

Sesser-Valier High School
CURRICULUM GUIDE
2023 - 2024

ACADEMIC REQUIREMENTS

GRADUATION REQUIREMENTS

In order to secure a diploma from Sesser-Valier High School, the graduation credit requirement will be a minimum of **24 credits**. All courses are one credit unless otherwise noted.

Students will be placed in English, Math, and Science courses according to test results, prior grades, and teacher's recommendations.

To achieve sophomore status, a student must have 5 credits, junior status 11 credits, and senior status 17 credits.

There are **eight** class periods in a school day. The graduation requirements are as follows:

- 4 credits of English
- 3 credits of Math (including Algebra I & a course with Geometry content)
- 2 credits of Science
- 1 credit of American History
- 1 credit of Government/Consumer Education
- 4 credits of Physical Education (as per Illinois School Code)
- 2 credits of Art, Music, Vocational Education, or Foreign Language
- ½ credit of Health
- ½ credit of Driver's Education

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in The School Code, 105 ILCS 5/27-22.
3. Completing all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill.Admin.Code §1.440.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by the School Code, 105 ILCS 5/2-3.64a-5, unless the student is exempt.

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for #4 above.
4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions to implement this policy.

COLLEGE ADMISSION REQUIREMENTS

- 4 credits of English
- 3 credits of Mathematics (Algebra 1 or higher)
- 3 credits of Science
- 3 credits of Social Science
- 3 credits of Art, Music, Foreign Language *, or Vocational Education

*Some colleges may require 2 years of the same Foreign Language.

**Admission requirements vary amongst colleges and universities.

CURRICULUM OVERVIEW

SENIOR REQUIRED COURSES

The following courses are required of all seniors. Placement is dependent on previous academic record, achievement scores, and teacher recommendations.

English IV, RLC Dual Credit English 1101 & 1102, or AP English Literature & Composition

Government or AP U.S. Government & Politics

Consumer Education

P.E.

Rtl / Enrichment

4 Electives

SENIOR ELECTIVES

The following courses are senior electives. If you choose a subject that only receives $\frac{1}{2}$ credit, be sure to find another subject with $\frac{1}{2}$ credit. Keep in mind that some courses require a prerequisite as listed in the parentheses below.

Algebra I

Geometry (Algebra I)

Algebra II (Algebra I & Geometry)

Transitional Math (Algebra I & Geometry)

Advanced Algebra & Trigonometry (Algebra II)

Calculus (Advanced Algebra & Trigonometry)

Environmental Science

Biology II (Biology I)

Chemistry I (Algebra I)

Chemistry II (Chemistry I)

Physics (Algebra 2 or taking)

World History ($\frac{1}{2}$ credit)

World People Studies ($\frac{1}{2}$ credit)

Illinois History ($\frac{1}{2}$ credit)

Modern History ($\frac{1}{2}$ credit)

Introduction to Agricultural Industry

Basic Agricultural Mechanics

Basic Agriculture Science

Basic Horticultural Science

Agricultural Mechanics and Technology

Agricultural Business Management

Agricultural Occupations ($\frac{1}{2}$ credit) – only offered during 3rd Period Enrichment

Computer Literacy

Carpentry I ($\frac{1}{2}$ Credit)

Carpentry II ($\frac{1}{2}$ Credit)

EDGE (1 credit)

Spanish I

Spanish II (Spanish I)
Spanish III (Spanish II)
Spanish IV (Spanish III)

Drawing
Drawing/Painting (Drawing)
Art Comprehensive (Drawing/Painting)
Art Portfolio (Art Comprehensive)
Graphic Design
Photography (½ credit)

Family and Career Relationships
Nutrition and Culinary Arts I
Culinary Occupations I
Nutrition and Wellness Occupations
Parenting (½ credit)
Child Development (½ credit)

Band
Choir
Band/Choir

JUNIOR REQUIRED COURSES

The following courses are required of all juniors. Placement is dependent on previous academic record, achievement scores, and teacher recommendations.

English III
American History or AP U.S. History
P.E.
Algebra I, Geometry, Algebra II, Advanced Algebra & Trigonometry, or Occupationally Applied Math
Rtl / Enrichment (½ credit)
3 Electives

JUNIOR ELECTIVES

The following courses are junior electives. If you choose a subject that only receives ½ credit, be sure to find another subject with ½ credit. Keep in mind that some courses require a prerequisite as listed in the parentheses below.

Algebra I
Geometry (Algebra I)
Algebra II (Algebra I & Geometry)
Advanced Algebra & Trigonometry (Algebra II)

Environmental Science
Biology II (Biology I)
Chemistry I (Algebra 1)
Chemistry II (Chemistry I)

World History (½ credit)
World People Studies (½ credit)
Illinois History (½ credit)
Modern History (½ credit)

Introduction to Agricultural Industry
Basic Agricultural Mechanics
Basic Agriculture Science
Basic Horticultural Science
Agricultural Mechanics and Technology
Agricultural Business Management
Agricultural Occupations (½ credit) – only offered during 3rd Period Enrichment

Computer Literacy

Carpentry I (½ Credit)
Carpentry II (½ Credit)

Family and Career Relationships
Nutrition and Culinary Arts I
Culinary Occupations I
Nutrition and Wellness Occupations
Parenting (½ credit)
Child Development (½ credit)

Spanish I
Spanish II (Spanish I)
Spanish III (Spanish II)

Drawing
Drawing/Painting (Drawing)
Art Comprehensive (Drawing/Painting)
Graphic Design

Band
Choir
Band/Choir

SOPHOMORE REQUIRED COURSES

The following courses are required of all sophomores. Placement in math is dependent on previous academic record, achievement scores, and teacher recommendations.

English II
Algebra I, Algebra I Part 2, Geometry, or Algebra II
Health / Drivers Education
Biology I, Chemistry, or Environmental Science
P.E.
Rtl / Enrichment (½ credit)
2 Electives

SOPHOMORE ELECTIVES

The following courses are sophomore electives. If you choose a subject that only receives ½ credit, be sure to find another subject with ½ credit. Keep in mind that some courses require a prerequisite as listed in the parentheses below.

Environmental Science

World History (½ credit)
World People Studies (½ credit)
Illinois History (½ credit)

Modern History (½ credit)

Introduction to Agricultural Industry
Basic Agricultural Mechanics
Basic Agriculture Science
Basic Horticultural Science
Agricultural Mechanics and Technology

Computer Literacy

Family and Career Relationships
Nutrition and Culinary Arts I
Culinary Occupations I
Nutrition and Wellness Occupations
Child Development (½ credit)
Parenting (½ credit)

Spanish I

Drawing
Drawing/Painting (Drawing)
Graphic Design

Band
Choir
Band/Choir

FRESHMAN REQUIRED COURSES

The following courses are required of all freshmen. Placement in math is dependent on previous academic record, achievement scores, and teacher recommendations.

English I
Algebra I, Algebra I Part I, or Geometry
General Science or Biology
Basic Computers
P.E.
Rtl / Enrichment (½ credit)
2 Electives

FRESHMAN ELECTIVES

The following courses are freshman electives.

Introduction to Agricultural Industry

Computer Literacy

Family and Career Relationships
Nutrition and Culinary Arts I
Culinary Occupations I
Nutrition and Wellness Occupations
Parenting (½ credit)
Child Development (½ credit)

Spanish I

Drawing
Graphic Design
Band
Choir
Band/Choir

COURSE DESCRIPTIONS

SCIENCE

GENERAL SCIENCE - 1 Credit - Grade 9. Meets the required science credit.

This course is divided into four units. Each unit will explore a different branch of science: chemistry, physics, earth science, and biology.

BIOLOGY I - 1 Credit – Grades 9, 10. Meets the required science credit.

The class is an introduction to biology, examining the biological sciences from the ecological viewpoint. Emphasis is placed upon man's interaction with the biosphere.

BIOLOGY II - 1 Credit - Grades 10, 11, 12. Meets the science or elective credit

This course is a survey of local flora. Students are also involved with several hands-on research projects. Research reports are written and orally presented to the entire class. Prerequisite: Biology I.

CHEMISTRY I - 1 Credit - Grades 11, 12. Meets the science or elective credit.

Chemistry is a science dealing with the structure and composition of materials and the changes that materials undergo. The class is designed to acquaint the student with general laboratory procedures. A great deal of emphasis is placed upon measurement and simple mathematical relationships in the metric system. Chemistry is a course for all college-bound students.

Prerequisite: Algebra I.

CHEMISTRY II - 1 Credit - Grades 11, 12 Meets the science or elective credit

This advanced studies course covers chemical properties and interactions in more detail.

Advanced chemistry topics include organic chemistry, thermodynamics, electrochemistry, macromolecules, kinetic theory, and nuclear chemistry.

ENVIRONMENTAL SCIENCE – 1 Credit – Grades 10, 11, 12. Meets the science or elective credit.

The class will teach students how to investigate and evaluate science-related social issues. The first purpose of the class is designed to teach the students to investigate environmental issues in an autonomous manner. The student will have an opportunity to become an independent researcher into environmental issue areas. The second purpose of the class is to introduce students to the various modes of environmental action so that they might couple environmental issue awareness with activity which initiates constructive change.

PHYSICS - 1 Credit - Grade 12. Meets the science or elective credit.

The objective of this course is to present a study of the relationship between forces, matter, and energy in the physical world. The course is directed toward the college-bound student. Areas of study include measurement, velocity, acceleration, Newton's Law of Motion, Resolution and composition of forces, function, parallel forces, circular motion, rotary motion, simple harmonic motion, work and power energy, efficiency of machines, momentum, phases of matter, and thermal effects. The class consists of laboratory experimentation and lecture. Prerequisites: Algebra II (completed or taking).

MATHEMATICS

ALGEBRA I - 1 Credit - Grades 9, 10, 11, 12. Meets the math or elective credit.

Algebra I serves as the basis or foundation for studies in mathematics, preparing the student for any future work in mathematics. The course emphasizes the fundamental operations of real numbers, polynomials, factoring, solving equations and inequalities, graphing linear equations, and solving systems of linear equations.

ALGEBRA I – Part 1 - 1 Credit - Grades 9, 10, 11, 12. Meets the math or elective credit.

Algebra I – Part 1 is the first part in a multi-part sequence of Algebra I. This course generally covers the same topics as the first semester of Algebra I, including the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities.

ALGEBRA I – Part 2 - 1 Credit - Grades 10, 11, 12. Meets the math or elective credit.

Algebra I – Part 2 is the second part in a multi-part sequence of Algebra I. This course generally covers the same topics as the second semester of Algebra I, including the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.

GEOMETRY - 1 Credit - Grades 9, 10, 11, 12. Meets the math or elective credit.

Geometry provides opportunities for students to learn how to reason mathematically and to think as a mathematician would think. The study of geometry includes definitions, postulates, and theorems. Geometry proofs are formal two column proofs and paragraph indirect proofs.

Geometry is a course for all college-bound students. Prerequisite: Algebra I.

ALGEBRA II - 1 Credit - Grades 10, 11, 12 Meets the math or elective credit.

Algebra II serves as a continuation of Algebra I, reinforcing and extending the use of algebraic skills and properties. Algebra II should be included in the schedule of any student planning a career in business, the arts, the sciences, engineering research, etc. It is recommended for all college-bound students. Prerequisites: Algebra I and Geometry.

TRANSITIONAL MATH – 1 Credit – Grade 12 Meets the math or elective credit

Transitional Math extends students' proficiency in mathematics, and often applies these skills to technical and /or industrial situations and problems. Transitional Math topics may include but are not limited to rational numbers, systems of measurements, tolerances, numerical languages, geometry, algebra, statistics, and using tables, graphs, charts, and other data displays.

Technology is integrated as appropriate.

ADVANCED ALGEBRA & TRIGONOMETRY – 1 Credit - Grades 11, 12. Meets the math or elective credit.

This course is designed to prepare students for a calculus course. The focus of the course is the fundamental skills and concepts of algebra, geometry, and trigonometry needed for success in calculus. Sample topics included for study are linear, polynomial, rational, trigonometric, exponential, and logarithmic functions; polar coordinates and complex numbers, sequences and series, and combinations and probability. Prerequisite: Algebra II.

AP Calculus - 1 Credit - Grade 12.

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems and derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral). Prerequisite: Pre-Calculus.

ENGLISH

ENGLISH I - 1 Credit - Grade 9. Meets the English credit.

In this course the students study a collection of short stories and poetry, grammar, writing, formal speaking, Shakespeare's Romeo and Juliet and Homer's The Odyssey.

ENGLISH II - 1 Credit - Grade 10. Meets the English credit.

English II includes the study of literature (poetry, drama, and fiction), writing (paragraphs, themes, and poetry), speaking, and listening. In addition, there is considerable emphasis on the study and utilization of grammatical skills, especially those needed for effective writing and speaking.

Prerequisite: English I.

ENGLISH III - 1 Credit - Grade 11. Meets the English credit.

This course combines sections of composition, grammar, and American literature. The

composition portion covers several different types of writing, including description, narration, persuasion, and evaluation. The grammar portion covers more advanced concepts like usage and structure, along with a speaking and listening unit. The literature portion covers American authors ranging from the explorers to Modern day.

ENGLISH IV - 1 Credit - Grade 12. Meets the English credit.

English IV is college-preparatory English. It provides study in literature, vocabulary, note-taking, and public speaking. Above all, writing is stressed, with special emphasis given to paragraph and theme writing (expository, persuasive, cause-effect, and comparison-contrast) and the formal research paper. Prerequisite: English III.

AP ENGLISH LITERATURE & COMPOSITION – 1 Credit – Grade 12. Meets the English credit.

In this college-level course, students read and carefully analyze predominantly English literature with a sampling of American literature written in a variety of time periods spanning the sixteenth through twentieth centuries. At the culmination of the course, students may take the AP English Literature and Composition Exam given in May. Based on their scores, they may be granted advanced placement, college credit, or both at colleges and universities throughout the United States. Prerequisite: English III.

SOCIAL SCIENCES

WORLD HISTORY - ½ Credit – Grades 10, 11, 12. Meets the elective credit.

World History presents history so that students can see the world in all its relationship, rather than merely as a composite of isolated nations and civilizations. World history from earliest times to the present is studied, covering traditional societies of the West, as well as those of Asia, Africa, and the Middle East.

WORLD PEOPLE STUDIES - ½ Credit – Grades 10, 11, 12. Meets the elective credit.

World People Studies courses allow students to study various types of subgroups that have something in common such as religion, gender, or culture. Similar in style to World Area Studies, but focusing on a group of people rather than on a specific region, these courses examine a subgroup's history, politics, economics, and/or culture.

AMERICAN HISTORY - 1 Credit – Grade 11. Required course each student must pass to graduate.

This is a study of the beginning of American History to the Civil War. The study continues with the establishment and growth of the American continent and the United States until the present time. The teacher will calculate information of a political, economical, and social nature to advance the students' knowledge of the world about them.

AP U.S. HISTORY – 1 Credit – Grade 11.

This course is designed to provide a college-level experience and preparation for the AP exam. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century.

GOVERNMENT - ½ Credit – Grade 12. Required course each student must pass to graduate.

American government is a course which explores the United States as a democracy. It is firmly based on the concept that the American system is of the people, by the people, and for the people. However, the governmental system is a complex one, and through the study of the Constitution certain issues are explained in greater detail.

AP U.S. GOVERNMENT & POLITICS - ½ Credit – Grade 12.

A course designed to explore, interpret, and analyze the concepts, institutions, beliefs, and practices that have created and sustained the political fabric of the United States. It is an intense, college-level course that requires exceptional study skills, advanced habits of mind, and a solid work ethic in order for students to be successful. The class will require nightly reading, extensive note taking, critical thinking, and in-depth analysis of U.S. government, politics, history, and primary sources using methods that students will be taught throughout the course.

ILLINOIS HISTORY - ½ Credit – Grade 10, 11, 12.

A course designed to examine the history, politics, economics, society, and/or cultures of Illinois. This course may focus primarily on the history of Illinois or may take an interdisciplinary approach to the contemporary issues affecting it.

MODERN HISTORY - ½ Credit – Grade 10, 11, 12.

A course which provides an overview of the history of human society in the past few centuries – from the Renaissance period, or later, to the contemporary period – exploring political, economic, social, religious, military, scientific, and cultural development.

CONSUMER EDUCATION - ½ Credit – Grade 12. Required course each student must pass to graduate. Learning experiences focus on the understanding and skills needed to make decisions about the use of consumer resources and information, the application of consumer rights and responsibilities in the market place and economy, and the development of management skills.

ARTS

DRAWING - 1 Credit – Grades 9, 10, 11, 12.

This class is designed for students with a limited to average knowledge of the visual arts and the processes used to create it. Students will be introduced to and experiment with a variety of media, methods, and subject matter. Students will learn the elements and principles of design and how to incorporate them in to a pleasing work of art. Students will learn one and two point perspective, color theory, figure drawing, and portrait drawing. The students will be challenging their imagination in developing designs.

DRAWING/PAINTING - 1 Credit – Grades 10, 11, 12.

The main objective of this class is to develop the interest, skill and appreciation for the visual arts. Students will study past cultures and artists' style from different time periods and will incorporate these into their own work. Students will experiment with various artistic styles and will be encouraged to develop their own creativity. For the most part, students will be working with 2-dimensional designs and will be using computer technology in conjunction with their artwork on various assignments. Introduction to careers in art and art related careers will be studied and discussed. (If a senior is enrolled a portfolio will be developed for possible scholarship.)

Prerequisite: Drawing.

ART COMPREHENSIVE - 1 Credit – Grades 11, 12.

This course is a continuation of Art II. Students will incorporate artistic style, creativity, and problem solving when given an assignment. Students will be using various media to solve problems posed by the pending assignments. Students will be given an opportunity to expand and develop assignments with their own creativity. Students will be utilizing various media. (If a senior is enrolled a portfolio will be developed for possible scholarship.) Prerequisite: Drawing/Painting.

ART PORTFOLIO - 1 Credit – Grade 12.

In this course students will be given an opportunity to expand and develop assignments with their own creativity. Students are only limited by their own imagination. While there are some specific areas that are covered, there is a wide range of variance so students can do more of an independent study program. This will allow students to expand areas of personal interest. Challenging their own creativity and development of their individual artistic style will be emphasized. (If a senior is enrolled a portfolio will be developed for possible scholarship.)

Prerequisite: Art Comprehensive.

ART APPRECIATION – ½ Credit – Grade 12.

Art Appreciation introduces students to the many forms of art and helps them form an aesthetic framework through which they can judge and critique art of various ages and cultures. This course also explores the place and significance of art in our society.

GRAPHIC DESIGN – 1 Credit – Grades 9, 10, 11, 12

This course emphasizes design elements and principles in the purposeful arrangement of images and text to communicate a message. The course focuses on creating art products such as advertisements, product designs, and identity symbols. The course may investigate the computer's influence on the role in creating contemporary designs and provide a cultural and historical study of master design works of different periods and styles.

PHOTOGRAPHY - ½ Credit - Grades 9, 10, 11, 12.

Photography class was designed for the development of interests, skills and the appreciation of photography. Students will learn how cameras and photography have developed through history. Students will learn how to use a manual 35mm camera (your own camera is helpful, but not required). Students will learn the process for developing black and white film. There will be experimentation with different methods of printing and enlarging negatives in the darkroom. Students will be using the digital camera in combination with computer technology to enhance pictures and learn a modern approach to photography with unique results.

BAND - 1 Credit - Grades 9, 10, 11, 12. Meets the art or elective credit.

High School band is open to all High School students who have completed at least two years of beginning and/or intermediate band. High School Band is centered on two performing groups - marching band and concert band. Students who wish to participate in High School Band are required to participate in all scheduled band events such as home athletic games, concerts, and parades.

CHOIR - 1 Credit - Grades 9, 10, 11, 12. Meets the art or elective credit.

This is a vocal performance class where students learn a variety of choral literature, how to use expressive markings, choreographed movement, correct vocal technique, and how to perform confidently before an audience.

BAND/CHOIR –1 Credit – Grades 9, 10, 11, 12. Meets the art or elective credit

Student participates in band and choir. Attendance at band on Monday, Wednesday, and Friday; attendance at choir on Tuesday and Thursday.

SPANISH I – 1 Credit – Grades 9, 10, 11, 12. Meets the art or elective credit

Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

SPANISH II – 1 Credit – Grades 10, 11, 12. Meets the art or elective credit

Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

Prerequisite: Spanish I

SPANISH III – 1 Credit – Grades 11, 12. Meets the art or elective credit

Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Prerequisite: Spanish II

SPANISH IV – 1 Credit – Grade 12. Meets the art or elective credit

Spanish IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary. Prerequisite: Spanish III

VOCATIONAL

FAMILY AND CAREER RELATIONSHIPS - 1 Credit - Grade 9, 10, 11, 12

This course includes classroom activities and labs. The course stresses skills for everyday living. Content includes food and nutrition, child development, career choices, managing stress, sewing,

and textiles.

NUTRITION AND CULINARY ARTS I - 1 Credit - Grades 9, 10, 11, 12.

This course includes basic classroom and laboratory experiences needed to develop knowledge and understanding of basic food principles and applied nutrition.

CULINARY OCCUPATIONS I - 1 Credit - Grades 9, 10, 11, 12.

This course is designed for students with an interest in the food industry. Topics covered include basic food preparation, customer service, menu writing, baking, and food decorating. Labs are involved.

NUTRITION AND WELLNESS OCCUPATIONS – 1 Credit – Grades 9, 10, 11, 12.

This course will concentrate on expanding student's knowledge and experiences with nutrition concepts, food science, and healthy lifestyles. Nutritional analysis, nutrient functions, food allergies, diet and disease, menu analysis, energy and wellness, meal planning and management, nutritional needs across the life span, impacts of science and technology on nutrition and wellness issues, and food safety and sanitation management are topics covered in this course.

INTRODUCTION TO THE AGRICULTURAL INDUSTRY - 1 Credit - Grades 9, 10, 11, 12.

This orientation course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national, and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, agricultural mechanics, agricultural biotechnology, food science technology, environment science, and aquacultural science and technology will be presented. 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.

BASIC AGRICULTURAL MECHANICS – 1 Credit – Grades 9, 10, 11, 12.

In this course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agriculture mechanics. Instructional areas include the basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, welding, construction, cold metal work, and operating agricultural equipment safely. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

BASIC AGRICULTURAL SCIENCE – 1 Credit – Grades 9, 10, 11, 12

This course builds on basic skills and knowledge gained in the Introduction to the Agricultural Industry course. Major units of instruction include agricultural research, soil science, advanced plant science, biotechnology, advanced animal science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. 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.

BASIC HORTICULTURAL SCIENCE – 1 Credit – Grades 9, 10, 11, 12

This course is designed to introduce students to the horticulture industry and provide them with basic plant science knowledge that can be further developed in advanced horticulture courses. Major units of instruction include horticulture research, horticultural careers, plant anatomy, seed germination, plant propagation, growing media, pest management, hydroponics, identifying horticultural plants, growing greenhouse crops, and floral design. 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.

AGRICULTURAL MECHANICS AND TECHNOLOGY – 1 Credit – Grades 9, 10, 11, 12

This course will concentrate on expanding student's knowledge and experiences with agricultural mechanics technologies utilized in the agricultural industry. Units of instruction included are: design, construction fabrication, maintenance, welding, electricity/electronics, internal combustion

engines, hydraulics, and employability skills. Careers of agricultural construction engineer, electrician, plumber, welder, equipment designer, parts manager, safety inspector, welder, and other related occupations will be examined. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

AGRICULTURAL BUSINESS MANAGEMENT – 1 Credit – Grades 11, 12

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

AGRICULTURAL COMMUNICATIONS - ½ Credit – Grade 12

Students will analyze current agricultural issues and determine how they affect people on all sides of the issue. The students then learn and enhance their written and oral communication skills by presenting their views and opinions to the class. Students learn how to arrange and present debates, speeches, and interviews to be effective leaders in today's society. This course can also be designed to provide students with the knowledge and leadership experiences to help them to become successful in life and in the workplace. Students will further enhance their potential for leadership development, personal growth, and career success. Topics may include workplace skills, effective communication, decision-making, problem-solving, leadership styles and qualities, and successful execution of teamwork or collaborative activities. 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.

CARPENTRY I – ½ Credit – Grade 11 or 12

This course is designed to introduce students to the Carpentry/Carpenter occupation. Students are instructed in areas of safety, including hand tool, power tool, ladder, scaffolding and the use of safety harnesses. Students are introduced to the theoretical knowledge needed to lay out rafter, stairs, and basic framing techniques. Students demonstrate knowledge of blueprint reading, including foundations, concrete, floor plans, specification schedules, and electrical, plumbing and mechanical symbols. Students demonstrate entry-level skills in all facets of residential construction. Technology-related mathematics, reading, writing, vocabulary, blueprint reading, and science are integrated throughout the curriculum.

CARPENTRY II – ½ Credit – Grades 11 or 12

This course provides learning experiences related to the erection, installation, maintenance and repair of building structures and related utilities. Students are instructed in areas of safety, including hand tool, power tool, ladder, scaffolding and the use of safety harnesses. Students demonstrate knowledge of exterior trim and finishes, energy conservation in residential construction, and design of stairs and rafter building. Students gain knowledge of planning and zoning regulations and building codes. Students are introduced to estimating both materials and construction costs, and demonstrate basic knowledge in applying drywall materials, stair-building skills, designing and erecting wall partitions, applying roofing materials, and installing common siding and interior finish. Technology-related mathematics, reading, writing, vocabulary, blueprint reading, and science are integrated throughout the curriculum.

COMPUTER LITERACY – 1 Credit – Grades 9, 10, 11, or 12

This course provides to students the knowledge and ability to use computers and technology efficiently. Typically, course content includes exposure to word-processing, spreadsheet, and

presentation applications, but also may include the various uses of computers in modern society. Specific course content aligns with state standards to promote students' technological literacy.

EDGE - 1 Credit – Grade 12

This course is designed to introduce students to the Carpentry/Carpenter occupation. Students are instructed in areas of safety, including hand tool, power tool, ladder, scaffolding, and the use of safety harnesses. Students are introduced to the theoretical knowledge needed to lay out rafter, stairs, and basic framing techniques. Students demonstrate knowledge of blueprint reading, including foundations, concrete, floor plans, specification schedules, and electrical plumbing and mechanical symbols. Students demonstrate entry-level skills in all facets of residential construction. Technology-related mathematics, reading, writing, vocabulary, blueprint reading, and science are integrated throughout the curriculum.

DRIVER EDUCATION

DRIVER EDUCATION - ½ Credit - Grades 9, 10, 11, 12. In order to be eligible for Driver's Education, **students must have passed 8 classes in the two previous semesters. Students must also maintain passing grades and be in attendance 90% of the time.** Student must attend **30** clock hours of classroom instruction. Student must receive credit to obtain Drivers License. This course is designed to teach the fundamentals of highway safety and proper automobile driving habits. It consists of nine weeks of classroom instruction and six hours of behind the wheel training. **There is a \$25 lab fee for each student who is enrolled in Driver Education.**

PHYSICAL EDUCATION

PHYSICAL EDUCATION - 1 Credit - Grades 9, 10, 11, 12.

The purpose of the program is to develop and promote physical well being and to attain knowledge in health, safety, and recreational activities which may benefit the student in later life. (A) Students enrolled in grades 9-12 may be excused from PE if they are enrolled in an ongoing marching band program. (B) Students in grades 11 and 12 may be excused from PE for (1) ongoing participation in an interscholastic athletic program; (2) to enroll in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the pupil being denied admission to the institution of his or her choice; or (3) to enroll in academic classes which are required for graduation from high school provided that failure to take such classes will result in the pupil being unable to graduate.

HEALTH - ½ Credit - Grades 9, 10, 11, 12. Required course each student must pass to graduate.

This course deals with the human body, health and appearance, harmful habits, disease, family health and safety, and health and the community

OTHER COURSES

Rtl / ENRICHMENT - ½ Credit – Grades 9, 10, 11, 12

The purpose of this course is to provide a period in the daily schedule for providing response to intervention (Rtl) instructional strategies to students who show that they are in need of additional differentiated instruction in reading, mathematics, and/or behavior. Those students who are not in need of Rtl instruction will receive instruction in enrichment topics that are not normally taught during other courses. In addition, students who are failing courses will be given tutoring support to assist in raising course grades above the failing mark.

OTHER CURRICULUM POLICIES

Advanced Placement (AP) Courses

Sesser-Valier High School students have opportunities to enroll in the College Board's Advanced

Placement (AP) courses. Students who enroll in AP courses are encouraged to take AP exams. Colleges and universities require varying examination scores to receive college credits for the courses. The fees for the exams are the responsibility of the students. Exam fees are determined by the College Board. Specific course requirements will be indicated in the syllabus for each AP course. Other material may be added at the teacher's discretion

Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College or high school courses offering dual credit at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program
Credit earned in a Vocational Academy

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. When applicable, the Building Principal or designee shall, prior to the first day of class, inform individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the community college's criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course. This section does not govern the transfer of credits for students transferring into the District.

Substitutions for Required Courses

Vocational or technical education. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

Registered Apprenticeship Program. The Superintendent or designee will ensure that the District complies with State law requirements for registered apprenticeship programs. The opportunities and requirements for registered apprenticeship programs contained in this policy will be posted on the District's website, and parents/guardians and students will also be notified of such opportunities in the appropriate school handbook(s).

A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program if:

1. The registered apprenticeship program meets all criteria contained in State law;

2. The registered apprenticeship program is listed by the District, or the student identifies a registered (but not listed) apprenticeship program with a business or organization if one is not offered in the District;
3. The student enrolled in a registered apprenticeship program has the opportunity to earn post-secondary credit toward a certificate or degrees, as applicable;
4. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District on its website;
5. The Building Principal approves the substitution(s);
6. All non-academic requirements mandated by the School Code for high school graduation that would otherwise prohibit or prevent the student from participating in the registered apprenticeship program are waived.

Advanced placement computer science. The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with Section 27-22 of the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Substitutions for physical education. A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Ongoing participation in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic or extracurricular athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

Volunteer service credit. A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board Policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors

5. Military service, provided the individual making the request has a recommendation from the U.S. Commission of Accreditation of Service Experiences

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the danger of opioid abuse. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised unstructured, child-directed play for all student in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, and (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight (8) courses during the previous two (2) semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction, and maintenance zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. . In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States.
5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on

- social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. In all grades, student must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
 7. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include examples of behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
 8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
 9. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
 10. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law, including a developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b.
 11. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
 12. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of a mixed free enterprise system.
 13. Beginning in the fall of 2022, in grades 9 through 12, intensive instruction in computer literacy, which may be included as part of English, social studies, or any other subject.
 14. Beginning in the fall of 2022, in grades 9 through 12, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct

media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.

15. Beginning in the fall of 2023, in grade 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. *Computer science* means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet.
16. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
17. In all schools, United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, and (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

18. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including the Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.

22. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105ILCS 5/2-3.80.
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. Beginning in the fall of 2022, in all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
25. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.