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JASPER COUNTY COMMUNITY UNIT #1  
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# TERMINOLOGY/DEFINITIONS

Our course handbook is designed to assist our students and parents in understanding the procedures and guidelines of the academic program at Newton Community High School. Individual course descriptions can be found on the following pages.

Course Credit	Indicates the amount of credit earned by the student for successful completion of course requirements in a reporting semester.
Prerequisite	A prerequisite is a course, grade level, or requirement (such as a driver's license) which must be completed or acquired before certain other courses may be taken.
Semester	A school year is divided into two semesters. The dates of the two semesters are decided by the JCCU #1 Board of Education and Superintendent.
Grading Period	A grading period for NCHS is the same as 1 semester. NCHS has 2 grading periods per year (semester 1 and semester 2).
Progress Report	When one quarter of each grading period is complete, the students receive a progress report. These reports serve to alert parents that students are in academic trouble. Students who have earned a D+ or below will receive this report. Half way through the semester all students will receive a progress report regardless of grades earned. When three-fourths of each grading period is completed, the students receive a progress report.
Report Card	At the end of each semester each student will receive a report card with a letter grade for each course, attendance, and if the child has academic honors; it will be noted.
Transcript	The student's semester grades and ACT or SAT test(s) are recorded. This document is the student's official high school record.
GPA	Grade Point Average
Cumulative GPA	Total number of points earned per letter grade per course that has been completed. The points are divided by the number of courses listed on the transcript with the exception of physical education, driver education and career practicum. Calculation is completed at the end of each semester.
Graduation Credits	The total number of credits earned from completed courses at NCHS. This includes all courses taken.
Class rank	The cumulative grade points of all the students in each grade level are listed in order from highest to lowest. This ranking is done each semester after the grade points are calculated. The student with the highest cumulative GPA is ranked number one in the class. Students who have tied in GPA points will hold the same rank number. For example, two students are tied for first with the same cumulative GPAs; both students would be ranked number one. The next student in the rankings would be number three.
Dual Credit	Students receive high school and college credit at the same time. Most NCHS dual credit is through Frontier Community College.
Credit Recovery	Online based program used by NCHS for students who have failed a class(es) and are behind on graduation credits.

# NCHS GRADING SYSTEM

All semester grades with the exception of grades from physical education, driver education, and career practicum are included in the computation of the grade point average. All grades are unweighted. The grade point average is determined by using the letter grade's point value.

LETTER GRADE	MINIMUM PERCENTAGE	LETTER GRADE POINTS
A	92.5%	4.000
A-	89.5%	3.667
B+	86.5%	3.333
B	82.5%	3.000
B-	79.5%	2.667
C+	76.5%	2.333
C	72.5%	2.000
C-	69.5%	1.667
D+	66.5%	1.333
D	62.5%	1.000
D-	59.5%	0.667
F	59% and below	0.000
P	Passing	0.000
I	Incomplete	0.000

# HONOR ROLL

Newton Community High School's honor roll is computed using grade point averages for each semester. The following scale signifies honor's placement for a student's semester grade point average.

HIGHEST HONORS	4.000
HIGH HONORS	3.500 – 3.999
HONORS	3.000 – 3.499

# GRADUATION REQUIREMENTS

Graduation from NCHS requires the fulfillment of courses and examination requirements as outlined by the State Board of Education and the Jasper County Board of Education.

All one-semester courses contained in a one-period session when completed with a passing grade receives .5 credit. All one-semester courses contained in a two-period session when completed with a passing grade receives 1 credit. All two-semester courses contained in a two-period session when completed with a passing grade receives 2 credits.

Students must earn the following credits to graduate from Newton Community High School.

English	4 credits
Mathematics	3 credits
Science	2 credits
Social Studies	2 credits
American History	1 credit
Government	.5 credit
Economics or Resource Management	.5 credit
Health Education	.5 credit
Physical Education and CPR training must be completed	4 credits
Elective from the following areas: Art, music, foreign language, or vocational education (Proficiency in American Sign Language shall be considered an alternative to a foreign language.)	1 credit
<b>ALL GRADUATION REQUIREMENTS MUST BE MET BEFORE PARTICIPATING IN COMMENCEMENT</b>	

*NOTE: Every student enrolled in public school is required to engage in physical education daily unless they have a waiver, or a physician's statement stating they are physically or emotionally unable to meet this requirement.*

## TESTS REQUIRED BEFORE GRADUATION REQUIREMENTS ARE COMPLETED

A student must successfully pass tests on the United States and Illinois State Constitutions to meet the NCHS graduation requirements. These tests are given in the Government course during the student's senior year.

# REQUIREMENTS FOR COLLEGE

This chart below provides **general guidelines** for admission to Illinois public universities. The requirements are different for students planning to attend a community college for a one-year certificate or a two-year applied science degree.

Counselors act as a resource for students, but many specific questions are better directed to the college or university admissions staff. **Please refer to college catalogs or websites for specific admissions requirements, or call the university admissions office.** Final admissions decisions are always up to the colleges.

ACADEMIC AREAS	MINIMUM NUMBER OF CREDITS REQUIRED
English	4
Math	3-4 (Does not include Practical Math)
Science	3
Social Studies	3
Foreign Language	2 or more are required at UIUC and UIC and some other highly selective universities

# STUDENT GRADE LEVEL CLASSIFICATION

Students are classified at a grade level based upon the number of credits earned at the end of each semester. Students must meet the following criteria for each grade level below.

GRADE LEVEL	ACADEMIC CREDITS	PHYSICAL EDUCATION CREDITS
Sophomore	5	1
Junior	10	2
Senior	15	3

- ◆ *All students are required to be enrolled in academic classes plus physical education.*
- ◆ *If a student fails a required class, it must be repeated.*

Each semester students are evaluated by the credits earned to designate grade level status. For example, if the student was a second year freshman at the end of their freshman year and had earned enough credits at the first semester of the following year to become a sophomore; the student would be promoted at that time.

# NCAA REQUIREMENTS

Student athletes expecting to participate in athletics in a Division I or Division II college/university in their freshman year of college must meet specific NCAA course requirements while in high school. Students and their parents should consult with the school counselor when selecting high school courses to be sure they are meeting NCAA course requirements. Students must have 16 academic courses, 10 of which must be earned by the student's seventh semester. Seven of the ten courses must be English, Math or Natural/Physical Science. Earn at least a 2.3 GPA on core courses.

*A link has been provided for more information regarding the NCAA. [www.ncaaclearinghouse.com/](http://www.ncaaclearinghouse.com/)*

The following courses are NCAA approved core courses.

<b>ENGLISH</b>	English I English II English III Pre-College English IV Speech
<b>MATHEMATICS</b>	Math I Math II Math III Calculus Intro to Statistics Trigonometry
<b>SOCIAL STUDIES</b>	American History Current Events Economics Geography Government Psychology I World History History of World War II
<b>NATURAL/PHYSICAL SCIENCE</b>	Biology I (lab) Biology II (lab) Chemistry I (lab) Chemistry II (lab) Earth Science (lab) Physics (lab)
<b>ADDITIONAL CORE COURSES:</b>	Spanish I Spanish II Spanish III

All ACT and SAT scores must be reported to the NCAA Initial Eligibility Clearinghouse by the testing agency. Test scores that appear on the transcript will not be accepted



# QUESTIONS AND ANSWERS

Eighth grade students seem to have the same questions year after year. Consequently, we have prepared a list of questions commonly asked along with answers to those questions. Counselors encourage you to ask questions whenever you are in doubt about anything regarding your high school career.

## SHOULD I TAKE A FOREIGN LANGUAGE?

Since universities may change admission requirements in the future and because high school students are often uncertain about which university they may attend, we suggest that university-bound students complete two to three years of foreign language. For those students who plan to attend a community college such as OCC, LTC, WVC, FCC or Lake Land College to earn a vocational degree (a one-year certificate or a two-year degree), a foreign language is not required. However, if a student plans to transfer from a community college to a university, he/she may be required to successfully complete two semesters of the same foreign language before college graduation. For example, Eastern Illinois University requires two semesters of college foreign language prior to college graduation. If a student chooses to complete Spanish I and Spanish II in high school and he/she earns a grade of “C” or higher, he/she is not required to take a foreign language at EIU to meet this basic college graduation requirement. Please note that some universities do not specifically require a foreign language. Most colleges have this information posted on their website. Any student who plans to apply to the University of Illinois must complete two years of foreign language during high school.

## WHAT IS THE MINIMUM NUMBER OF CLASSES I MUST TAKE?

Students are required to enroll in courses equaling three and one-half credits per semester.

## MAY I PRE-REGISTER FOR DRIVER EDUCATION?

You must be 15 years of age by (please see Driver Education description), in order to enroll in Driver Education during the 2017-18 school year. State law requires that a student must pass a total of eight courses in the two semesters preceding enrollment in Driver Education.

## WHEN DO I FIND OUT WHAT MY SCHEDULE IS?

Students will pick up their official schedule and pay their fees during registration that usually occurs in late July/early August. If the tentative schedules are ready, counselors will deliver a copy to 8<sup>th</sup> graders in late May.

## DO I NEED A PHYSICAL EXAM?

Yes, all incoming freshmen are required to have a physical examination completed by a physician. The completed exam form should be turned in to the main office during registration week. These physical exams will suffice for athletics; however, athletic physicals will not suffice for the school physical. All students will be required to have a Tdap shot. A dental exam is recommended.

## **FIVE REASONS TO TAKE CHALLENGING COURSES**

As you register for your classes, here are five good reasons why you should take challenging courses:

1. Colleges look at the high school courses you've completed.
2. Tough courses give you the knowledge and skills you need to do college work.
3. Students who take challenging courses score higher on the ACT and SAT.
4. You'll be less likely to need remedial courses in college, which will save you both time and money.
5. You will have more for college and career options.

## **NOTE TO STUDENTS**

This handbook has been prepared for your use and reference as you plan your high school career. With help from your parents, counselor, and teachers, you will understand credits, learn about graduation and college requirements, and be able to make well-informed decisions when planning your high school education.

# DUAL CREDIT COURSES

*NOTE: NOTE: The following courses may be completed for dual credit through Frontier Community College, with the exception of Agricultural Power Mechanics II which is offered through Olney Central College. You must be at junior status to be eligible for dual credit. In addition, students must meet a subscore requirement on the ACT, SAT, Compass, or Accuplacer test before enrolling.*

<b>NEWTON COMMUNITY HIGH SCHOOL COURSE NAME</b>	<b>COMMUNITY COLLEGE COURSE NAME</b>	<b>COMMUNITY COLLEGE COURSE NUMBER</b>
Pre-College English IV	Composition I (1 <sup>st</sup> semester) Composition & Analysis (2 <sup>nd</sup> semester)	ENG1111 ENG1121
English IV	Communications (1 <sup>st</sup> semester) Technical Writing (2 <sup>nd</sup> semester)	ENG1201 ENG1212
Speech	Fundamentals of Effective Speaking	SPE1101
Calculus & Analytic Geometry I	Calculus I	MTH1171
Introduction to Statistics	Introduction to Statistics	MTH1131
Trigonometry	Trigonometry	MTH1105
Liberal Arts Math	Liberal Arts Math	MTH1103
Chemistry II	Introductory Chemistry	CHM1120
Government	Government of the United States	PLS2101
Economics	Principles of Macroeconomics	ECN2101
Psychology I	General Psychology I	PSY1101
Health Occupations Core of Skills	Basic Nurse Assistant Training Program	HEA1203
Creating Entrepreneurial Opportunities (CEO)	Introduction to Business (1 <sup>st</sup> semester) Introduction to Entrepreneurship (1 <sup>st</sup> semester) Entrepreneur Topics & Issues (2 <sup>nd</sup> semester) Business Portfolio (2 <sup>nd</sup> semester)	BUS1101 ENT1210 ENT1298 ENT2210
Technical Math	Technical Mathematics	MTH1201
Agricultural Power Mechanics II	Combination Welding I (1 <sup>st</sup> semester) Shielded Metal Arc Welding I (2 <sup>nd</sup> semester)	WEL1260 WEL1215
<p><i>NOTE: The post-secondary institution will determine which courses will be accepted as transfer credit. Please contact the college's admissions office for additional information. Students are responsible for requesting their Frontier Community College or Olney Central College transcript be sent to their post-secondary institution.</i></p>		

## TRANSFER STUDENTS

Students who transfer to Newton Community High School will need their official transcript from their previous school. Courses will be reviewed by the high school counselor and transferred to an NCHS transcript. A certified birth certificate, physical forms, immunization records, standardized testing and Illinois Student Transfer form (if you are transferring from an Illinois school) are also required.

Withdrawal grades will be taken from the previous school and calculated with the grades received at NCHS for the semester, if applicable.

## COURSE RIGOR

Course descriptions by department are listed on the following pages. Some courses may have prerequisites, so be sure to read course descriptions carefully. The symbols below signify a specific course level that has been set by the State Board of Education. The board has added components to our local curriculum. In the course descriptions you will see a local course name, course code, and credit and also a federal course name, federal code, federal subject area and rigor.

R - Remedial  
G - General  
E - Enriched  
H - Honors

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# REQUIRED COURSES FOR GRADE 9

## ENGLISH I

### STATE COURSE NAME: ENGLISH/LANGUAGE ARTS I (9<sup>TH</sup> GRADE)

<b>NCHS Course Code: ENG100A/ENG100B</b>	<b>State Course Code: 01001A000</b>
<b>Grade level: 9</b>	<b>State Subject Area: English/Language Arts</b>
<b>Possible credits: 1 (2 semesters)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p>This course presents traditional literature (short stories, poems, plays, novels, and essays) that students read to make inferences, to understand theme, and to understand how and why individuals and point of view develop and interact over time. Students will take this information and find textual support for their ideas in order to analyze, apply, synthesize, and evaluate this information. Student writing will focus on using technology to create clear, coherent writing for persuasive, narrative and expository assignments. A small research project will be completed using various sources and technology. Writing should demonstrate a command of the conventions of Standard English grammar and usage, especially in the use of phrases, semicolons, colons, capitalization, punctuation, and spelling. In regards to vocabulary, students will develop strategies in regards to context clues and word patterns to determine meaning. Students will use a variety of specialized sources and/or materials to assist in the building of vocabulary.</p>	<p>English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.</p>

## MATH I

### STATE COURSE NAME: INTEGRATED MATH-MULTI-YEAR EQUIVALENT

<b>NCHS Course Code: MAT100A/MAT100B</b>	<b>State Course Code: 02301A000</b>
<b>Grade level: 9</b>	<b>State Subject Area: Mathematics</b>
<b>Possible credit: 1 (2 semesters)</b>	<b>Rigor: E</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p>Our transition to Math I will include writing, solving, and graphing linear equations, functions, and inequalities. This course will also contain writing absolute value equations and functions, solving systems of equations using several different methods, and using properties of exponents. It will incorporate graphing quadratic, exponential, and square root functions, analyzing data and constructing and interpreting stem-and-leaf, histograms, dot-plots, and boxplots. The student will be taught how to perform transformations of figures using geometry software and applying these transformations to the study of triangle congruence and properties of various quadrilaterals. This course will also consist of proving statements about segments, angles, triangles, and quadrilaterals.</p>	<p><b><u>FOR MATH I - III</u></b></p> <p>Integrated Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence courses, and usually covers the following topics during a three or four year sequence: algebra functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.</p>

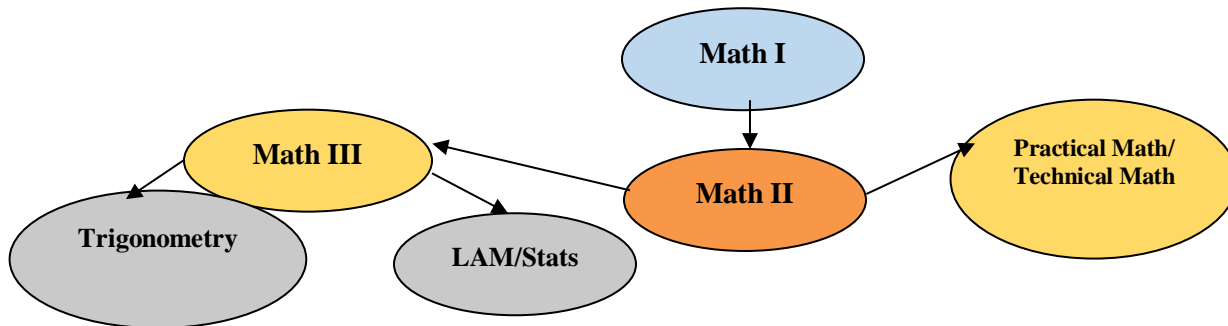
## MATH II

### STATE COURSE NAME: INTEGRATED MATH-MULTI-YEAR EQUIVALENT

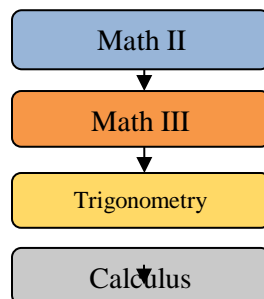
NCHS Course Code: MAT200A/MAT200B	State Course Code: 02302A000
Grade level: 9-10	State Subject Area: Mathematics
Possible credit: 1 (2 semesters)	Rigor: E
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
This course will consist of the relationships within triangles, similarity, right triangles and trigonometry, area, volume, probability and data analysis, operations with polynomials, quadratic functions and factoring, simplifying radicals, rational exponents and radical functions.	<b>FOR MATH I - III</b> Integrated Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence courses, and usually covers the following topics during a three or four year sequence: algebra functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.

# Math Sequence for NCHS

Students are required to complete three math courses to graduate from Newton Community High School.



If a student has completed Math I as an 8<sup>th</sup> grader and meets or exceeds the standardized test scores, he/she may use the following pathway.



Students on the second track may take Liberal Arts Math/Intro to Stats along with Pre-calculus or Calculus.

## EARTH SCIENCE

### STATE COURSE NAME: EARTH SCIENCE

<b>NCHS Course Code: SCI100A/SCI100B</b>	<b>State Course Code: 03001A000</b>
<b>Grade level: 9</b>	<b>State Subject Area: Life and Physical Sciences</b>
<b>Possible credit: 1 (2 semesters)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
This course incorporates lecture, class discussion, group activities and lab work as instructional methods. The course studies the following topics: foundations of earth science, air, weather, climate, rocks and minerals, exploring space, weathering of rock and soil, water on earth, plate tectonics, earthquakes and volcanoes. There will be one unit on physical science.	Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

## BIOLOGY I

### STATE COURSE NAME: BIOLOGY

<b>NCHS Course Code: SCI200A/SCI200B</b>	<b>State Course Code: 03051A000</b>
<b>Grade level: 9</b>	<b>State Subject Area: Life and Physical Sciences</b>
<b>Possible credit: 1 (2 semesters)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
This course has lecture, discussion, group activities and lab investigations as the course instructional methods. This course consists of: ecology, basic chemistry for living organisms, cell study, cell cycle, energy in a cell, genetics, human genetics, genetic technology, theory of evolution and overview of the kingdoms of living organisms.	Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy

## PHYSICAL EDUCATION

### STATE COURSE NAME: PHYSICAL EDUCATION

<b>NCHS Course Code: PEC100A/PEC100B</b>	<b>State Course Code: 08001A000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Physical, Health, and Safety Education</b>
<b>Possible credit: 1 (2 semester)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
This course is that phase of education that deals with the student's mental factors as well as the big muscle activities. While health is the cardinal principle for education, it is reasonable to assume that a healthy body should house a healthy mind. It promotes a well-rounded program that helps to develop the pupil for everyday living. Units are taught in the following areas: Aerobics, badminton, basketball, bowling, flag football, golf, pickle ball, soccer, social dancing, shuffleboard, speedball, table tennis, tennis, touch football, track activities, tumbling, volleyball, weights, individual exercise, mass games, and life fitness. Three "no dresses" per semester are allowed. <b><u>(Four "no dresses" result in failure for the semester.)</u></b> Students will be required to complete a CPR training in their PE class before they graduate. This is a new state requirement.	Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

## HEALTH EDUCATION

### STATE COURSE NAME: HEALTH EDUCATION

<b>NCHS Course Code; HEA100A or HEA100B</b>	<b>State Course Code: 08051A000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Physical, Health, and Safety Education</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
This course provides students with general health practices procedures and lifelong fitness skills. This includes: human ecology, environmental health, nutrition, facts regarding smoking, growth and development, disaster survival, mental health and illness, dental health, drug use and abuse, abstinence education, consumer health, Safe Haven law, personal health, violence/bullying, and disease and disease prevention.	Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

# ELECTIVE COURSES FOR GRADE 9

## DRIVER EDUCATION

### STATE COURSE NAME: DRIVER EDUCATION-CLASSROOM AND LABORATORY

<b>NCHS Course Code: DRE100A or DRE100B</b>	<b>State Course Code: 08152A000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Physical, Health, and Safety Education</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: G</b>
<b>Prerequisite: Student must be 15 years old by the following dates to be eligible for a specific driver education classroom session.</b>	<b>DEADLINES: Summer: 15 by 6/2/17 Fall: 15 by 9/8/17 Spring: 15 by 2/2/18</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
Students will study traffic laws, rules and regulations, and basic fundamentals for safe operation of a motor vehicle. The student must have passed eight classes in previous two semesters to enroll in the course. The students can only be absent six days to be permitted to stay in the course (for the fall and spring semesters). If student is eligible to participate in the summer session, he will receive a letter clarifying the summer guidelines.	Drivers' Education—Classroom and Laboratory courses provide students with the knowledge and experience to become safe drivers on America's roadways. Topics in these courses cover legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs). Experience in driving a vehicle is an essential component of these courses.



# GEOGRAPHY

## STATE COURSE NAME: GEOGRAPHY

<b>NCHS Course Code: SOC100A or SOC100B</b>	<b>State Course Code: 04001A000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Social Sciences and History</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
This course will provide students with the opportunity to use maps to acquire, process, and report information, look at the earth's landforms and resources, and study the world's climates. The study of physical and cultural geography of the United States, Canada, South America, Europe, the Middle East, North Africa, and the Far East.	World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

# WORLD HISTORY

## STATE COURSE NAME: WORLD HISTORY

<b>NCHS Course Code: SOC250A and/or SOC250B</b>	<b>State Course Code: 04099A000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Social Sciences and History</b>
<b>Possible credit: .5 (1 semester) or 1 (2 semesters)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
The student will learn of human beginnings and the rise of kingdoms and empires (early humans, Egyptians, Fertile Crescent, and Middle East kingdoms). The world's great and ancient civilizations (Greece, Rome, Christianity, India, China, Byzantium, Islamic, and Pre-Columbian Americas) and emergence of the modern world (Renaissance and Reformation, explorations, Asian Empires, Great European kings). Students will explore the enlightenment and the Age of Revolution (scientific, English and American, and the French Revolutions), industry, economic systems, nationalism, world conflict (Imperialism, WWI, Soviet Union, WWII), post WWII (War in Asia and Europe, Vietnam, and the Korean War), and contemporary world (Middle East problems, Vietnam and southeast Asia, and Latin America).	Other World History courses.

# HISTORY OF WORLD WAR II

## STATE COURSE NAME: PARTICULAR TOPICS IN WORLD HISTORY

<b>NCHS Course Code: SOC240A or SOC240B</b>	<b>State Course Code: 04065AA000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Social Sciences and History</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: E</b>
<b>Prerequisite: Must have had a previous history class</b>	
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
The student will have the opportunity to examine the history of World War II with emphasis placed on American participation, examine the causes and origins of World War II, and study the lives of Americans serving and those on the home-front. They will read primary source material from the era, examine and study artifacts from World War II, and learn how the outcomes of the war partially created modern society. Students will be required to write short responses and longer papers on World War II topics. They will also watch films and documentaries that highlight important aspects of the war.	These courses examine particular topics in world history other than those already described.

## ART I

### STATE COURSE NAME: CREATIVE ART-COMPREHENSIVE

<b>NCHS Course Code: ART100A/ART100B</b>	<b>State Course Code: 05154A000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Fine and Performing Arts</b>
<b>Possible credit: 1 (2 semesters)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p>This course is an introductory course in the study of the elements and principles of design through media exploration. Students will create a variety of artwork with pencils, oil pastels, chalk pastels, colored pencils, charcoal, acrylic paint, watercolor paint, clay, paper, linoleum, wood, etc. Students will gain knowledge of the methods and techniques required to create drawings, paintings, prints, collages, sculptures, and ceramics. Art I will offer an in-depth opportunity to develop creative problem solving skills and encourage personal expression.</p>	<p>Creative Art—Comprehensive courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.</p>

## SPANISH I

### STATE COURSE NAME: SPANISH I

<b>NCHS Course Code: SPA100A/SPA100B</b>	<b>State Course Code: 06101A000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Foreign Language and Literature</b>
<b>Possible credit: 1 (2 semesters)</b>	<b>Rigor: E</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p>This course will develop the language skills: listening, understanding, speaking, reading, and writing. Students will study the present tense and its grammar structure. Students will recognize basic language patterns and respond appropriately to simple commands, follow directions, read simple passages, and infer meaning. Students will produce the language using proper pronunciation, intonation, inflection, and they will interact in oral and written contexts of the Spanish language including communication within and beyond the classroom setting. Class will be conducted in 90% Spanish by the end of the year.</p>	<p>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 arts, literature, customs, and history of Spanish-speaking people.</p>

## INTRODUCTION TO AGRICULTURAL INDUSTRY

### STATE COURSE NAME: Introduction to Agriculture and Natural Resources

<b>NCHS Course Code: AG 100A/AG100B</b>	<b>State Course Code: 18001A001</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Agriculture and Natural Resources</b>
<b>Possible credit: 1 (2 semesters)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p>This orientation course provides an opportunity for students to learn how the agricultural industry is organized, and the influence of agriculture on the economy at the state, national, and international levels. Basic concepts in animal science, plant science, natural resources, agribusiness management, biotechnology, leadership, and job opportunities in agriculture will be presented. Students will be introduced to the FFA and Supervised Agricultural Experience Programs (SAE), as these are integral components of this course. Many hands-on lab activities will be conducted throughout the course.</p> <p><b>FALL SEMESTER CONSISTS OF:</b> The introduction and history of the food, fiber, and natural resources system, FFA organization, parliamentary procedure (conducting a meeting), agricultural communications, dairy science, and Supervised Agricultural Experience Programs. (SAE).</p> <p><b>SPRING SEMESTER CONSISTS OF:</b> Students will explore laboratory safety (shop and farm safety), introduction to agricultural mechanics (build carpentry project), plant science, business management, animal science (beef, swine, and sheep....), and agricultural math applications.</p>	<p>This 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, and agricultural mechanics, 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.</p>

## TRANSPORTATION TECHNOLOGY

### STATE COURSE NAME: Transportation Technology

<b>NCHS Course Code: IND400A or IND400B</b>	<b>State Course Code: 20001A001</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Transportation, Distribution and Logistics</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p>This course explains basic engine theory, operation, and repair for small engines as well as automotive and industrial applications. Students learn about mechanical, fluid, and electrical power. They will have the opportunity to bring in small engines from lawn mowers, motorcycles, ATVs and develop their skills in diagnosis and repair. Tool usage, part identification, and specifications are examples of the information gained from this course.</p>	<p>Transportation Technology is a course designed to foster an awareness and understanding of the various transportation customs that make up our mobile society. Through laboratory activities, students are exposed to the technologies of and career opportunities involved in material handling, atmospheric and space transportation, marine transportation, terrestrial transportation, and computer uses in transportation technology.</p>

## FOODS & NUTRITION I

### STATE COURSE NAME: Nutrition and Culinary Arts I

<b>NCHS Course Code: FCS100A</b>	<b>State Course Code: 16054A001</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Hospitality and Tourism</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p>This course is designed as a prerequisite course for Foods and Nutrition II and as an orientation course for Food Service Occupations. The curriculum includes: kitchen safety, food sanitation, selection of nutritional foods, basic food preparation techniques using the food processor and microwave as well as traditional kitchen appliances, and preparation of pizza, vegetables, sauces, gravies, fruits, cookies, and healthy snack options.</p>	<p>This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompasses food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning/preparing/preserving/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts, including entrepreneurship investigation.</p>

## FOODS & NUTRITION II

### STATE COURSE NAME: Nutrition and Culinary Arts II

<b>NCHS Course Code: FCS110B</b>	<b>State Course Code: 16054A002</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Hospitality and Tourism</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: G</b>
<b>Prerequisite: Foods &amp; Nutrition I</b>	
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p>This course is designed as an orientation course for Food Service Occupations. The curriculum continues to emphasize the safe nutritional and sanitary preparation of food items using modern equipment and techniques. Students will explore preparation of vegetables, fruits, quick breads, dinner rolls, basic cake decorating, bundt cakes, cake rolls, casseroles, cream and fruit pastries, stir-frying, braising and broiling.</p>	<p>Nutrition and Culinary Arts II provides principles of application into the hospitality industry, including nutrition, culinary, and entrepreneurial opportunities. Course content includes the following: selection, purchase, preparation, and conservation of food, dietary needs and trends, regional &amp; international cuisine, safety and sanitation, and careers in food service industries. All of these concepts can be interpreted through laboratory experiences.</p>

## CHILD DEVELOPMENT

### STATE COURSE NAME: Child Development and Parenting

<b>NCHS Course Code: FCS200A or FCS200B</b>	<b>State Course Code: 19052A001</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Human Services</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p>This course is designed as an orientation class for students to have the opportunity to study the development of children from 12 months to six years. Students will explore the study of the physical, social, emotional and intellectual development of toddler and preschool age children. The course will include childcare career information where students may choose to have the opportunity to parent the “Baby Think It Over” and/or wear the empathy belly. This is an excellent course for both males and females.</p>	<p>Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Students will explore opportunities in human services and education-related careers and develop a career portfolio.</p>

## MARCHING BAND

### STATE COURSE NAME: **Marching Band**

<b>NCHS Course Code: MUS100A</b>	<b>State Course Code: 05103A000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Fine and Performing Arts</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: G</b>
<b>Prerequisite: Must be able to play a brass, woodwind or percussion instrument or have director's approval</b>	
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
This course includes: marching and basketball (pep) band, preparations for the fall marching season, performance at all home football games, 5-7 marching competitions, local parades, all home basketball games, and selected girls' basketball games. There will be required attendance at 2 evening practices per week (conflicts between sports and band are worked out between coaches and directors).	Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.

**Summer camps: Attendance at summer camps is vital to the success of the Marching Eagles.**

**NOTE: Due to the fact that the drill for marching band is written for an exact set of numbers, no student will be allowed to drop marching band after the last day of the 2016-17 school year. Any additions after that date will be handled on an individual basis.**

## CONCERT BAND

### STATE COURSE NAME: **Concert Band**

<b>NCHS Course Code: MUS100B</b>	<b>State Course Code: 05102A000</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Fine and Performing Arts</b>
<b>Possible credit: .5 (1 semester)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
This course places emphasis on concert performing. This includes performances at remaining home basketball games, winter concert, and spring concert. Students will have the option to participate in honor bands, solo, and ensemble contests, and jazz band.	Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.

# CHORUS

**STATE COURSE NAME: CHORUS (1<sup>st</sup> semester)**

**DRAMA-ACTING/PERFORMANCE (2<sup>nd</sup> semester)**

<b>NCHS Course Code: MUS200A/MUS200B</b>	<b>State Course Code: 15110A000 (1<sup>st</sup> semester) 05055A000 (2<sup>nd</sup> semester)</b>
<b>Grade level: 9-12</b>	<b>State Subject Area: Fine and Performing Arts</b>
<b>Possible credit: 1 (2 semesters)</b>	<b>Rigor: G</b>
<b>NCHS COURSE DESCRIPTION</b>	<b>FEDERAL COURSE DESCRIPTION</b>
<p><b>First Semester</b></p> <p>The student will be preparing for a “Pops Concert” with a two-night performance. There will be an opportunity to audition for a solo to be performed at that concert. Students will also prepare and perform a Christmas concert. The opportunity to audition for and become a member of the “Star Spangled Banner Club,” which performs at various school and community functions will be another option for chorus members. Other opportunities include: audition for the Illinois Music Educators District chorus (if a junior or senior scores well, the student may be selected for the All-State Chorus), learning musical symbols in a choral music setting (both semesters), singing in solfege (both semesters), and signing in three and four part music with a well-blended mature choral sound (both semesters.)</p> <p><b>Second Semester</b></p> <p>This semester students will have the opportunity to audition for the spring musical theatre production and to work with lights, costumes, stage craft, etc. for the spring musical theatre production. Other opportunities include: traveling to professional musical theatre productions, and preparing and performing an end of the year Spring Concert of classical literature with a progressive level of difficulty.</p>	<p><b>First Semester</b></p> <p>Chorus courses provide the opportunity to sing a variety of choral literature styles for men’s and/or women’s voices and are designed to develop vocal techniques and the ability to sing parts.</p> <p><b>Second Semester</b></p> <p>Drama—Acting/Performance courses are intended to promote students’ experience and skill development in one or more aspects of theatrical production, but they concentrate on acting and performance skills. Initial courses are usually introductory in nature, while the more advanced courses focus on improving technique, expanding students’ exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions.</p>