work of community agencies that help parents deal with various types of parenting crises. Special attention is given to the importance of readiness for parenthood. Offered Even Years (ex: 2024-2025)

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**Health Occupations - CAREER AND TECHNICAL EDUCATION (CTE)**



**BASIC NURSE ASSISTANT TRAINING PROGRAM** (11,12) (Semester) (1 credit - G)

**BNAT-CLASSROOM** (11,12) (Semester) (1/2 credit - **DC**) Dual Credit.

**BNAT-CLINICAL** (11,12) (Semester) (1/2 credit - **DC**) Dual Credit.

PREREQUISITE: minimum "B" grades in both Health Science I and II or instructor approval. Health Science II may be taken simultaneously with BNATP. **As required by IDPH prior to the first day of class students must provide proof of a valid social security number, and give consent to enter information into the Health Care Worker Registry. Students must be 16 years of age by the course start date. Students must have an SAT EBRW test score of 360 or higher ACT English and Reading of 22 or higher, or ACCUPLACER Reading Placement test score of 226 or higher.** Dual Credit course fee is \$25.

REQUIREMENTS: There are several state requirements that need to be met. Prior to clinical all students must have a physical exam by a licensed practitioner indicating there are no restrictions to providing CNA care, a current 2 Step-Mantoux TB test or a negative TB Quantiferon blood test, follow all Covid-19 testing and policies that our clinical site mandates, ~~and pass a fingerprint and background check if required by our clinical site.~~ During class Students must Pass CPR BLS training. Students are required to complete all theory hours and a minimum of 40 hours of clinical offsite. To become licensed students must pass all theory and clinical components as well as a licensure exam and pay the associated fee. There is a strict attendance requirement for both theory and clinical.

This is a specialized course that prepares the student to be employed as a certified nursing assistant through a combination of classroom theory and clinical experience. Theoretical content includes, but is not limited to, principles of anatomy & physiology, nurse-patient interaction, the aging process, restorative care and rehabilitation, with an emphasis on the practical application of basic principles. Upon successful completion of this course, students will demonstrate proficiency in the 21 fundamental patient care skills required by the Illinois Department of Public Health and be prepared to take the exam to obtain state certification. This class meets for 2 periods.

**HEALTH CAREERS** (9, 10, 11, 12) (Semester) (1/2 credit - G)

**PREREQUISITE:** None

This course should expose students to the variety of opportunities available within the healthcare industry (e.g., such as nursing, therapy, vision and dental care, administrative services, and lab technology) ~~which should include classroom and community-based activities.~~ The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health occupations careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements.

**HEALTH SCIENCE I** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** None

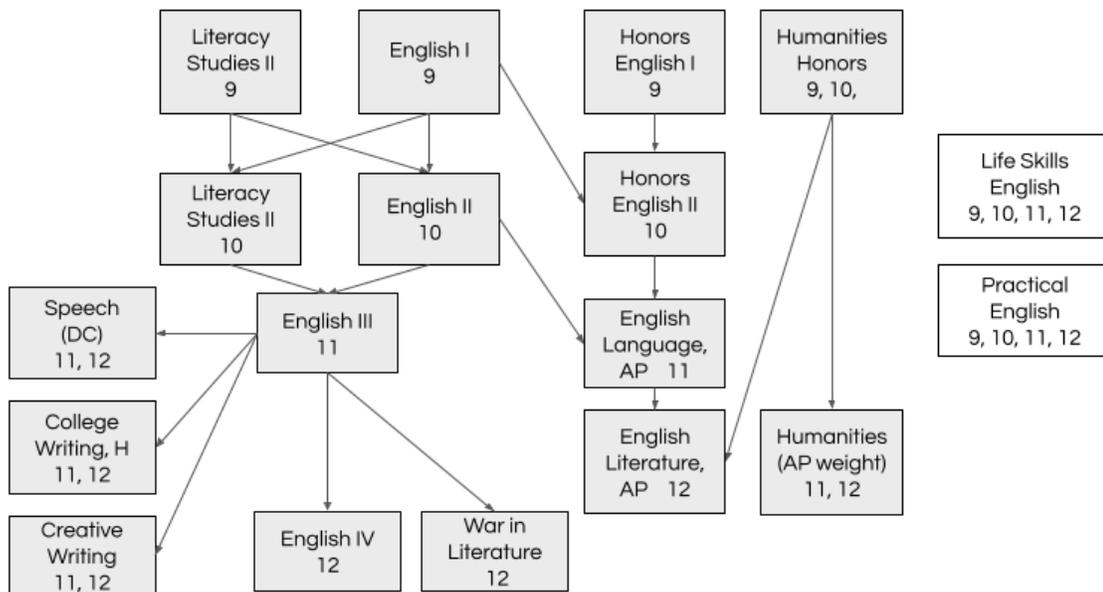
This course provides students with an orientation to the healthcare industry and helps refine their health care-related knowledge and skills. Topics covered usually include (but are not limited to) an overview of health care delivery; patient care, including assessment of vital signs, body mechanics, and diet; anatomy and physiology; identification and use of medical equipment and supplies; medical terminology; hygiene and disease prevention; laboratory procedures; and ethical and legal responsibilities.

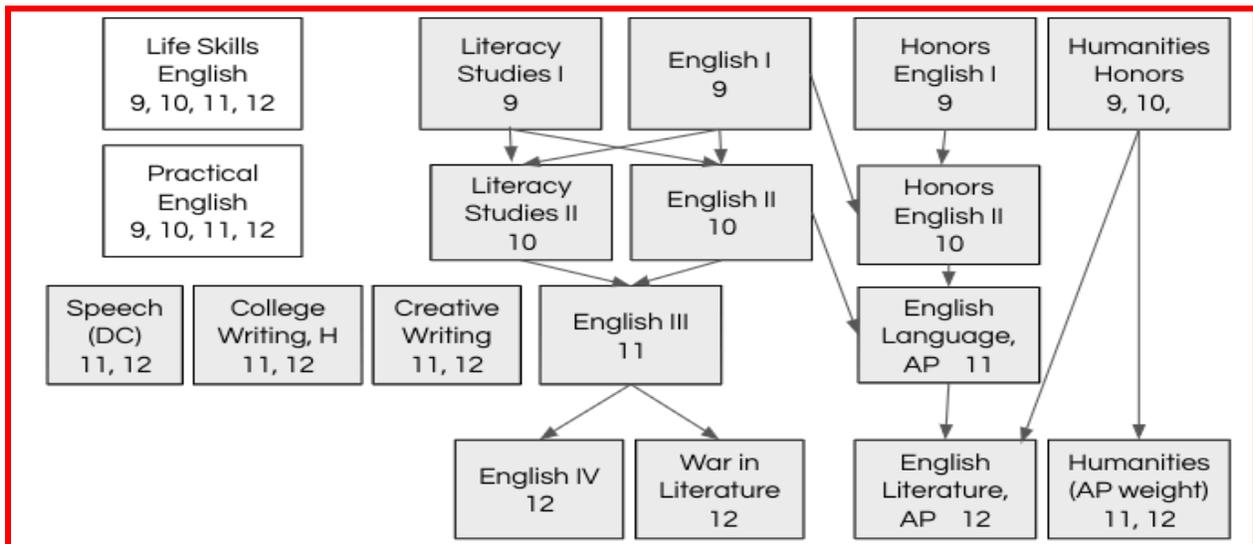
**HEALTH SCIENCE II** (10,11,12) (Semester) (1/2 credit - G)

PREREQUISITE: minimum “C” grade in Health Science I

This course provides students with a core of knowledge of the healthcare industry and helps refine their health care -related knowledge and competencies/skills. Students will develop cognitive and hands-on skills to formulate a strong foundation for introductory skill development. Competencies taught usually include (but are not limited to) medical terminology, insurance, health care industry and culture, health care delivery practices, health care industry ethics, emergency response; health care confidentiality, health care personnel and roles, health care sanitation, infection control, healthcare communication, CPR, vital signs and patient assessment.

**ENGLISH CURRICULUM**





Philosophy: Students who complete four years of Marengo High School English Curriculum will be able to interpret and create meaning through language. Students will interact with texts using critical & rhetorical analysis, reading a variety of fiction, non fiction, poetry, drama, and prose. They will incorporate speaking, listening, and composition skills in order to obtain a foundation of written and oral language that will carry them through further education and/or career paths. Students who complete four years of Marengo High School English Curriculum will be able to interpret and create meaning through language. Students will interact with texts using critical & rhetorical analysis, reading a variety of fiction, non fiction, poetry, drama, and prose. They will incorporate speaking, listening, and composition skills in order to obtain a foundation of written and oral language that will carry them through further education and/or career paths.

**COLLEGE WRITING** (11,12) (Semester) (1/2 credit - H)

**PREREQUISITE:** A “B” or higher in previous English class and teacher recommendation. **NCAA approved**

This course has been designed to resemble an advanced college writing class. The main goals of this course are to improve a student’s positive writing abilities and to prepare them for the world of advanced collegiate writing. The purpose of the class is to enable students to engage successfully and comfortably in any type of writing customarily done far beyond high school by using a rigorous writing process. This course will also focus on improving general writing skills and on the revision and editing practices that are necessary to achieve excellent writing. Students will also study essayists in different forms while applying this study to writing their own various essays. *Writing intensive course.* This course may be used to meet 1 semester of the 4 year English requirement.

**CREATIVE WRITING** (11,12) (Semester) (1/2 credit - G)

PREREQUISITE: minimum "C" average in English classes. **NCAA approved**

Students will learn the elements of fiction, essay, poetry, and drama. They will demonstrate their understanding by writing examples of each genre. Students will do both long-term and short-term writing assignments. *Writing intensive course.* This course may be used to meet 1 semester of the 4 year English requirement.

**ENGLISH I** (9) (Year) (1 credit - G)

**ENGLISH I** (9) (Year) (1 credit - H)\*\*

PREREQUISITE: ~~English I - Students with an PSAT 8/9 EBRW subscore of 360-490.~~  
~~Honors English I - Students with a PSAT 8/9 subscore in the EBRW section of 500 or higher.~~ **Depending upon the data provided by the student's feeder school, a combination of Normative assessment scores, teacher recommendations, and historical grades will determine level placement. NCAA approved**

English I is a study of literature, writing, speech, and vocabulary. Students will read a variety of literature including: novels, short stories, journal articles, magazine articles, and newspaper articles. They will write a variety of assignments including journals, short-writes, essays, research presentations, and various other assignments. Students will speak on various related topics in various settings. During the year, students will improve their ability to read, comprehend, and analyze the readings. They will improve their ability to analyze and decipher words while building their vocabulary. They will also improve their ability to write clear, structured, and stylistic pieces. Finally, they will improve their ability to speak in public and work as part of a team.

Students enrolled in English I Honors may be required to read one (1) novel and complete a corresponding assignment over the summer. Failure to complete the assignment(s) will NOT result in being removed from the class but will have an adverse effect on the grade in the class. \*\*Writing intensive course.

~~**ENGLISH II** (10) (Year) (1 credit - G)~~

~~**ENGLISH II** (10) (Year) (1 credit - H)\*\*~~

~~PREREQUISITE: Completion of Honors English 1 with a B or higher, a score of 530 or higher on EBRW of PSAT 10 test as well as a 1100 or higher composite, and/or teacher recommendation is required for admittance into Honors English 2. Completion of all course requirements is necessary for passing English II at any level.~~

~~English II is a study of literature, writing, speech, and vocabulary. Students will read a variety of literature including: novels, short stories, journal articles, magazine articles, and newspaper articles. They will write a variety of assignments including journals, short writes, essays, researched presentations, and various other assignments. Students will speak on various related topics in various settings. During the year, students will improve their ability to read, comprehend, analyze, and manipulate the~~

~~readings. They will improve their ability to analyze and decipher words while building their vocabulary. They will also improve their ability to write clear, structured, and stylistic pieces. English II is a study of literature, writing, speech, and vocabulary. Students will read a variety of literature including: novels, short stories, journal articles, magazine articles, and newspaper articles and Shakespeare. Finally, they will improve their ability to speak in public and work as part of a team. Completion of all course requirements is necessary for passing English II at any level.~~

~~Students enrolled in English II Honors may be required to read one (1) novel and complete a corresponding assignment over the summer. Failure to complete the assignment(s) will NOT result in being removed from the class but will have an adverse effect on the grade in the class. \*\*Writing intensive course.~~

~~**ENGLISH II** (10) (Year) (1 credit - G)~~

~~**ENGLISH II** (10) (Year) (1 credit - H)\*\*~~

~~**PREREQUISITE:** Completion of Honors English 1 with a B or higher, a score of 530 or higher on EBRW of PSAT 10 37 on the ACT E/R test as well as a 4400 24 or higher composite, and/or teacher recommendation is required for admittance into Honors English 2. Completion of all course requirements is necessary for passing English II at any level. NCAA approved~~

English II is a study of literature, writing, speech, and vocabulary. Students will read a variety of multicultural literature including: novels, drama (Shakespeare), short stories, poetry, informational text, argumentative text, academic and periodical articles. During the year, students will improve their ability to read, annotate, comprehend, analyze, and navigate the readings, while deciphering words and building their vocabulary. Students will authentically create various pieces of writing, including but not limited to, a thesis-driven literary analysis, short-writes with textual evidence, outlines, poetry, and researched presentations. They will also improve their ability to write clear, structured, and stylistic pieces while independently using grammar checking tools. Finally, they will prepare, practice, and publicly present speeches and presentations to their classmates. Completion of all course requirements is necessary for passing English II at any level.

Students enrolled in English II Honors may be required to read one (1) text and complete a corresponding assignment over the summer. Failure to complete the assignment(s) will NOT result in being removed from the class but will have an adverse effect on the grade in the class. \*\*Writing intensive course.

**ENGLISH III** (11) (Year) (1 credit - G)

**PREREQUISITE:** Completion of all course requirements is necessary for passing English II at any level. **NCAA approved**

Students will learn the major themes expressed in a variety of American literature. They will learn the relationships between American literature and events in American history, and they will express their understanding orally and in writing. Students will be able to identify the contributions of such authors as Nathaniel Hawthorne, Emily Dickinson, Walt Whitman, and Mark Twain as well as many others. In composition the students will learn to fully develop a thesis and improve the style of their writing. They will write a variety of assignments including journals, short-writes, essays, research presentations, and various other assignments. Students will speak on various related topics in various settings. Finally, they will improve their ability to speak in public and work as part of a team. **\*\*Writing intensive course.**

**ENGLISH IV** (12) (2 Semesters) (1/2 credit/Semester - G) **NCAA approved**

English IV is an exploration of the theme of Self within the world. Students will explore themes of self, self within community, self within nation, and self within the global community in literature, writing, and speaking. Students will read a variety of literature including: novels, short stories, journal articles, magazine articles, and newspaper articles. They will write a variety of assignments including journals, short-writes, essays, researched arguments, personal statements, and various other assignments. Students will speak on various related topics in various settings.

During the year, students will improve their ability to read, comprehend, analyze, and manipulate the readings. They will improve their ability to analyze and decipher words while building their vocabulary. They will also improve their ability to write clear, structured, and stylistic pieces. Finally, they will improve their ability to speak in public and work as part of a team. All of these skills will apply to their future careers and future lives.

**ENGLISH LANGUAGE AP** (11) (Year) (1 credit - AP)

**PREREQUISITE:** Completion of honors English 2 with a B or higher, a score of ~~510 on the Evidence-based Reading and Writing (EBRW) portion of the practice SAT test~~ **37** or higher on the ACT E/R test as well as a ~~24 4070 4090~~ composite, and/or teacher recommendation is required for admittance. **NCAA approved**

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

**ENGLISH LITERATURE AP** (12) (Year) (1 credit – AP)\*\*

**PREREQUISITE:** Scores of **40 or higher on the ACT E/R test** ~~530 and higher on the Evidence-based Reading and Writing (EBRW) portion of the SAT,~~ a B or higher in

Honors English 3 or Humanities, and teacher recommendation are all required for admittance into AP. **NCAA approved**

Students will read and analyze some of the masterpieces of world literature such as, but not limited to, Oedipus the King, Dante's Inferno, and Hamlet, as well as contemporary works by such authors as Tim O'Brien, Zora Neale Hurston, and David Guterson. They will write extensively using literature as the basis for their essays. An intensive poetry study will also be included as part of the preparation for the English Literature AP examination. Students are required to take the May AP exam. Students enrolled in English Literature AP will be required to read two (2) novels and complete corresponding assignments over the summer. Failure to complete the assignment(s) will NOT result in being removed from the class but will have an adverse effect on the grade in the class.

**HUMANITIES** (9,10) (Year) (1 credit – H) during 9th - 10th

**HUMANITIES** (11, 12) (Year) (1 credit –Uses the AP G.P.A. Weight) \*\*

**PREREQUISITE:** Incoming freshman: ~~must earn a 520 or higher on the EBRW portion of the PSAT 8/9.~~ **Depending upon the data provided by the student's feeder school, a combination of Normative assessment scores, teacher recommendations, and historical grades will determine level placement.****NCAA approved**

This course is available at all grade levels to students who meet the identification criteria developed for talented students. Students will learn to synthesize and evaluate the ideas expressed in a wide variety of literature, art, music, and drama from all periods of Western Civilization. Students will demonstrate their understanding by creating projects in art, performance, and writing, as well as standard assessments. Students enrolled in Humanities are required to read two (2) novels/texts and complete corresponding assignments over the summer. Failure to complete the assignment(s) will NOT result in being removed from the class but will have an adverse effect on the student's grade in the class. *Writing intensive course.*

\*\* While Juniors and Seniors are prepared for and required to take the AP English Language and Writing and AP English Literature and Composition exam in May, the course is not an Advanced Placement (AP) course.

*Please note that students earn Advanced Placement gpa weight, but the class is not an official Advanced Placement curriculum.*

**LITERACY STUDIES I** (9) (Year) (1 credit - G)

**PREREQUISITE:** ~~Students entering high school with a PSAT 8/9 score of 350 and below in the EBRW (Evidence Based Reading & Writing)~~ **Depending upon the data provided by the student's feeder school, a combination of Normative assessment scores, teacher recommendations, and historical grades will determine level placement.** Students are given the opportunity to attend summer Fresh Start English program which may or may not result in High School teacher recommendation for placement into English I. **NCAA approved**

This course is designed to facilitate student growth in vocabulary, reading, and writing. The main objective is to lay the foundation for career and college readiness. *Writing intensive course.*

**LITERACY STUDIES II** (10) (Year) (1 credit - G)

**PREREQUISITE:** Literacy Studies I and/or teacher recommendation. Completion of all course requirements is necessary for passing Literacy II at any level. **NCAA approved**

This course is designed to facilitate student growth in vocabulary, reading, and writing. The main objective is to lay the foundation for career and college readiness for students whose reading and language ability is functionally below grade level. The students in this course will improve reading, grammar, vocabulary, spelling and composition skills. *Writing intensive course.*

**PRACTICAL ENGLISH 1** (9) (Year) (1 credit - G)

**PREREQUISITE:** IEP **NCAA approved**

Practical English I is designed for students who have an IEP. This course is designed to facilitate student growth in vocabulary, reading, and writing. The main objective is to lay the foundation for career and life readiness for students whose reading and language ability is significantly below grade level. The students in this course will improve reading, grammar, vocabulary, and composition skills through a variety of different hands-on, independent, and group activities. Students will read a variety of literature including: novels, short stories, graphic novels, magazine articles, and newspaper articles. Writing will include short paragraph responses to literature, 5 sentence paragraphs and literature summaries.

**PRACTICAL ENGLISH 2** (10) (Year) (1 credit - G)

**PREREQUISITE:** IEP **NCAA approved**

Practical English 2 is designed for students who have an IEP. This course is designed to facilitate student growth in vocabulary, reading, and writing. The main objective is to lay the foundation for career and life readiness for students whose reading and language ability is significantly below grade level. The students in this course will improve reading, grammar, vocabulary, and composition skills through a variety of different hands-on, independent, and group activities. Students will read a variety of literature including: novels, short stories, graphic novels, magazine articles, and newspaper articles. Writing will include, short paragraph responses to literature, 5 sentence paragraphs and literature summaries, compare and contrast 11 sentence paragraph, and a career research paper.

**PRACTICAL ENGLISH 3** (11) (Year) (1 credit - G)

**PREREQUISITE:** IEP **NCAA approved**

Practical English 3 is designed for students who have an IEP. This course is designed to facilitate student growth in vocabulary, reading, and writing. The main objective is to lay the foundation for career and life readiness for students whose reading and language ability is significantly below grade level. Students will learn the major themes expressed in a variety of American literature. They will learn the relationships between American literature and events in American history, and they will express their understanding orally and in writing. They will write in a variety of ways including journals, short-writes, essays, research presentations, and various other assignments (focusing on different points of view). \*SAT prep heavy reading material.

**PRACTICAL ENGLISH 4** (12) (Year) (1 Credit G)

**PREREQUISITE:** IEP **NCAA approved**

Practical English 4 is designed for students who have an IEP. This course is designed to facilitate student growth in vocabulary, reading, and writing. The main objective is to lay the foundation for career and life readiness for students whose reading and language ability is significantly below grade level. Practical English 4 is an exploration of the theme of Self within the world. Students will explore themes of self, self within community, self within nation, and self within the global community in literature, writing, and speaking. Students will read a variety of literature including: novels, short stories, graphic novels, magazine articles, and newspaper articles. They will write a variety of assignments including journals, short-writes, researched arguments, and writing personal statements.

**SPEECH** (11,12) (Semester) (1/2 credit - **DC**) **Dual Credit.**

**PREREQUISITE:** minimum "C" average in English classes and Dual Credit fee of \$25.  
**NCAA approved**

This course will build on the fundamentals of speech introduced in sophomore English and include the study of audience/speaker analysis, media literacy, interpersonal/intrapersonal communication as well as how to prepare, write, and deliver a variety of speeches on a more advanced level. This course may be used to meet 1 semester of the 4 year English requirement. **Dual Credit.**

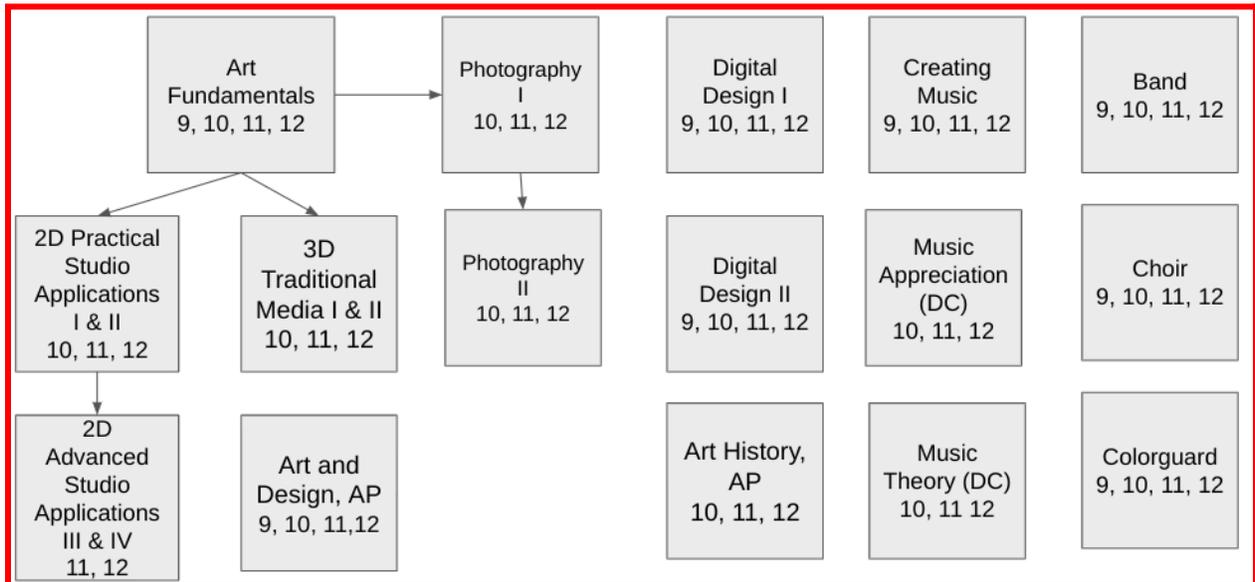
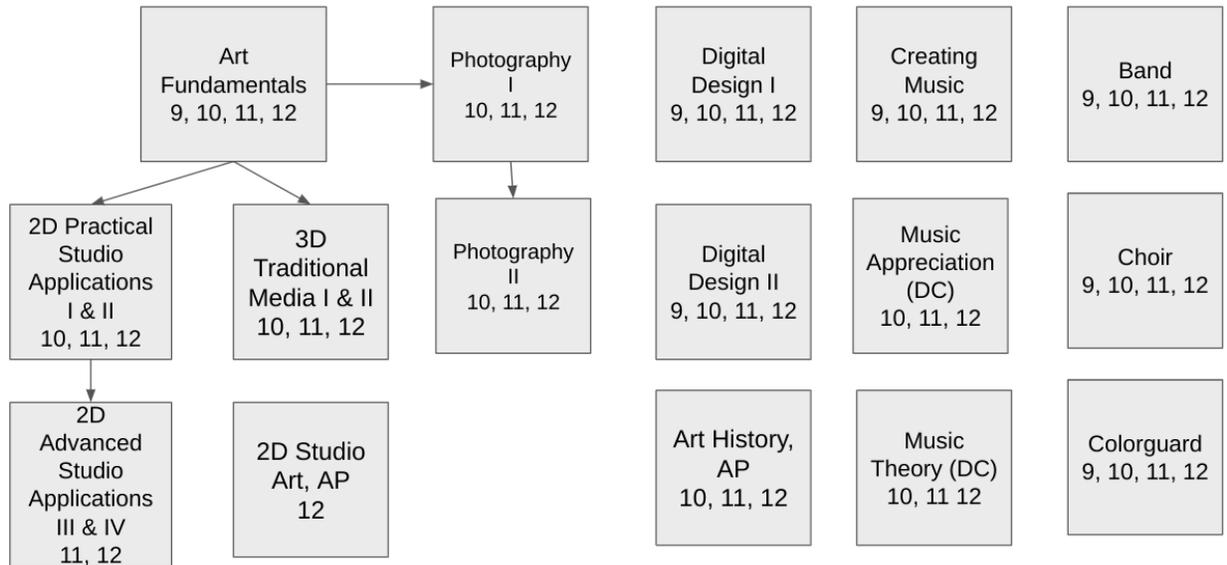
**WAR IN LITERATURE** (12) (Year) (1 credit - G)

**PREREQUISITE:** None **NCAA approved**

Throughout American history, war has fundamentally shaped the way Americans think about themselves, their fellow Americans, and the nation itself. War has also posed physical and emotional challenges to not only the soldiers involved but their families. Through specifically selected literature, including speeches, fiction, non-fiction, poetry, and film, students will explore topics and themes dealing with war. The focus will be on the similarities and differences in soldiers' experiences, how different wars in U.S. history are portrayed by politicians, authors, and the media. The class will also explore

preconceived notions of bravery, loyalty, and patriotism as we discuss the cost of war on an individual. This course has the same aim as English IV (to improve students' language arts and critical-thinking skills). (This is a writing-intensive course)

### FINE ARTS CURRICULUM



Philosophy: Throughout time, the visual and performing arts have been essential to human existence. The arts enrich quality of life. All students deserve access to the arts through creation, performance and study. They are essential to a complete and competitive education for all MCHS students. Through the arts, students learn critical thinking, effective communication and collaboration, and creative problem solving. With a curriculum based upon the Illinois Fine Arts Learning Standards, the fine arts faculty

at MCHS are dedicated to creating visually and aurally literate students actively engaged in problem solving through creative processes. With a large variety of electives and art mediums, we aim to provide students with the knowledge and skills necessary to respond to an ever changing world in the aesthetic realm that will prepare them for higher education and lifetime response in the visual and performing arts.

**2-D PRACTICAL STUDIO APPLICATIONS I & II** (10, 11, 12) (1/2 credit each - G)

**PREREQUISITE:** Students must have taken and passed Art Fundamentals or equivalent if transfer. Levels are non-sequential.

In this course, students will explore a variety of 2-D concepts. This intermediate hands-on studio course focuses on creative problem-solving through 2-D art. Students will experience a variety of materials and techniques, including but not limited to acrylic paint, watercolor, pencil, oil pastel, charcoal, chalk pastel, colored pencil, ink, marker, and collage. Levels I & II are non-sequential, but both must be completed with a passing grade to progress to Advanced Studio Applications (III & IV).

**2-D ADVANCED STUDIO APPLICATIONS III & IV** (11, 12) (1/2 credit each -G)

**PREREQUISITE:** Students must have taken and passed 2-D Practical Studio Applications I & II or equivalent if transfer. Levels are sequential.

This course will provide opportunities for students to gain skills in materials that emphasize their thinking about ideas across media. It will allow them to gain familiarity with multiple ways of representing and thinking through a specific theme or concept. Students will expand their 2-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts. This hands-on studio course focuses on independent creative problem solving through individual project focus and portfolio development. Students will produce art using a variety of materials and techniques, including but not limited to: acrylic or watercolor paint; pencil, oil pastel, charcoal, chalk pastel, colored pencil; ink, marker, printmaking, and mixed media.

**2-D STUDIO ART, AP** (12) (Year) (1 credit—AP)

**PREREQUISITE:** Art Fundamentals and three semesters of art classes.

~~The intent of this course is for the student to prepare a portfolio for the AP Studio 2-D Portfolio. The expectation is that the student's skills are sufficiently prepared for a rigorous and focused journey of producing quality college level art pieces. In order to reach that goal the student's production level must be sufficient to produce pieces for the portfolio review. Please realize this course demands dedication and time.~~

~~The AP Studio 2-D Portfolio Exam is a portfolio review consisting of three sections: Quality, Concentration, and Breadth. The Quality section consists of five actual works that demonstrate mastery of design in concept, composition, and execution. The Concentration section includes twelve digital images, some may be details, demonstrating a body of work investigating a strong underlying visual idea. The last section is Breadth which consists of twelve digital images, one image of twelve different works, which demonstrate a variety of concepts and approaches. This course requires the student to submit a portfolio exam.~~

**2-D Art and Design, 3-D Art and Design, and Drawing, AP(9, 10, 11, 12)(Year)(1 credit)**  
**PREREQUISITE:** None(Art Fundamentals & two semesters of art classes PREFERRED)

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be equivalent to an introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

AP Art and Design courses are for all students who are interested in inquiry-based thinking and making. Although there is no prerequisite for AP Art and Design courses, prior experiences learning about and making art and design support student success in AP Art and Design. Students who have not had opportunities to take art or design classes prior to AP will likely need assistance in developing a foundational understanding of art and design materials, processes, and ideas to prepare them for success.

**3-D TRADITIONAL MEDIA I & II** (10, 11, 12) (1/2 credit each - G)

**PREREQUISITE:** Students must have taken and passed Art Fundamentals or equivalent if transfer.

This 3D traditional media art course focuses on creative problem-solving through hands-on work with a variety of traditional sculptural media. Students will experience a

variety of materials and techniques, including but not limited to clay, wood, plaster, wire, glass, and paper mache. Semester I will focus heavily on the ceramic arts and semester II will focus on all other traditional media, including clay. It is strongly recommended students take the courses sequentially, but not required.

**ART FUNDAMENTALS** (9,10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** None

This course is designed to introduce the student to the fundamentals of art. The student will explore the history of art, develop an understanding of the elements and principles of design and an understanding of art criticism. The student will be introduced to a variety of art techniques and media. The student will create projects that explore the elements and principles of design as well as pieces that relate to art history covered in the course.

~~**ART HISTORY, AP** (10, 11, 12) (Year) (1 credit - AP)~~

~~**PREREQUISITE:** None~~

~~AP Art History class is designed chronologically focusing on the interrelationships between Art styles across cultures and time periods. The class focuses on the visual arts and architecture with a supplemental look at the literature of the time. This course requires the student to take the AP Art History exam.~~

**ART HISTORY, AP** (9, 10, 11, 12) (Year) (1 credit - AP)

**PREREQUISITE:** None

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop an in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. This course requires the student to take the AP Art History exam in May.

AP Art History is the equivalent of a two-semester introductory college or university art history survey course.

**BAND** (9,10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** None

The band performs for football games, concerts, contests, and many other community functions. Students will learn to be proficient on their own instruments, as well as to communicate musically with the whole ensemble. Students will learn music fundamentals, terminology, and music history through the repertoire chosen.

**CHOIR** (9,10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** None

The choir performs for concerts, contests, and many other community functions. The students will learn music fundamentals and proper vocal techniques. The students will also learn terminology and music history through the repertoire chosen.

**COLORGUARD** (9,10,11,12) (Fall First 9 Weeks) (0 credit - G)

**PREREQUISITE:** Required tryouts

The Color Guard is the visual unit in the MCHS Marching Band. The course requires class time during the regular school day and rehearsals 2-3 times per week after school. The group also performs at ALL home football games and many other performances throughout the year that involve the marching band. Enrollment for the class is by audition only. All first year members must attend the TWO clinic sessions and audition session in order to register for the class. Clinics and auditions will be held in the spring semester as scheduled by the instructor. Any and all returning members must attend the second clinic and audition sessions. The class is structured so that students will attend the first 9 weeks of a semester and then move to either study hall or physical education.

**CREATING MUSIC** (9, 10, 11, 12) (Semester) (1/2 credit – G)

**PREREQUISITE:** None

In this class we use computers to create our own music along with instruments like piano, guitar, bass, and drum set. Create the type of music *you* want to write - projects include creating your own mash-up, writing music to your favorite scene from a movie, or creating your own music video! No experience reading music or singing/playing an instrument is required. Whether you are an experienced songwriter or you just always wanted to try writing your own music, this is a class all about helping out any music writer!

**DIGITAL DESIGN I** (9,10,11,12) (Semester, Fall Only) (1/2 credit - G)

**PREREQUISITE:** None

This class is an introduction into digital graphic design. The focus of the class will be on using the elements and principles of design while designing on the computer. Students will use various design programs, including Adobe Photoshop, to design projects that will include typographical designs, logos, photographic manipulations, and digital drawings, as well as layouts for publications and marketing materials. This class introduces digital design vocabulary as well as computer technology that is used in the workplace. Students begin laying the groundwork for the MCHS yearbook in this course.

**DIGITAL DESIGN II** (10,11,12) (Semester, Spring Only) (1/2 credit - G)

**PREREQUISITE:** Digital Design I

This course will include advanced digital design techniques and visual communication. Students in this course are responsible for the design and publication of the MCHS yearbook. Practical applications of digital techniques will be used in real life design projects. Students will gain a variety of experiences as they design a major publication, including writing copy, creating marketing materials, learning best practices in publication, and most importantly, implementing effective design in the creation of the MCHS yearbook. At the end of the course, each student will be a published author.

**MUSIC APPRECIATION** (10, 11, 12) (Semester) (½ credit - DC) Dual Credit

**PREREQUISITE:** Dual Credit fee of \$25.

Music Appreciation will cover different musical styles and periods, learning how musical elements are used to create an emotional impact. Students will study prominent composers and artists from across history to the modern day and discover the importance of music on society and vice versa.

**MUSIC THEORY** (10, 11, 12) (Year) (1 credit - DC) Dual Credit

**PREREQUISITE:** One year of Band, Choir, or Teacher Approval. Dual Credit fee of \$25. Music Theory will introduce students to music notation, scales, key signatures, intervals, triads, chords, transposition, cadences, and harmonic progression through examination of existing music and compositions of the student's own. It will also cover aural skills such as melodic and rhythmic dictation, sight singing, intervals, and playing basic scales and chords on a piano keyboard.

**PHOTOGRAPHY I** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** Art Fundamentals

~~This course covers the history of photography, types of cameras and lenses, the various genres of photography, and composition using digital photography techniques. This rigorous course introduces students to editing in Adobe Photoshop and Adobe Lightroom. Students will create~~

~~a digital portfolio of their photographic pieces at the end of the course. It is strongly encouraged for students to use their own digital camera, but a DSLR camera may be checked out for student use with student and parent acknowledgment of financial responsibility.~~

**PHOTOGRAPHY I** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** Art Fundamentals

This course covers the history of photography, the various genres of photography, careers in photography, and composition using digital photography techniques. This rigorous course introduces students to editing in Adobe Lightroom & Photoshop. Students will be responsible for caring for their own camera and lenses throughout the course. If a student does not have an acceptable digital camera to use for photography, a basic DSLR camera may be checked out for use throughout the semester. Students will be required to create and maintain a digital portfolio of their work.

**PHOTOGRAPHY II (10,11,12) (Semester) (1/2 credit - G)**

**PREREQUISITE:** Photography I.

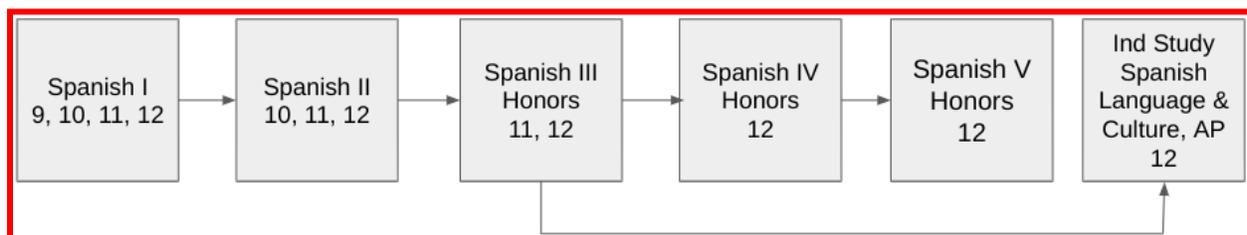
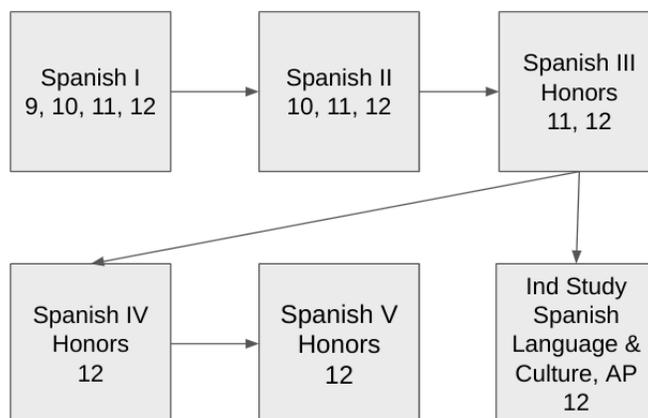
~~This course is intended to build on the basic digital photography techniques learned in Photography I. Emphasis will be placed on conceptual development and portfolio building, as well as advanced editing techniques. It is strongly encouraged for students to use their own digital camera, but a DSLR camera may be checked out for student use with student and parent acknowledgment of financial responsibility.~~

**PHOTOGRAPHY II** (10,11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** Art Fundamentals and Photography I.

This course is intended to build on the basic digital photography techniques learned in Photography I. Emphasis will be placed on conceptual development and portfolio-building, as well as advanced editing techniques using Adobe Lightroom and Photoshop. Students will be responsible for caring for their own camera and lenses throughout the course. If a student does not have an acceptable digital camera to use for photography, a basic DSLR camera may be checked out for use throughout the semester. Students will be required to create and maintain a digital portfolio of their work.

## **FOREIGN LANGUAGE**



Philosophy: The Foreign Language Department at Marengo Community High School seeks to promote linguistic and cultural literacy while cultivating a lifelong appreciation and enthusiasm for languages and the cultures they reflect. We believe that all students can learn a new language and that a global mindset is a necessity and an asset in today's society. The study of foreign languages is an interdisciplinary pursuit and it intrinsically helps students view issues from a global perspective; students gain an increased knowledge of their relationship to the world by developing an appreciation for other viewpoints and a deeper understanding of their own culture and the world at large.

**SPANISH I** (9,10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** None **NCAA approved**

This course covers the basic fundamentals of the Spanish language. Students will be able to function in a Spanish speaking culture and will demonstrate basic proficiency in listening, reading, writing, and speaking skills in the language. Students will appreciate the diverse and varied cultures within the Spanish speaking world.

**SPANISH II** (10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** Successful completion of Spanish I. **NCAA approved**

This course is a continuation of Spanish I. Students will recognize increased vocabulary and will demonstrate an ability to understand basic conversational settings. Students will use the intermediate vocabulary and grammar to improve writing and will show improved proficiency in listening, reading, and speaking skills. Students will build upon cultural material.

**SPANISH III** (11,12) (Year) (1 credit - H)

**PREREQUISITE:** Successful completion of Spanish II. **NCAA approved**

This course is a continuation of Spanish II. Students will be able to communicate at an advanced intermediate level in the target language. Students will, through the writing process, use improved grammar skills and increased vocabulary to communicate in the target language. Students will also demonstrate an increased awareness of the diverse cultures and histories of the Spanish speaking world.

**SPANISH IV** (12) (Year) (1 credit - H)

**PREREQUISITE:** Successful completion of Spanish III and Teacher Recommendation. **NCAA approved**

This course will build on the foundation established in Spanish I-III. This course will refine the student's advanced skills in the use of grammar structures. Students will demonstrate an understanding of a variety of types of communication; written, oral, audio. Students will continue the study of the cultures and history of the Spanish speaking world.

**SPANISH V** (12) (Year) (1 credit - H)

**PREREQUISITE:** Meet criteria to be placed in a Spanish 2 class and then successful completion of Spanish 2, 3 and 4.

This course will be a continuation of Spanish IV. It will use the three modes of communication - Interpretive, Interpersonal, and Presentational as defined in the World-Readiness Standards for Learning Languages and will provide students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range as indicated in the ACTFL Performance Descriptors for Language Learners. This course is designed to provide students with a rich and rigorous opportunity to study the language and culture of the Spanish speaking world. Students will learn language structures in context and use them to convey meaning. In this sense, grammar will not be the end goal but the ability to fulfill a communicative task. This course will be taught primarily in the target language (Spanish).

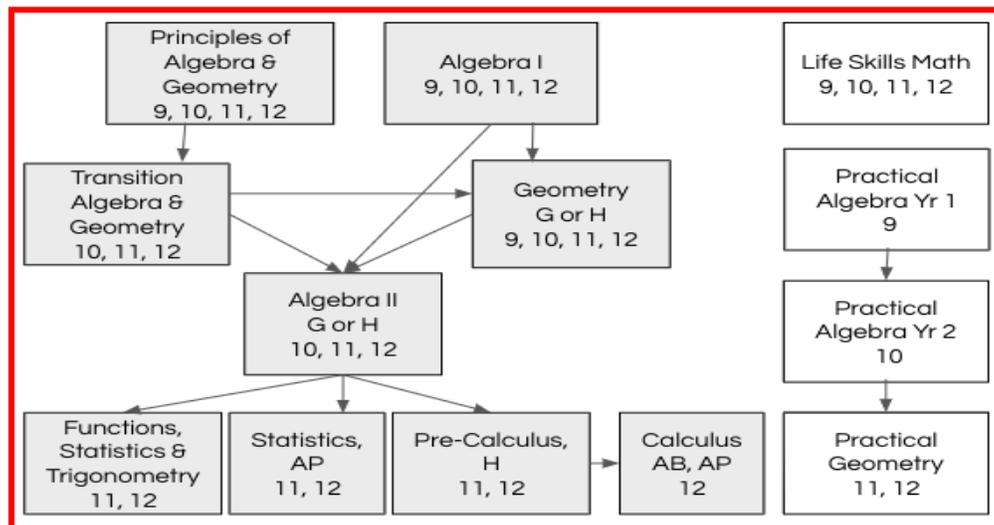
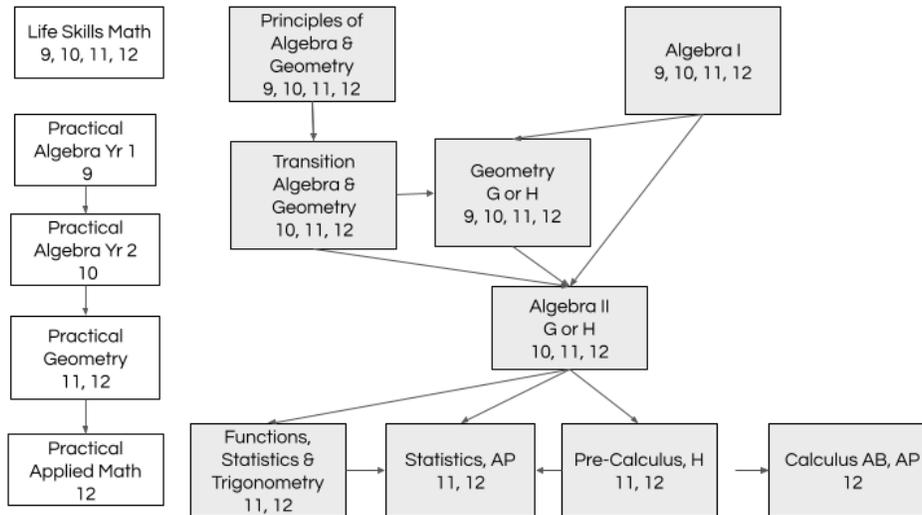
**INDEPENDENT STUDY - SPANISH LANGUAGE & CULTURE, AP** (11, 12) (Year) (1 cr - AP)

**PREREQUISITE:** Successful completion of Spanish III and Teacher Recommendation

The AP Spanish Language and Culture course prepares students for the College Board's AP Spanish Language and Culture exam. As its foundation, it uses the three modes of communication (interpersonal, interpretive and presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish.

In addition, all student work, practices, projects, participation, and assessments are in Spanish **along with exploring the culture of Spanish-speaking people in historical and contemporary contexts.** The cost of the course will be the student and his/her family responsibility.

### **MATHEMATICS CURRICULUM**



**Philosophy:** The mission of the Mathematics Department of Marengo Community High School is to provide the opportunity for students to learn and apply algebraic and geometric concepts through organizational skills, problem-solving strategies, and critical thinking. In doing so students will be prepared for their future educational endeavors, as well as life and workplace experiences.

**POLICY ON CALCULATORS:**

A Scientific Calculator, such as TI-30, will be required in the following math courses. (Please note that the minimum calculator allowed for the ~~SAT~~ **ACT** is a TI-73, and

students who anticipate taking a higher level math course their Senior year, may want to consider purchasing the TI-84 instead):

- Principles of Algebra and Geometry
- Transitions of Algebra and Geometry
- Algebra I
- Geometry

Handheld Texas Instrument TI-84 Plus will be required in the following math courses:

- Honors Geometry
- Algebra II
- Algebra II Honors
- Functions, Statistics, and Trigonometry
- AP Statistics
- Pre-Calculus
- AP Calculus

There are 2 options for students to obtain a TI-84 calculator:

- 1) Purchase a TI-84 at a retail store or online website on your own
- 2) Rent a TI-84 calculator for the school year from the district office.

### **ALGEBRA I** (9,10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** ~~Students entering high school with a PSAT 8/9 Math subscore of 430 and above, 8th grade Teacher Recommendation,~~ Depending upon the data provided by the student's feeder school, a combination of Normative assessment scores, teacher recommendations, and historical grades will determine level placement. or Fresh Start Summer School Teacher Recommendation. **NCAA approved**

Algebra 1, is a research-based program providing a rigorous, focused, and coherent curriculum for high school students. The topics that we will be covering are: Solving linear equations, solving linear inequalities, graphing linear functions, writing linear functions, solving systems of linear equations, exponential functions and sequences, polynomial equations and factoring, graphing quadratic functions, solving quadratic equations, radical functions and equations and data analysis and displays.

### **ALGEBRA II** (10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** Transition Algebra and Geometry with teacher recommendation or Algebra 1. **NCAA approved**

Algebra II focuses on the concepts of functions and relations with emphasis on linear, quadratic, exponential, logarithmic, radical, and rational functions. The student will apply algebraic concepts to a variety of real-world situations that can be modeled mathematically. This course builds upon and extends the concepts, skills and understanding learned in Algebra I. Topics of Algebra II include Linear Equations, Quadratic Functions, Quadratic Equations and Complex Numbers, Polynomial Functions, Rational Exponents and Radical Functions, Exponential and Logarithmic Functions, Rational Functions, Sequences and Series, Trigonometric Ratios and Functions, Probability, and Data Analysis and Statistics.

**ALGEBRA II HONORS** (9, 10,11) (Year) (1 credit - H)

**PREREQUISITE:** Algebra I (B or Higher both semesters) or Teacher Recommendation.  
NCAA approved

Algebra II Honors focuses on the advanced concepts of functions and relations with emphasis on linear, quadratic, exponential, logarithmic, radical, and rational functions. The student will apply algebraic concepts to a variety of real-world situations that can be modeled mathematically. This course builds upon and extends the concepts, skills and understanding learned in Algebra I. This course will also introduce more advanced topics that will serve as a foundation for Pre-AP Calculus. Topics of Algebra II include Linear Equations, Quadratic Functions, Quadratic Equations and Complex Numbers, Polynomial Functions, Rational Exponents and Radical Functions, Exponential and Logarithmic Functions, Rational Functions, Sequences and Series, Trigonometric Ratios and Functions, Probability, and Data Analysis and Statistics.

**CALCULUS-AB, AP** (12) (Year) (1 credit - AP)

**PREREQUISITE:** Pre-Calculus NCAA approved

In this course, students will find derivatives and integrals of various types of functions including polynomial, log, algebraic, trigonometric, and exponential. Students will apply derivatives and integrals to both science and business applications. This course meets all requirements of Advanced Placement Calculus-AB. The May Advanced Placement Calculus-AB Exam will be required. This is a college level course.

**FUNCTIONS, STATISTICS AND TRIGONOMETRY** (11,12) (Year) (1 credit - G)

**PREREQUISITE:** Algebra II or Algebra II Honors. NCAA approved

Functions, Statistics, and Trigonometry develops concepts of functions and statistics simultaneously and weaves trigonometry throughout. It provides opportunities for students to learn to display, describe, transform, and interpret numerical information in the form of data, graphs, or equations and inequalities. Throughout the course, statistical concepts are integrated with graphical and algebraic ones through the construction of mathematical models of relationships in data sets. Generating models is facilitated by using a statistical package on a computer [or calculator], so students are exposed to a wide range of models including linear, quadratic, higher-order polynomial, radical, exponential, logarithmic, and trigonometric functions. Statistical modeling extends through binomial and normal distributions.

**If taken in senior year as a 4th year math course, students will have met the portability status for developmental math.**

**GEOMETRY** (10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** Algebra I or Transition Algebra & Geometry. **NCAA approved**

This course formalizes what students have learned about geometry in the middle grades, with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruence and geometric constructions. Then students extend what they have learned to the other essential triangle concepts, including similarity, and right triangle trigonometry. Moving on to other shapes, students use formulas such as circumference, area and volume. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and an in-depth investigation of the geometry of circles. Students will be exposed to Algebra II concepts including Linear Equations, Quadratic Functions, Quadratic Equations and Complex Numbers, Polynomial Functions, Rational Exponents and Radical Functions, Exponential and Logarithmic Functions, Rational Functions, Sequences and Series, Trigonometric Ratios and Functions, Probability, and Data Analysis and Statistics.

**HONORS GEOMETRY** (9,10,11,12) (Year) (1 credit - H)

**PREREQUISITE:** Algebra I (recommended with B or higher in both semesters)

**NCAA approved**

This course formalizes what students have learned about geometry in the middle grades, with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruence, including exposure to formal proofs, and geometric constructions. Then students extend what they have learned to the other essential triangle concepts, including similarity, right triangle trigonometry, and the Law of Sines and Cosines. Moving on to other shapes, students use formulas such as circumference, area and volume, as well as cross sections of solids and rotation of two dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and an in-depth investigation of the geometry of circles.

**PRACTICAL ALGEBRA 1 YEAR 1** (9) (Year) (1 credit-G)

**PREREQUISITE:** I.E.P. **NCAA approved**

This course is designed for students whose math skills are significantly below grade level and will prepare students for Practical Algebra 1 yr 2. This course will introduce simplifying expressions, solving equations and inequalities, functions, linear relationship and linear modeling. This slower paced class will allow students to master the key concepts of the Algebra 1 yr 1 content.

**PRACTICAL ALGEBRA 1 YEAR 2** (10) (Year) (1 credit -G)

**PREREQUISITE:** I.E.P. and Passed Practical Algebra 1 yr 1. **NCAA approved**

This course is designed for students whose math skills are significantly below grade level and will prepare students for Practical Geometry. This course is a continuation of Practical Algebra 1 yr 1 and will introduce concepts such as Systems of Equations, Quadratics, Exponential Functions, and Statistics. This slower paced class will allow students to master the key concepts of the Algebra 1 yr 2 content.

**PRACTICAL APPLIED MATHEMATICS** (12) (Year) (1 credit - G)

~~**PREREQUISITE:** IEP and have already taken the necessary math classes for graduation.~~

~~This course is designed to prepare students for real-life financial situations and teach everyday math skills. The course will cover how to use income to create a budget, to pay bills, to pay taxes and to establish a plan for saving money. In addition, this course will include other important everyday math skills such as Measuring, Fractions, Decimals in regards to cooking, building, and other daily living tasks. This class is an elective credit and will not apply to the math graduation requirement.~~

**PRACTICAL GEOMETRY** (11,12) (Year) (1 credit - G)

**PREREQUISITE:** I.E.P. **NCAA approved**

This course is designed for students whose math skills are significantly below grade level and will prepare the student for the geometric concepts covered in this course. The course will introduce students to geometric methods to analyze, categorize and draw conclusions about lines, points, planes, and space, graph equations, apply definitions, properties, and theorems of polygons, and calculate perimeter, area, and volume.

**PRE-CALCULUS** (11,12) (Year) (1 credit - H)

**PREREQUISITE:** Algebra II with teacher recommendation, or Algebra II Honors, or Functions, Statistics and Trigonometry. **NCAA approved**

This course is designed for students who have a good foundation in algebra II topics and are preparing for college. This course is designed to expand the student's knowledge of algebra II topics including linear, quadratic, and polynomial functions and inequalities. The majority of this course focuses on trigonometry including trigonometric equations and their applications and polar triangle trigonometry. Additional topics include analytic geometry, problems involving sequences and series, conic sections, logarithmic and exponential functions, and probability.

**PRINCIPLES OF ALGEBRA AND GEOMETRY** (9, 10, 11, 12) (Year) (1 credit - G)

~~**PREREQUISITE:** Students entering high school with a PSAT Math subscore below 430, Fresh Start Summer School, **Depending upon the data provided by the student's feeder school, a combination of Normative assessment scores, teacher recommendations, and**~~

historical grades will determine level placement. Teacher Recommendation or Failure of 1st semester of Algebra 1. **NCAA approved**

Principles of Algebra and Geometry is the first year in a 2 year sequence covering the same content of Algebra I, however, geometry content will be covered as well to satisfy the ISBE graduation requirement of geometry topics. The course is designed to guide students through cooperative investigations of the major topics of Algebra I. The topics are covered through a combination of numerical, analytical, and graphical approaches. Student literacy in the structure and application of Algebra is the goal of the course. Topics include: Solving Linear Equations, Solving Linear Inequalities, Graphing Linear Functions, Writing Linear Functions, and Solving Systems of Linear Equations. Geometry concepts that will be covered are area and volume, lines, angles, triangles, right triangles and trigonometry.

**STATISTICS AP** (11,12) (Year) (1 credit - AP)

**PREREQUISITE:** Algebra II (with teacher recommendation), Algebra II Honors, Functions, Statistics, and Trigonometry, or Pre-Calculus} **NCAA approved**

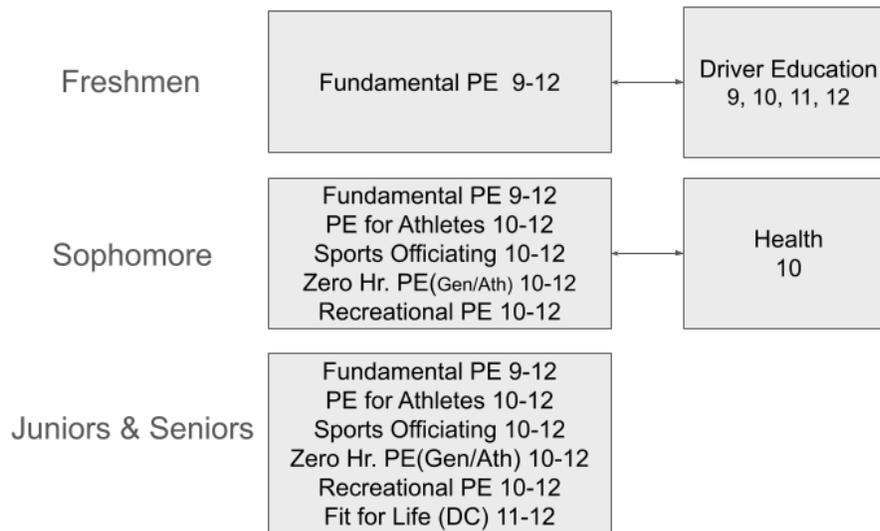
Statistics AP will introduce students to the major concepts and tools for collecting, and analyzing data as well as drawing conclusions from data. The topics in this course include, but are not limited to, an exploratory analysis of data, sampling and experimentation, observing patterns and anticipating patterns by producing models using probability and simulation. Statistical inference will be done using confidence intervals, tests of significance, and special cases of normally distributed data. The AP Statistics exam **is required** ~~will be offered~~ in May.

**TRANSITION ALGEBRA AND GEOMETRY** (10, 11, 12) (Year) (1 credit - G)

**PREREQUISITE:** Principles of Algebra and Geometry, Teacher Recommendation or Failure of 2nd semester of Algebra 1. **NCAA approved**

Transitional Algebra and Geometry is the second year in a 2 year sequence covering the same content of Algebra I, however, extra emphasis will be placed on remediation of prerequisite skills and problem solving in order to ensure all students can successfully master the concepts of Algebra. The course is designed to guide students through cooperative investigations of the major topics of Algebra I. The topics are covered through a combination of numerical, analytical, and graphical approaches. Student literacy in the structure and application of Algebra is the goal of the course. Topics include: Exponential Functions and Sequences, Polynomial equations and Factoring, Graphing Quadratic Functions, Solving Quadratic Equations, Radical Equations and Functions, and Data Analysis and Displays.

## PHYSICAL EDUCATION CURRICULUM



Philosophy: Physical Education offers students a unique opportunity to develop physically, mentally, emotionally, and socially.

At Marengo Community High School, students are required to pass eight semesters of physical education including one semester of health and one-semester of classroom driver's education.

### **DRIVER EDUCATION CLASSROOM** (9, 10, 11, 12) (1/2 credit/semester - G)

**PREREQUISITE:** Students must be at least 14 years old in order to enroll in the driver's education classroom. The oldest students will be assigned to the driver's education classroom first. If a student enrolls as a 14 year old they must complete and pass both the classroom and the behind the wheel portions of driver's education within 12 months.

The driver education program in the classroom provides students with the educational experiences that will give pupils the knowledge, habits, skills, and most importantly, the attitudes necessary for the safe operation of motor vehicles. This course meets the Illinois requirement in regard to safety education. **The course is a graduation**

**requirement, but a permit and behind the wheel are not graduation requirements but are offered by MCHS as a cost savings to the student/family.**

**BEHIND THE WHEEL:** Students will be pulled out of study hall or PE by age and teacher availability throughout the semester. This will not be indicated on their class schedule. Students must be 15 years old and they must have their permit issued to them (preference of at least 10 hour of practice before having this class). This portion of driver education is also offered in the summertime.

**FIT FOR LIFE** (11,12) (Year) (1 credit - **DC**) *Dual Credit.*

**PREREQUISITE:** The class is limited to 25 students. Students missing over 10 days may not receive dual credit through MCC.

Dual Credit fee of \$25.

The purpose of this class is to expose you to many areas of personal wellness while learning the powerful connection between your mind and body. While learning and practicing a wide variety of activities, you will gain body awareness and mental/emotional awareness to gain the benefits as it relates to your life outside of the PE class. One important goal is for you to learn how to take control of and manage the stress present in your life through personal fitness and mental/emotional exercises. This course may be repeated and awarded dual credit for a maximum of 2 credits from MCC.

**FUNDAMENTAL PE** (9 required, 10, 11, 12) (Year) (1/2 credit/semester - G)

**PREREQUISITE:** None

The students are introduced to a wide range of activities to incorporate cognitive and mechanical concepts of team and individual activities. The concepts of aerobic fitness and weight training are also introduced. Worksheets, written assignments, quizzes, and/or tests are also integrated into the curriculum. Activities taught in this course include the following: flicker ball, flag football, golf, tennis, soccer, ultimate Frisbee/football, basketball, badminton, softball, speedball, volleyball, big base, kickball, satryn ball, dodgeball, floor hockey, pickleball, and team handball.

**HEALTH** (10) (Year) (1/2 credit/semester - G)

**PREREQUISITE:** None

This course follows the National Sex Education Standards (NSES). It uses a wellness approach stressing prevention and self-advocacy through informed choices. The following units will be covered: Health and Wellness, First Aid and CardioPulmonary Resuscitation (CPR) Training, Non Communicable and Communicable Diseases, Weight and Nutrition, Psychosocial Wellness and Addiction, Drug/Alcohol Awareness, and Healthy Sexuality. This one semester course fulfills the graduation requirement.

Students take one semester of Health and one semester of Physical Education their Sophomore year.

**RECREATIONAL PE** (10, 11, 12) (Year) (1/2 credit/semester - G)

**PREREQUISITE:** None

Sophomores, Juniors and seniors have an opportunity to select activities that suit their interests, physical needs, fitness levels and fitness goals thereby increasing activity levels and the likelihood of the continuation of moderate exercise into adulthood. The students set fitness goals based on fitness tests performed approximately every six weeks. Participation, evaluation of goals, tests, and written assignments may be included as performance indicators. Activities offered in this course may include the following: flicker ball, flag football, golf, tennis, soccer, ultimate Frisbee/football, basketball, badminton, softball, speed-away, recreational activities (baggo, bocce ball, horseshoes, Frisbee), speedball, navy ball, volleyball, big base, kickball, satryan ball, dodgeball, floor hockey, pickleball, and team handball. Late high school state goals 19-24 for PE and Health, along with the Illinois School Code for Health Education, will be met through this course.

**PHYSICAL EDUCATION FOR ATHLETES** (10, 11,12) (Year) (1/2 credit/ semester - G)

**PREREQUISITE:** Students must have participated in an athletic sport during freshman, sophomore and/or junior year.

This class will give all athletes fitness training year round for all athletic sports. It will also enhance the leadership component they will be receiving in their freshman year. The students will train on weight lifting, speed training and other fitness activities. They will also learn how to develop their own fitness program to be used after high school and they will gain an awareness of proper lifelong healthy fitness. This course may not be exempted. Late high school state goals 19-24 for PE and Health, along with the Illinois School Code for Health Education, will be met through this course.

**SPORTS OFFICIATING** (10, 11, 12) (Semester) (1/2 credit—G)

**PREREQUISITE:** None

~~Sports Officiating is a course designed to provide students training and practical experiences in officiating sports and to provide students the knowledge and expertise necessary to officiate as restricted officials with the Illinois High School Association after turning 17 years of age. The course will cover the following sports: Football, Volleyball, Soccer, Baseball, Softball, Basketball, Track and Field. Students will take the official IHSA test regardless of age and will be certified in a minimum of 2 sports upon turning 17. The annual fee for certification through the IHSA is \$70 for the first sport and \$20 for the second. Each additional sport is \$15 and optional. All fees are the responsibility of the student and family.~~

**SPORTS OFFICIATING 1** (10,11,12) (semester) (½ credit/semester-G)

**PREREQUISITE:** None. The class is limited to 30 students. Students are encouraged to take a full year, but not required.

Sports Officiating is a course designed to provide students with training and practical experiences in officiating sports and to provide students the knowledge and expertise necessary to officiate as registered officials with the Illinois High School Association. The course will cover the following sports - football, volleyball and soccer. Students will take the official IHSA test regardless of age and will be certified in a minimum of 2 sports upon turning 17. Students under 17 will be given a provisional license, one year prior to his/her 17th birthday. The annual fee for certification through the IHSA, for students 17 and older, is \$35 for the first sport, \$20 for the second, and \$15 for each additional sport. The annual fee for certification through the IHSA, for students under 17, is \$20 for each test. All fees are the responsibility of the family of the student but may get waived by the IHSA.

**SPORTS OFFICIATING 2** (10,11,12) (semester) (½ credit/semester-G)

**PREREQUISITE:** None. The class is limited to 30 students. Students are encouraged to take a full year, but not required.

Sports Officiating is a course designed to provide students with training and practical experiences in officiating sports and to provide students the knowledge and expertise necessary to officiate as registered officials with the Illinois High School Association. The course will cover the following sports - baseball, softball and basketball. Students will take the official IHSA test regardless of age and will be certified in a minimum of 2 sports upon turning 17. Students under 17 will be given a provisional license, one year prior to his/her 17th birthday. The annual fee for certification through the IHSA, for students 17 and older, is \$35 for the first sport, \$20 for the second, and \$15 for each additional sport. The annual fee for certification through the IHSA, for students under 17, is \$20 for each test. All fees are the responsibility of the family of the student but may get waived by the IHSA.

**ZERO HOUR PE** (10, 11,12) (Year) (1/2 credit/semester - G)

**PREREQUISITE:** Must be a sophomore, junior or senior and have their own transportation.

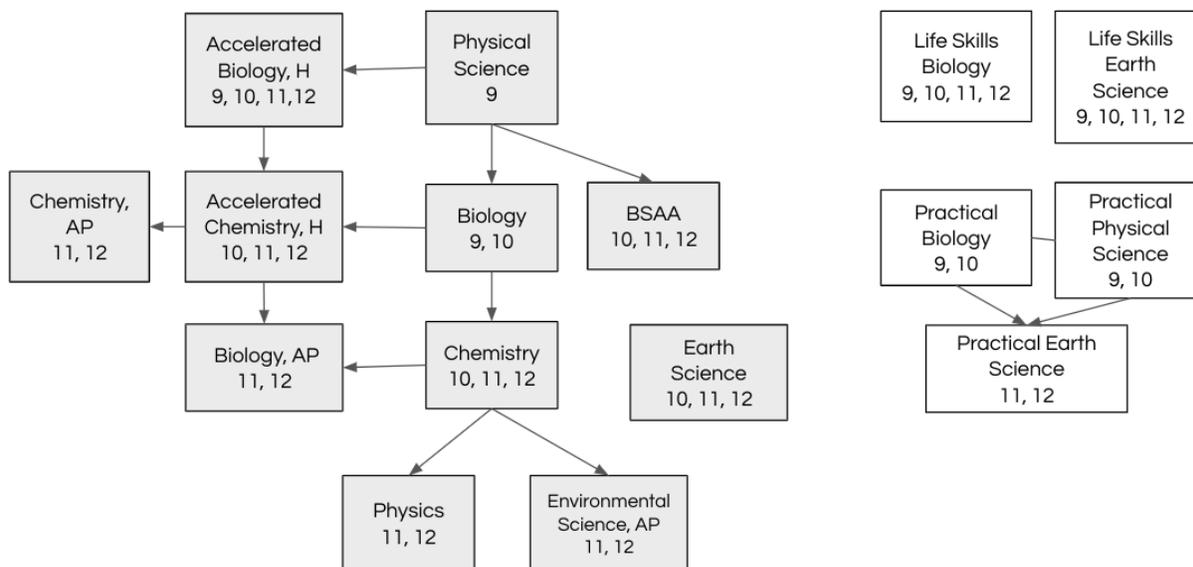
The students are introduced to a wide range of activities to incorporate cognitive and mechanical concepts of team and individual activities. The concepts of aerobic fitness and weight training are also offered. Activities taught in this course include the following: flicker ball, flag football, golf, tennis, soccer, ultimate Frisbee/football, basketball,

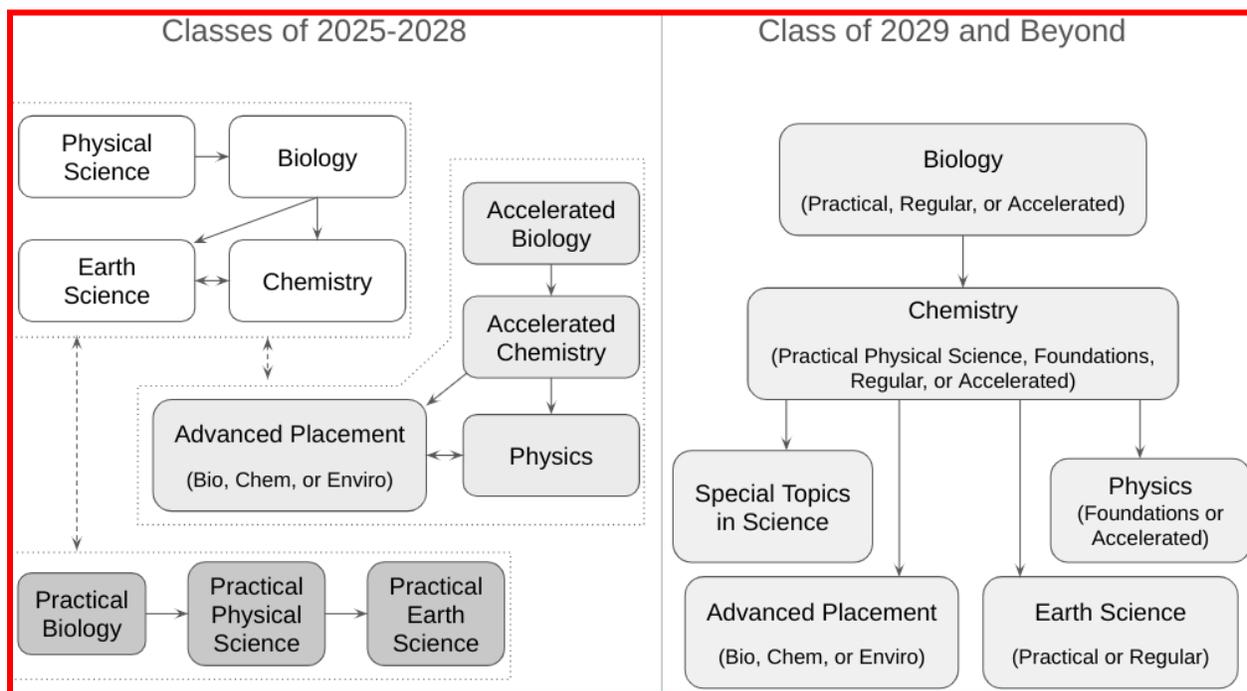
badminton, softball, speed-away, recreational activities (baggo, bocce ball, horseshoes, Frisbee), speedball, navy ball, volleyball, big base, kickball, satryan ball, dodgeball, floor hockey, pickle ball and team handball. Late high school state goals 19-24 for PE and Health, along with the Illinois School Code for Health Education, will be met through this course.

Students will also have an opportunity to select activities that suit their interests, physical needs, fitness levels, and fitness goals thereby increasing activity levels and the likelihood of the continuation of moderate exercise into adulthood. The students set fitness goals based on fitness tests performed approximately every six weeks. Participation, evaluation of goals, tests, and written assignments may be included as performance indicators. *NOTE: CLASS STARTS AT 7:00 A.M.* The student is responsible for transportation.

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### **SCIENCE CURRICULUM**





Philosophy: The science department is committed to helping students grow in their understanding of the world through the study of physical, biological, and chemical processes so that each student may effectively solve real world problems and communicate clear and appropriate solutions to these problems.

**ACCELERATED BIOLOGY** (9, 10, 11, 12) (Year) (1 credit - H)

**PREREQUISITE:** Freshman students must have a ~~PSAT 8/9 EBRW score at or above 390 and a Math score at or above 450 as well as an 8th grade science teacher recommendation.~~ Sophomores must have a B or better in Physical Science and have a teacher recommendation. **NCAA approved**

Accelerated Biology is much more challenging than general Biology, and will introduce students to the AP Biology curriculum. The course is a comprehensive lab-oriented course studying living things from a cellular/biochemical perspective. It emphasizes investigative and critical thinking skills, as well as the student’s ability to independently formulate and propose solutions to content-based problems. Students must be self-motivated, academically responsible, and able to devote considerable time to the daily preparation of this fast-paced class. It is highly recommended that the student have concurrent enrollment in Honors English and Honors math.

**ACCELERATED CHEMISTRY** (10,11,12) (Year) (1 credit - H)

**PREREQUISITE:** “B” average or better in Algebra I and biology and teacher recommendation. **NCAA approved**

This course is much more challenging than general Chemistry, and will introduce students to the AP Chemistry curriculum. The course is laboratory based and quantitative in nature. Students will demonstrate the application of the chemical

principles of inorganic chemistry and basic organic chemistry. Emphasis is placed upon the student's ability to independently formulate and propose solutions to content-based problems. These solutions are mathematically oriented and, therefore, students must exhibit an aptitude for understanding these relationships. Students will demonstrate the use of appropriate instruments, computers, and various other technologies in the acquisition and interpretation of data. It is highly recommended that the student have concurrent enrollment or completion of Algebra II.

**BIOLOGY** (9,10) (Year) (1 credit - G)

**PREREQUISITE:** ~~PSAT 8/9 EBRW score at or above 390 and a Math score at or above 430. Sophomores must pass Physical Science (at least 1 semester)~~ **None NCAA approved**

In this course the student will learn the interrelationships of living organisms. Students will be able to use the skills necessary to work safely, efficiently, and cooperatively in a laboratory setting. They will use the scientific tools necessary to apply the scientific method to identify and solve problems, make decisions, and formulate new ideas based on information gathered. Emphasis will be placed upon effectively communicating those ideas, decisions, and arguments in a public and private forum.

**BIOLOGY, AP** (11, 12) (Year) (1 credit - AP)

**PREREQUISITE:** Students must have a B or better in both semesters of Accelerated Chemistry and Algebra 2. Students who have not taken Accelerated Chemistry may enroll if they have passed Chemistry and Algebra 2 with a B or better in both semesters and have their current Chemistry teacher's recommendation. **NCAA approved**

AP Biology is a rigorous year-long course that is designed to prepare students for the Advanced Placement exam in Biology. The course is designed around the new AP Biology curriculum framework that focuses on the Big Ideas in biology and their connections. The curriculum provides a basis for students to develop strong conceptual understanding in biology and the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations. The AP Biology curriculum is structured around four Big Ideas: Evolution, Energy Processes, Information and Interactions. These ideas encompass the core principles and theories of all living systems. To master the concepts, students will learn through modes of: test, quizzes, labs, activities, video lectures, current event articles, and scientific journals.

**BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE (BSAA) ANIMAL AND PLANT SCIENCE** (10,11,12) (Year) ( 1 credit - G)

**PREREQUISITE:** None

Animal and Plant Science is a course designed to reinforce and extend student's understanding of science by associating scientific principles and concepts with application in agriculture. Students will examine major biological concepts through laboratory exercises and experiments. Sample topics include: Growth and

Development of Animals, nutrition, immunity systems, and plant growth. This lab course is designed to increase relevance through application for students. This course meets the biology graduation requirement for students. Students need to be aware that some colleges and universities may not accept this credit toward science requirements.

**CHEMISTRY** (10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** Algebra I (recommend with a minimum "C" average) **NCAA approved**

Chemistry is a laboratory science, which deals with the properties, composition and structure of matter, and the changes it can undergo. Students will demonstrate the use of observation, models, and the scientific method to develop a logical explanation of the unknown. Emphasis is placed upon improving laboratory skills and demonstration of appropriate safety in the lab. The successful chemistry student will understand the principle theories of chemistry and apply these to better understand common everyday situations. It is highly recommended that the student have concurrent enrollment or completion of Algebra II.

**CHEMISTRY AP** (11,12) (Year) (2 credit – AP)

**PREREQUISITE:** B or better in both semesters of Accelerated Chemistry and Algebra 2. **NCAA approved**

Advanced Placement Chemistry is a rigorous year-round course with learning experiences equivalent to a one-year general chemistry college course. This course is designed for those students who plan to attend college and have a special interest in science. The course is laboratory based and quantitative in nature. Students will demonstrate the application of the chemical principles of inorganic chemistry and basic organic chemistry. Students will demonstrate the use of data interpretation. Emphasis is placed upon the student's ability to independently formulate and propose solutions to content-based problems. These solutions are mathematically oriented and, therefore, students must exhibit aptitude for understanding these relationships. This course is scheduled for 2 class periods beginning at 7:00am (Zero Hour).

**EARTH SCIENCE** (10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** None **NCAA approved**

This is a laboratory class that studies the earth and the physical processes that shape and build it. It studies the atmosphere and the processes that govern the earth's weather systems. It also studies the physical characteristics of the solar system and the stars including the basic forces that affect the motion of objects in space. At the conclusion of this course, the students will demonstrate an understanding of these processes that will give them a basis to make educated and well-informed decisions about the physical world in which they live.

**ENVIRONMENTAL SCIENCE, AP** (11, 12) (Year) (1 credit - AP)

**PREREQUISITE:** Students must have a C or better in both semesters of Biology and Chemistry. Students who have not taken Chemistry may enroll if they are concurrently enrolled and have their current science teacher's recommendation. **NCAA approved**

AP Environmental Science is an interdisciplinary survey course to prepare students for in-depth study in Environmental Sciences. This course combines ideas and information from biology, chemistry and earth sciences, as well as the social science fields of economics and political science. Topics of study include ecosystems and biodiversity, land and water resources, energy generation, pollution sources and control, and global change.

Laboratory, field, and internet-based research and investigations are emphasized to familiarize students with contemporary research, investigative, and problem-solving techniques. Students analyze environmental problems, evaluate risks, collect data, prepare assessments, and investigate complex issues and solutions to prevent, resolve or mitigate environmental problems. Field investigations, field trips and problem solving exercises will focus on in-depth analysis of specific environmental topics and issues.

**PHYSICAL SCIENCE** (9, 10, 11, 12) (Year) (1 credit - G)

**PREREQUISITE:** ~~None~~ **Biology** **NCAA approved**

This course will emphasize scientific inquiry skills while covering scientific content in chemistry, physics, and earth science. Students will increase their knowledge of these three areas through a variety of hands-on experiences, as well as a variety of lab activities designed to reinforce physical science concepts discussed in class.

**PHYSICS** (11,12) (Year) (1 credit - H)

**PREREQUISITE:** Algebra II and chemistry or if a student has not taken chemistry but has earned a B or better in Algebra II, they may enroll with teacher approval. **NCAA approved**

This course is designed for those students who plan to attend college and have a special interest in the sciences. The major portion of this course is devoted to the quantitative study of mechanics (the study of energy and motion), electricity, and light. This course requires knowledge of algebra and geometry, and introduces the student to some applications of trigonometry. At the conclusion of this course, the student will be able to analyze natural and man-made physical systems by applying the principles of energy and motion. In addition, the student will be able to demonstrate an understanding of the connections and relationships among science, technology, and society.

**PRACTICAL BIOLOGY** (9,10) (Year) (1 credit - G)

**PREREQUISITE:** I.E.P. and ~~Pass Practical Physical Science~~ ~~Offered Odd Years (ex: 2023-2024)~~ **NCAA approved**

In this introductory life science course, students actively investigate and analyze basic biological concepts. Students will use microscopes and other hands-on activities to learn about cells, organisms in their environment, and the focus primarily on the plant and animal kingdoms. Concepts taught in this class include the following but are not limited to: Ecology, Cell Structure, Cell Transport, Cell Reproduction, DNA, Genetics, Evolution, Classification and Taxonomy.

**PRACTICAL EARTH SCIENCE** (11, 12) (Year) (1 credit - G)

**PREREQUISITE:** I.E.P. and Practical Physical Science ~~Offered Even Years (ex: 2024-2025)~~ **NCAA approved**

In this course students will learn about Earth and its many different processes. Students will be asked to participate in labs, activities, and projects throughout the school year. Concepts taught in this class include the following but are not limited to: Earth as a System, Mapping, Minerals, Rocks cycle, Plate Tectonics, Volcanoes, Earthquakes, Mountains, Weather, and The Sun, Solar System and the Planets.

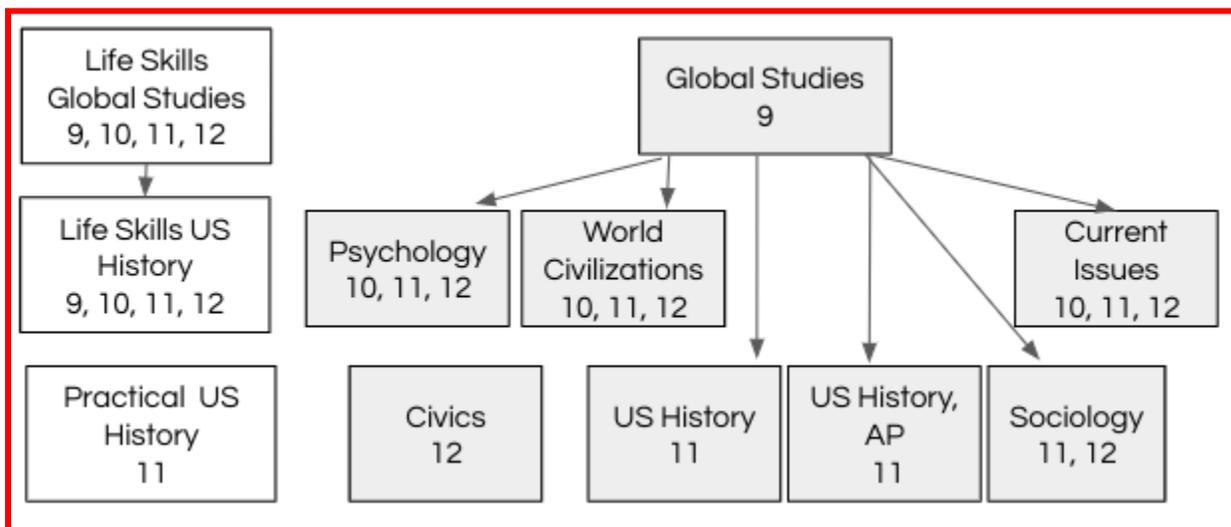
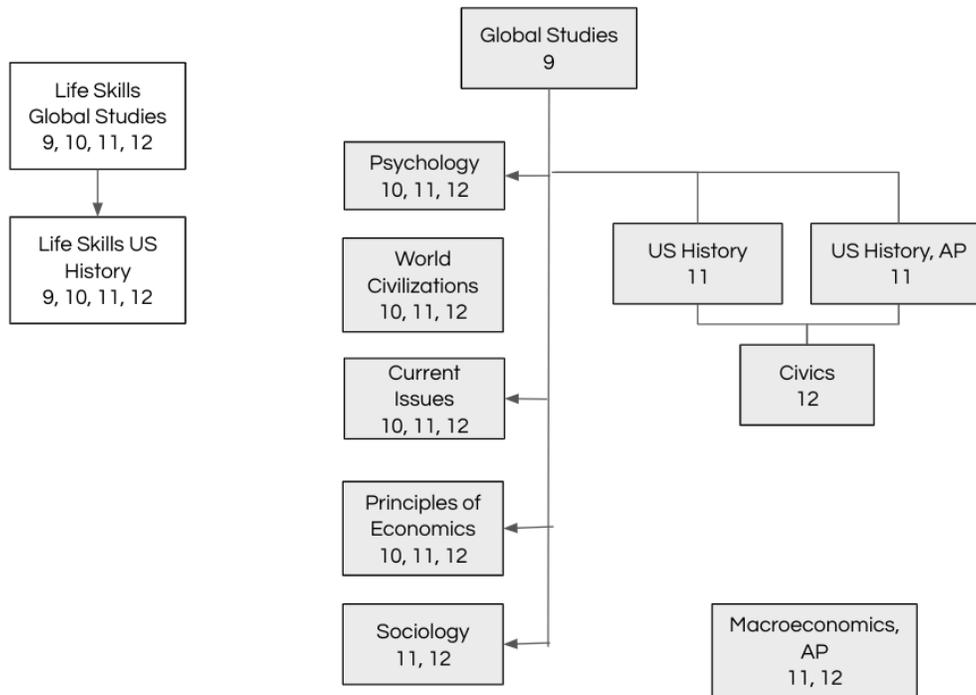
**PRACTICAL PHYSICAL SCIENCE** (9,10) (Year) (1 credit - G)

**PREREQUISITE:** I.E.P. **and Practical Biology** ~~Offered Every Year (ex: 2024-2025)~~ **NCAA approved**

Students will learn the scientific process while focusing on concepts from chemistry and physics. Students will do hands-on activities and labs while focusing on reading world situations to reinforce the concepts taught in class. Concepts that are covered in this course include the following but are not limited to: Metric and Measurement, Science Inquiry, Force, Motion, And Acceleration, Newton's Laws of Motion, Energy, Work, States of Matter, Atomic Structure and The Periodic Table of Elements.

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## SOCIAL STUDIES CURRICULUM



Philosophy: The purpose of social studies is to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, demographic society in an interdependent world.

**CIVICS** (12) (Semester) (1/2 credit - G)  
PREREQUISITE: None **NCAA approved**

Civics is a one semester course that explores the question of “What is an effective citizen?” The course is structured to promote student interaction with other members of the class as the central questions of the course are examined while introducing service learning and civic duties. All Civics class sections participate in a semester long legislative simulation. The simulation attempts to approximate with as much authenticity as possible the structure and politics of the legislative process. Students take on political leadership and legislative responsibilities as they engage in decision-making processes common to a democratic society. The semester concludes with Committee Hearings and a reenactment of the House of Representatives in Full Session. To fulfill State requirements for civic education, instruction and evaluation of student understanding of the principles of a representative government, the United States Constitution, Illinois State Constitution, the Declaration of Independence, the Flag Code, and elections are incorporated in the course curriculum. This course also includes a civic service learning component. Successful completion of this course meets the 0.5 credit requirement in Civics for graduation.

**CURRENT ISSUES** (10,11,12) (semester) (1/2 credit - G)

**PREREQUISITE:** Completion of Global Studies or teacher recommendation.

NCAA approved

Current Issues is a Problem-Based Learning experience developed for students to explore and solve popular issues that impact their world. International and national issues will be presented for students to solve in mock peace conferences and committee simulations. Students will develop skills in problem solving, cooperation, negotiation, presentation, and reading and writing. Students will be exposed to material through readings, internet research, and individual study for the purpose of participating in simulations in class. This is a highly participatory, student driven experience. Successful students are those motivated by inquiry and involve themselves in discussion though a portion of the topics will be chosen by the instructor; students will be selecting topics for the class to explore as well.

**GLOBAL STUDIES** (9) (Year) (1 credit - G)

**PREREQUISITE:** None NCAA approved

At the conclusion of this course, students will be able to apply the social sciences to understand the issues that face the world today. This course will use primary documents and intensive computer literacy skills, accessing the internet while focusing on issues of genocide, population, conflict, culture, supply and demand, trade, and globalization.

**The ultimate goal of this course is to prepare students for critical thinking and 21st century learning skills.**

**MAGROECONOMICS AP** (11,12) (Semester/Year) (1/2 or 1 credit — AP)

**PREREQUISITE:** A composite score of 1060-1090 on the practice SAT test and/or a teacher recommendation, plus a “B” average in at least one business class

~~This course will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Topics include national income and price level determination, measuring economic performance, the financial sector, inflation and unemployment. The ultimate goal of this course is to prepare students to take the AP exam in the spring while also providing practical knowledge, critical thinking, and 21<sup>st</sup> century learning skills. Compared to a regular high school course, this course will be styled closer to a college course; the pace will be quicker and the content deeper. Students enrolled in AP Macro will be required to take the May AP exam.~~

**PRINCIPLES OF ECONOMICS** (10, 11, 12) (Semester) (1/2 credit - G)

~~**PREREQUISITE:** A “C” or higher in Global Studies and/or US History or teacher recommendation. Sophomore students must have a teacher recommendation to enroll in the class~~

~~Principles of Economics is a one semester course that provides students with practical applications of micro and macroeconomics. Through a variety of methods, students will discuss and evaluate concepts like supply and demand, comparative and absolute advantage, the unemployment rate, inflation, and game theory. Students will analyze how economics affects our nation’s policy makers and how it’s integrated into our daily lives. The course is tied to a textbook and other supplemental resources.~~

**PRACTICAL UNITED STATES HISTORY** (11) (Year) (1 credit-G)

**PREREQUISITE:** I.E.P.

This is a practical level course taught by a Special Education teacher, with modified instruction to meet the needs of learners such as direct instruction, a slower pace, a focus on major historical events, repetition of skills, and the use of technology to enhance student learning. This course is a comprehensive and chronological study of the American experience, including units on Native American studies, Black History, American Revolution, the Civil War, Westward Expansion, The Gilded Age, the Great Depression, Wars of the 20th century, Holocaust, the Cold War, and modern America. Analyzing the role of the American government and representative democracy on the world stage. This course uses primary documents to focus on political, economic, and social institutions of the nation. This course prepares students for critical thinking and how to make an argument based on historical evidence.

**PSYCHOLOGY** (10, 11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** A “C” or higher in Global Studies and/or US History or teacher recommendation. **NCAA approved**

This is a study of basic psychological concepts and their applications. Topics include psychological methods and measurement, human development and motivation, theories of personality, principles of learning, intelligence and creativity, and personality disturbances. Reading and writing intensive course.

**SOCIOLOGY** (11,12) (Semester) (1/2 credit - G)

**PREREQUISITE:** A “C” or higher in Global Studies and/or US History or teacher recommendation. **NCAA approved**

This course covers all major areas of sociology in a blend of concept, theory, and application. Topics range from cultural socialization, deviance, social structure, and basic social trends concerning the problems of global mass society. Through case studies, research proposals, and theory application, students develop skills of analysis and observation. Reading and writing intensive course.

**UNITED STATES HISTORY** (11) (Year) (1 credit - G)

**PREREQUISITE:** None **NCAA approved**

This course is a comprehensive and chronological study of the American experience, including units on Black History, effects of immigration, the role of labor unions, the role of women, the American government and the role of the American representative democracy on the world stage, and the Holocaust. This course will use primary documents while focusing on the political, economic, and social institutions of the nation. A major emphasis will be placed on the Twentieth Century and America's role in the world. The ultimate goal of this course is to prepare students for critical thinking and 21st century learning skills.

**UNITED STATES HISTORY AP** (11) (Year) (1 credit – AP)

**PREREQUISITE:** Completion of Honors English II (or Humanities) with a “B” or higher, a score of 1100 or higher on the EBRW portion of the practice SAT test, **38 or higher on the ACT E/R test as well as a 21** and/or a teacher recommendation. **NCAA approved**

Advanced Placement United States History is a comprehensive course aimed at addressing essential themes (American Identity, culture, economic transformations, and reform) universal to the different periods of study throughout the school year. Students will learn to evaluate and assess primary sources and interpretations of historical scholarship in an effort to develop the reading and writing skills required to be successful on the AP exam. The ultimate goal of this course is to prepare students to take the AP Exam in the spring while also providing practical knowledge, critical thinking, and 21st century learning skills.

Compared to a regular high school course, the APUSH course will be styled closer to a college course; the pace will be quicker, content deeper. Students enrolled in APUSH will be required to take the May AP exam and read one historical novel and complete an

assignment over the summer. Failure to complete the summer assignments will NOT result in being removed from the class but will have an adverse effect on the grade in the class. This is a reading and writing intensive course.

**WORLD CIVILIZATIONS** (10,11,12) (Year) (1 credit - G)

**PREREQUISITE:** A "C" or higher in Global Studies and/or US History or teacher recommendation. **NCAA approved**

This course will provide a historical background of the world from ancient times through the Middle Ages and Renaissance to the modern era. Content also includes Asian and African history, the age of revolution, the Industrial revolution, and Twentieth Century history. Students will study key themes of the various eras of history.

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### **SPECIAL EDUCATION PROGRAMS**

Please note: Special Education Practical level English, Science, Social Studies, and Math classes for students with I.E.P.s are listed under the subject section.

**BRIDGE ENGLISH** (18 to 21 year old program)

**PREREQUISITE:** I.E.P.

This course provides an opportunity for students to work toward their desired postsecondary, independent living and vocational goals. The instruction will focus on strengthening their individual reading and writing skills to help them achieve their postsecondary goals. Examples: resumes, applications, job specific reading, and writing.

**BRIDGE INDEPENDENT LIVING** (18 to 21 year old program)

**PREREQUISITE:** I.E.P.

This course provides an opportunity for students to work toward their desired postsecondary, independent living and vocational goals. The instruction will focus on strengthening their individual life skills to help them achieve their postsecondary goals. Examples: cooking, laundry, cleaning, following directions, and transportation.

**BRIDGE MATH** (18 to 21 year old program)

**PREREQUISITE:** I.E.P.

This course provides an opportunity for students to work toward their desired postsecondary, independent living and vocational goals. The instruction will focus on strengthening their basic functional math skills to help them achieve their postsecondary goals. Examples: budgets, ~~and~~ measurements, and job specific math.

**LIFE SKILLS I, II, III, IV** (9, 10, 11, 12) (Year) (1 credit - G)

**PREREQUISITE:** I.E.P.

This course is designed to work on independent living, vocational and social skills for students who are in the Life Skills program. These students will develop and improve their cooking, health, personal safety, job-place and social skills. They will receive a modified curriculum that focuses on these skills found in daily living and vocational situations and reinforced by practical tasks exposed through community trips. This course is designed to build the foundation for further independence in life.

**LIFE SKILLS BIOLOGY** (9, 10, 11, 12) (Year) (1 credit - G) **Every 4 years (2026-2027)**

**PREREQUISITE:** I.E.P.

This course is designed to work on Life Science skills for students who are in the Life Skills program. These students will develop and improve their knowledge, comprehension and application to various topics. These students will study the various ecosystems found across the planet. They will identify, classify, compare and contrast the diverse species of plants and animals of the distinct ecosystems. These students will develop connections and implications of the interactions between people and ecosystems as well as people and other forms of life. They students will study the forms of pollution and the repercussions it bears on the planet. They will receive a modified curriculum that focuses on these skills found in daily living and vocational situations and reinforced by practical tasks exposed through community trips.

**LIFE SKILLS EARTH SCIENCE**(9, 10, 11, 12) (Year) (1 credit-G)**Every 3 years(2028/2029)**

**PREREQUISITE:** I.E.P.

This course is designed to work on Earth Science skills for students who are in the Life Skills program. These students will develop and improve their knowledge, comprehension and application to various topics. These students will study the Earth and the physical processes that shape and change our landforms. They will study the atmosphere and the Earth's weather systems and related natural disasters. They will study about the reusable and non-reusable resources found on and within our planet and how the impact of people has on the resources for both consumption and preservation. They will receive a modified curriculum that focuses on these skills found in daily living and vocational situations and reinforced by practical tasks exposed through community trips.

**LIFE SKILLS ENGLISH I-IV** (9, 10, 11, 12) (Year) (1 credit – G)

**PREREQUISITE:** I.E.P.

This course is designed to work on English skills for students who are in the Life Skills program. These students will develop and improve their speaking, reading, grammar, vocabulary, spelling and writing skills. They will receive a modified curriculum that

focuses on English skills found in daily living and vocational situations and reinforced by practical tasks exposed through community trips. This course is designed to build the foundation for further English application in life.

**LIFE SKILLS GLOBAL STUDIES** (9, 10, 11, 12) (Year) (1 credit - G) **Every 4 years (2027-2028)**

**PREREQUISITE:** I.E.P.

This course is designed to work on Global Studies skills for students who are in the Life Skills program. These students will develop and improve their knowledge, comprehension and application to various topics. The students will learn and understand issues and influences of the numerous cultures of the world. They will focus on the regions of the world, cultures, languages, religions, governments, economies and societies of the various regions and how they compare to others. They will make connections to the influences other cultures had on the development of the American states. They will receive a modified curriculum that focuses on these skills found in daily living and vocational situations and reinforced by practical tasks exposed through community trips.

**LIFE SKILLS MATH I, II, III, IV** (9, 10, 11, 12) (Year) (1 credit-G)

**PREREQUISITE:** I.E.P.

This course is designed to work on English skills for students who are in the Life Skills program. These students will develop and improve skills as well as their understanding of math computation, measurement, decimals, fractions, percents, money, time and geometry concepts and topics. They will receive a modified curriculum that focuses on English skills found in daily living and vocational situations and reinforced by practical tasks exposed through community trips. This course is designed to build the foundation for further math application in life.

~~**LIFE SKILLS STUDY HALL** (9, 10, 11, 12) (Year) (0 credit)~~

~~**PREREQUISITE:** I.E.P.~~

~~This course is designed to work on IEP goals and benchmarks and additional assistance in other coursework material for students who are in the Life Skills program. These students will have independent time with staff to reinforce tasks and/or be assessed on their IEP goals and benchmarks. Students will also have opportunities for other work completion or additional practice time for set skills needed.~~

**LIFE SKILLS US HISTORY** (9, 10, 11, 12) (Year) (1 credit - G) **Every 4 years (2025-2026)**

**PREREQUISITE:** I.E.P.

This course is designed to work on US History skills for students who are in the Life Skills program. These students will develop and improve their knowledge, comprehension and application to various topics. The students will learn about the development of the United States by focusing on the economic, political and social implications through various wars, major events, and people. They will learn about citizenship and government/law and how to be a contributing citizen. They will receive a modified curriculum that focuses on these skills found in daily living and vocational situations and reinforced by practical tasks exposed through community trips.

**RESOURCE STUDY SKILLS** (9,10,11,12) (Year) (0 credit)

**PREREQUISITE:** I.E.P.

This is a teacher led study area for students who have an I.E.P. The purpose of this lab experience is for the student to receive academic support for general education classes and make progress on I.E.P. goals.

**TRANSITION COMMUNICATION** (9,10,11,12) (Year) (0 credit)

**PREREQUISITE:** I.E.P.

This course focuses on effectively asking and responding to questions within community, daily living and vocational activities. Students must demonstrate expressive skills to effectively participate in social exchanges. Student members will share information and opinions, ask and answer questions and make comments during a discussion or conversation. Topics of discussion revolve around current events or news, sports, weather and daily schedules.

**TRANSITION COMMUNITY** (9,10,11,12) (Year) (0 credit)

**PREREQUISITE:** I.E.P.

This course has students exploring community resources for personal, vocational and daily living supports. Students will also explore opportunities for civic participation and demonstrate appropriate vocational and social skills in the community setting.

**TRANSITION DAILY LIVING** (9,10,11,12) (Year) (0 credit)

**PREREQUISITE:** I.E.P.

This course has students recognizing and preparing their own lunch meals using microwave-based recipes. Students will also select basic foods that make up a balanced meal and demonstrate appropriate mealtime manners as well as participate in properly storing food items and using appropriate hygiene.

**TRANSITION MATH** (9,10,11,12) (Year) (0 credit)

**PREREQUISITE:** I.E.P.

This course has students using numbers in real-life situations, including basic computations, money and time. These activities include demonstrating forward and backward time, using and calculating appropriate change for purchases. Other math-related activities are assigned based on skill level.

**TRANSITION PHYSICAL EDUCATION** (9,10,11,12) (Year) (0 credit)

**PREREQUISITE:** I.E.P.

This course is integrated with the general education PE program. Students will participate in several different physical activities with exercise (cardio and sporting activity) depending on the individual student needs.

**TRANSITION READING** (9,10,11,12) (Year) (0 credit)

**PREREQUISITE:** I.E.P.

This course has students building word recognition within daily living and vocational materials. Understanding and applying vocabulary related to community, daily living and vocational situations. Students will also locate and use information from various sources to achieve a purpose and appreciate the value of print materials, such as newspapers and magazines for informational and pleasure reading.

**TRANSITION SOCIAL SKILLS** (9,10,11,12) (Year) (0 credit)

**PREREQUISITE:** I.E.P.

This course has students practice interaction skills with peers, classmates and staff. Each student will roleplay and demonstrate proper social skills through individual practice and group activities. Lessons take place within the classroom, school and community setting.

**TRANSITION VOCATIONAL** (9,10,11,12) (Year) (0 credit)

**PREREQUISITE:** I.E.P.

This course has students demonstrating a desire to be employed and recognize realistic job options. Students will also demonstrate basic employability skills, including work, social and hygiene habits.

**VOCATIONAL OCCUPATIONS** (10,11,12, 12+) (Year) (1 credit - G)

**PREREQUISITE:** I.E.P.

This course is directed toward those students who are interested in preparing for future occupational training. The student must meet regulatory requirements in order to be enrolled. The student is employed at workstations within the school or at community training sites for one or two periods. The student will learn good work habits, develop job responsibilities, and be able to establish a rapport between employer and employee.

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## **ACADEMIC SUPPORTS**

### **ACADEMIC SUPPORT STUDY HALL** (9, 10, 11, 12) (Year) (0 credit)

On afternoons when we have early dismissals, students academically at-risk will be required to attend this academic support study hall.

### **ADVISORY** (9, 10, 11, 12) (Year) (0 credit)

Students will attend advisory 5 days a week with their advisor, who has the same cohort of students all four years. Two to three times a week students will have academic support time and can meet with staff.

### **ASSISTED STUDY HALL** (9, 10, 11, 12) (Semester) (0 credit)

A teacher will supervise the small grouping of students. Assistance is available to complete any coursework.

### **HOMEWORK HAVEN**

An after school study hall in a small setting in which MCHS support staff is available to assist students one-on-one or in small groups.

### **INTERVENTION**

Academic and organizational supports for identified Tier 2 and 3 students. Supports and schedule to be determined by student needs and teacher referral.

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## Kishwaukee Division Meetings Save the Dates

1 message

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Laura Martinez <lmartinez@iasb.com>  
Reply-To: crispens@iasb.com  
To: engelbrechtd@mchs154.org

Wed, Aug 21, 2024 at 10:20 AM

[Click here for a mobile/web version](#)



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## Kishwaukee Division Meeting Save the Dates

**October 24, 2024**

**6:30 p.m.**

6 p.m. optional school tours

**Hampshire High School, Hampshire**

**Kishwaukee Division Legislative Event**

State legislators representing every legislative district within the Kishwaukee Division will be invited as featured presenters for a night of discussion and questions on issues impacting Illinois public education. Optional school tours begin at 6 p.m. Appetizers and desserts will be available.

Every district is encouraged to attend.

[View Event Details](#)

**February 27, 2025**

## **Kishwaukee Division Meeting**

Location and topic to be determined.

**Lighting the Way to Excellence in School Governance**

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### **Illinois Association of School Boards**

2921 Baker Drive, Springfield, Illinois 62703-5929 | Phone: (217) 528-9688

One Imperial Place, 1 East 22nd Street, Suite 310, Lombard, Illinois 60148-6159 | Phone: (630) 629-3776

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