

Anna-Jonesboro Community High School  
Course Catalog  
2017-2018

## Table of Contents

Graduation Requirements	2
University Requirements	2
Dual Credit Courses	2
AP Courses	2
Department Information	
Agriculture	3
Business Education	4
Driver Education	6
English	7
Family & Consumer Science	10
Fine Arts	12
Five County Regional Vocational System	14
Foreign Language	16
Mathematics	17
Physical & Health Education	19
Prevocational & Special Education	22
Science	23
Social Studies	26
Union County CEO Program	29
Course Offerings by Grade Level	
Freshmen	30
Sophomores	31
Juniors	32
Seniors	33

## Graduation Requirements

To be considered for graduation from Anna-Jonesboro Community High School, students must earn 24 credits and pass the following required courses:

- 4 credits English
- 3 credits math
- 2 credits social studies including U.S. History and Government (and M.L.C.E. \*)
- 2 credits science
- ½ credit fine arts
- 1 credit foreign language, art, music, or vocational education
- 4 credits health, physical education, and driver's education combination
- ½ credit Resource Management

\*Media Literacy and Current Events (M.C.L.E) will be required beginning with the class of 2020

Students must be enrolled in P.E. every semester unless enrolled in health, driver's education, band, OR juniors and seniors may waive P.E. during the semester they are participating in a school sport if they complete the required form available in the Guidance Office.

## University Requirements

In general, to be admitted to a four-year university, students must have the following:

- 4 credits English
- 3 credits math (must include Algebra I, Geometry, and Algebra II)
- 3 credits social studies
- 3 credits science
- 2-4 credits foreign language

## Dual Credit Courses

Several dual credit courses are offered at the junior and senior level. To participate in these courses, students need to have the appropriate score on the Accuplacer test given by Shawnee Community College. They will be given the test as sophomores, and can arrange to take it again **once** with the Shawnee Community College Extension Center if they need a better score. Please check with your student's desired college or university to make sure credits from these courses will be accepted as transfer credits. Not all colleges or universities will accept this credit. Scores needed: 74+ Reading, 85+ Writing, 80+ Math. SCC will also accept a 21+ on the ACT.

- |                        |                                       |
|------------------------|---------------------------------------|
| Trigonometry (MAT 115) | Spanish IV (SPAN 111 & 112)           |
| Calculus (MAT 209)     | Ecology (BIO 211)                     |
| Accounting (BUS 124)   | Health Occupations (PN 120 & CPR 210) |
| Adv Bio II (BIO 111)   |                                       |

## Advanced Placement (AP) Courses

AJCHS offers two AP courses, Adv. U.S. History and Humanities. Students in AP courses must take the AP test at the end of the course. Their score on the AP test will determine how much college credit they are awarded, and those determinations vary by university.

## Departmental Information

Agriculture

*Eric Emmons*

### Course Descriptions

**Introduction to the Agriculture Industry:** This freshman 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, environmental 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 projects is an integral course component.

**Basic Agriculture Mechanics:** In this sophomore course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural 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 projects is an integral course component.

**Wildlife Management/Natural Resource Conservation:** The first part of this junior course develops management and conservation skills in understanding the connection between agriculture and natural and wildlife resources. Student knowledge and skills are developed in: understanding natural and wildlife resources and their importance; fish, wildlife, and habitat management, as well as forestry management and conservation; and exploring outdoor recreational enterprises. Growing and managing tree forests, hunting and fishing as a sport, and hunting, fishing, and outdoor safety education will be featured. Career exploration will be discussed including: game warden, park ranger, campground manager, forester, conservation officer, wildlife manager, and related occupations. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and projects is an integral course component.

**Agriculture Mechanics and Technology:** This senior 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, 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 projects is an integral course component.

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Business Education  
Michelle Stevens

Freshman & Sophomore	Computer Concepts Business & Technology
Junior & Senior	Multimedia Design Web Design Computer Programming Web Masters Accounting*

\*Denotes a dual credit and weighted course.

### Course Descriptions

**Computer Concepts:** Computer Concepts and Software Applications is an orientation-level semester course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases.

**Business & Technology:** This orientation-level semester course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business (finance, management, marketing, administration and production). Students will be introduced to a wide range of careers in fields such as accounting, financial services, information technology, marketing, and management. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing, and speaking), math and problem solving. Business ethics as well as other workplace skills will be taught and integrated within this course. This course provides preparation for the skill level courses that make up the Business, Marketing and Management occupations programs.

**Multimedia Design:** Prerequisite: Computer Concepts. Multimedia Design is a course designed to provide students with hands-on skills involving graphic design and digital photography. This course introduces students to the computer's use in visual communication. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes learning experiences that include a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, produce vector illustrations, graphics and logos, and artwork in

addition to incorporation of photographic images. Software for this includes Adobe Photoshop, InDesign and Illustrator.

**Web Design:** Prerequisite: Computer Concepts. This semester course is designed to introduce high school students to various skills, methods, and techniques related to basic web design, including HTML/XHTML, CSS (cascading style sheets), image optimization, basic animations, rollovers, etc. Students will be required to utilize a number of learned web design skills as well as real-life aptitudes such as reading, writing, imagination, self-expression, problem solving, attention to detail, work ethic, follow through, and communication skills.

**Computer Programming:** Prerequisite: Computer Concepts. Computer Operations and Programming is a skill-level course designed to develop computer programming and program design with object-oriented languages. Students will be exposed to the fundamentals of system analysis and design (e.g. flowcharting, diagramming, system design and planning), and the systems development life cycle. Instruction will include basic programming tools that are common to many programming languages. These may include items such as input /output statements, constants, assignment statements, string and numeric variable types, conditional processing, and branching and looping control structures. Students will learn programming techniques such as counting, averaging, rounding, and generation of random numbers to develop a good programming technique. Students will apply what they learn to create programs and applications that solve real world business related problems. Students will create programs to store, locate and retrieve data. This course teaches Visual Basic language syntax, program structure, and implementation by using Microsoft® Visual Studio® 2010 and the Microsoft .NET Framework 4.

**Web Masters:** Consent of the instructor is needed to be in this class. Prerequisite: Web Design. The Web Masters is a continuation of Web Design. The main focus of this class will be production and maintenance (the actual creation of web pages and web sites and maintaining the school's website); however, attention will also be design (the organization or structure of formal elements in a composition / the combination of details or features of a composition).

**Accounting:** This course is designed for students who would like to learn basic skills in keeping financial records. Journalizing transactions, petty cash, payroll, and related topics are introduced in this course. Students will complete several comprehensive problems to demonstrate text material understanding. This class is offered as a dual-credit course through Shawnee Community College; therefore, students must have the required Accuplacer score to enter.

### Contact Information

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Driver Education  
*Dave Sullivan, Kristin Chamness, Thomas Corbit*

### General Information

Driver's Education is offered at AJCHS to any student at any grade level, but is most often taken by freshmen and sophomores. The course fee is \$100. Because of the limited availability of Driver's Education, enrollment in the class is decided by birthdate. In general, the eldest students in a class will be placed in the course first, while the youngest students will be placed last. Depending on the volume of students, some of the youngest students in the class may not be able to take Driver's Ed until the fall of their sophomore year.

### Course Requirements

Per Illinois State Law:

- Driver's Education classes are 9-10 weeks in length.
- Students are required to be in attendance for 30 clock hours during the classroom portion and cannot miss more than 3 days, or they will have to repeat the course.
- In order to successfully complete the classroom portion of the course, students must receive a minimum score of 70%.
- Students must drive a total of 6 hours with the Driver's Education instructor prior to receiving their driver's license.
- Students must drive a total of 50 hours (10 at night) before becoming eligible to receive their driver's license.
- Students may only receive credit for driving hours logged with a licensed driver over the age of 21.
- Students must have their permit for 9 months before they may apply for a driver's license.

In addition:

- Students must drive a minimum of 5 hours with a parent before driving with the instructor.
- Students will be required to attend and participate in P.E. for the second half of the semester in which they are enrolled in Driver's Education, regardless of their enrolment in Band or another P.E. course. They will receive a SEPARATE grade and .25 credits for this P.E. class.

For additional information about Illinois Driver's Education, please see <http://www.dmv.org/illinois/teen-drivers.php>.

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## English

*Scott Finders, Linda Kersten, Shawn Horn, Crystal Houseman, Dana Stute, Amy Hutchings*

	Beginner	Intermediate	Advanced
Freshman	English 1	English I	Advanced English I (spring only)
Sophomore	English 2	English II	Advanced English III
Junior	English 3	English III	Advanced English IV
Senior	English 4	English IV	Humanities (AP)

### **A-JCHS English Department Goals**

In keeping with the New Illinois Learning Standards for English Language Arts Incorporating the Common Core, after completing the English program at A-J, students should be able to complete the following tasks:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



All Illinois students must earn four (4) credits of high school English in order to graduate; therefore, A-J students will always be enrolled in an English class. A-J offers three different course programs for students: Title, Regular, and Advanced.

### **Course Descriptions**

**English I and English 1:** The course is designed to build and improve skills in reading and written communications. Consisting of numerous units, the course provides learning experiences in grammar, composition, and literature. The study of the short story, the essay, the novel, drama, and poetry make up the introduction to the literary genre. Units are centered around literary concepts, such as conflict and plot, point of view and characterization, and setting and imagery. Freshmen students at A-J begin a program initiative in the study of word parts (prefixes, suffixes, and root words), sentence patterns, and commonly confused words. Students will continue to build upon these components of the English language throughout their high school English classes.

**Advanced English I:** Students who attain an “A” in the first semester of English I and who are recommended by their English I teacher will be eligible to enroll in Adv. English I during the 2<sup>nd</sup> semester of their freshman year. This semester will carry forth the content and practices of the 1st semester, but the curriculum will be more writing intensive and deal with more challenging literary selections, themes of which will carry through the Advanced English program. These students will produce a research paper in conjunction with their science class and will begin a reading program that requires them to read during the semester break this year and during the summer breaks in subsequent years.

**English II (and English 2):** The course is designed to build and improve upon skills learned in English I. Once again, the focus will primarily be reading and written communications; however, the English II curriculum will also emphasize oral communications. Consisting of numerous units, the course provides learning experiences in grammar, composition, literature, research, and public speaking. The study of the short story, the essay, the novel, drama, and poetry make up the introduction to the literary genre.

**Adv. English III:** This is the second class in the Honors English program. These sophomores must have earned a C or better in Advanced English I to take this class and must maintain that performance to advance to the next honors class. (Juniors must have a recommendation from their English II teacher.) The sophomore year for Honors English students is devoted to the study of the chronological development of American Literature. The novel is also studied. These students will become familiar with major literary terms and learn to critically analyze these American works. In the study of composition, students may write book reviews and review various types of essays, write creative pieces as well as less formal responses to the literature. Grammar principles are reviewed as necessary, with an emphasis on usage. The development of vocabulary is also emphasized. Since they are placed in this college preparatory class, these students are expected to exert extra effort as compared to those in English III. In general terms, it is expected that students will develop an understanding and appreciation of literature and become familiar with the writing process.

**English III (and English 3):** Successful completion of a full year of English II is a prerequisite to this course. The junior year is devoted to the study of the chronological development of American Literature. The novel is also studied with required readings of famous American writers. Vocabulary development is emphasized. In the study of composition, students write book reports and review various types of essays and some creative pieces. Grammar principles are reviewed as necessary. Students will also be required to keep a class binder and write in a class journal on a regular basis.

**Advanced English IV:** This class is the third year of the advanced program in Language Arts. The emphasis for this course is on British Literature. Students in this survey course read and analyze a wide variety of British texts and prepare themselves for Humanities next year. After completing this course, students will have the knowledge and skills to move further in their advanced placement and onto a very challenging senior year.

**English IV (and English 4):** The focus of this course is British Literature. English Language Arts includes reading, writing, speaking, listening, and the study of literature. In addition, students must be able to study, retain and use information from many sources. Through the study of the English Language Arts, students should be able to read fluently, understand a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras. This class will also take a focus on college and career readiness through technical reading and writing.

**Humanities:** This is an AP course. Humanities is a culmination and final chapter of the AJ Language Arts Advanced program. The focus for this course is World Humanities with a strong emphasis on literature. By the time students complete the course, they should be able to write at the collegiate level and be prepared to tackle most language arts courses in a university setting. Numerous canonized pieces ranging from Aristotle to Zeno will be addressed throughout this year long course. Plays by Aristophanes, Sophocles, and Shakespeare will also be looked at. The course is VERY writing intensive and definitely not an easy task, but making it through the course will be a true blessing in the following years at college.

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Family & Consumer Science  
*Jennifer Cleghorn, Alysha Bottje*

Grade Level	Offerings
Freshman/Sophomore	Introduction to Family & Consumer Science Food & Nutrition I Food & Nutrition II
Junior/Senior	Culinary Arts Resource Management Adult Living Child Growth & Development Parenting Co-op Work Program

### Course Descriptions

**Introduction to Family and Consumer Science (FACS):** This freshman level, 1 semester course is designed to introduce students to the many subject areas that fall under the FACS department umbrella. It is broad and comprehensive, enabling students to function effectively as consumers, homemakers, parents, employees or employers, and to balance these roles successfully. The unique focus is on families, work, and their interrelationships.

**Food & Nutrition I:** This semester-length 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 encompass': 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.

**Food & Nutrition II:** This semester-length course 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 & international cuisine, safety and sanitation, and careers in food service industries. All of these concepts can be interpreted through laboratory experiences.

**Culinary Arts:** This year-long course provides terminology, culinary math, and practical experiences needed for the development of culinary competencies and workplace skills. Safety and sanitation instruction and classroom application will prepare students for an industry recognized sanitation exam. Classroom experiences will develop skills to work in the front of the house, back of the house, and work stations. Additional content may include: event planning, customer service and relations, food service styles, baking and pastry arts, hors d'oeuvres, and breakfast cookery. Students will be provided opportunity training experiences on commercial equipment.

**Resource Management:** This semester-long class is a required senior course. Learning experiences focus on the understanding and skills needed to make decisions in the real world. These skills will help contribute to an improved quality of life as an adult in their home and in their career. Topics covered in the course include: writing a check, balancing a checkbook, getting a loan, building credit, filling out job applications, writing resumes, filing your taxes, buying a house, types of insurance, and participating in mock interviews.

**Adult Living:** This is a semester-long Junior/Senior level course. Learning experiences focus on the experiences, skills, and responsibilities students need to form healthy, mature and successful relationships in their adult lives. Topics covered include communication, dating, marriage, gender roles, love, divorce, abuse, and effective problem solving and communication skills during the family life cycle. Students will also read literature on ways to give and receive love in order to enhance all of their current and future relationship.

**Child Development:** This is a semester-long Junior/Senior level course. Focuses on the responsibility in parenthood as well as guides for care during the prenatal period, infancy, and early childhood. A thorough study of children's physical, intellectual, emotional and social development will be discussed in various stages. Special topics will include child abuse, childcare options, communicating with children, importance of play, and food and nutrition. Students will also experience the Baby Think it Over Simulation.

**Parenting:** This is a semester-long Junior/Senior level course. Learning experiences will focus on understanding the development stages of pregnancy and the importance of health and nutrition before and during pregnancy. Students will also understand the emotional and physical stress of having a child with the Baby Think it Over simulation.

**Co-op Work Program:** This year-long program is for seniors only. Students in the Co-op program must have a job, and they leave during the last two class periods of the day to work. Students get credit for working as well as credit for the class portion. Learning experiences focus on the understanding and skills needed to make decisions in the real world while focusing more on work. These skills will help contribute to an improved quality of life as an adult in their home and in their career. Topics covered in the course include: writing a check, balancing a checkbook, getting a loan, building credit, filling out job applications, writing resumes, filing your taxes, buying a house, types of insurance, and participating in mock interviews. Students also design their own business.

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## Fine Arts

*Renee McLain, Tina Vancil, Shawn Horn*

Area	Offerings
Music	Music Appreciation Chorus Concert Choir Introduction to Music Performance Band
Art	General Art Drawing I & II Painting I & II Ceramics I & II Art Portfolio Photography

**Course Descriptions**

**Music Appreciation:** This class is a semester course available to all students regardless of prior musical experience. The class covers a historical timeline of American music, from the origins of Jazz to the popular artists of today.

**Chorus:** Chorus is a semester or year-long course available to any student interested in singing. The class covers a variety of choral performance styles both contemporary and traditional in origin. Students will be required to perform in at least one public concert each semester.

**Concert Choir:** This is a selected choir based upon auditions. The concert choir covers a variety of performance materials, including acapella. Students in this group will also be required to perform additional times outside of the regular class day. Examples of this include sports venues, television recording, local events, and holidays. Concert choir is a year-long class.

**Introduction to Music Performance:** This is a semester-long class that allows students to learn to play an instrument without the requirement of marching, concerts, or uniforms. To participate in the class, you must either provide your own instrument, rent an instrument for the semester from a business like Shivelbine's, or choose from the limited number of school instruments. Students who rent their instruments from a music store or the school will have the financial obligation of a rental fee. At the end of the semester, students will have the option to continue on or join the concert band.

**Band:** Band is a performance-based class that is open to all students of AJCHS. The purpose of the class is to develop skills in musical performance and to increase students' knowledge of music theory as it applies to the performance material. As it is a performance-based class, students are required to be in attendance for all scheduled functions. This includes all practices and performances that may be scheduled outside of the regular school day. To participate in band, students must own or have access to an instrument in good working condition. Students are required to have either a music flip folder or concert folder, and the materials to properly

maintain their instrument (reeds, valve oil, etc.). Because the class is “co-curricular,” rehearsals and performances outside of school are also worth points, and students who miss them will be academically affected.

**General Art:** General art is a survey course which gives students general knowledge of the elements of art and the principles of design through studio projects. The primary function of general art is to teach the basics needed for students to be able to move on to more advanced courses. If the student earns a C or better in general art, he/she will be eligible to take any of the advanced art classes. This class fulfills the graduation requirement of ½ credit for fine arts.

**Ceramics:** The ceramics class will cover all of the basic ceramic hand-building techniques, including pinch pot, slab construction and additive and subtractive sculptural techniques as well as throwing on the potter’s wheel. Students will learn how to mix glazes, recycle clay, and fire the kiln. This is a hands-on studio class. General art is a prerequisite.

**Drawing:** In drawing students will learn how to draw using different mediums including charcoal, pastel, pen and ink, colored pencil, and scratchboard as well as pencil. The students will work with photographs, still-lives, and live models. Prerequisite: C or better in general art.

**Painting:** Students will learn to paint with watercolor, acrylics, and tempera paint. The painting class will learn basic color theory, brush control and techniques, and how to make an aesthetically pleasing composition. Drawing is recommended as a prerequisite but is not mandatory. Students need a C or better in general art to take painting.

**Photography I & II:** Students enrolled in Photography I will learn the basics of the camera, and photo techniques. The first semester, students will focus on digital photography and learn the concepts of using digital cameras and editing software. The second semester, students will learn traditional photography and learn the workings of film, and a traditional wet darkroom. All year composition and overall quality of photographs will be analyzed. Photography II is similar to Photography I, with an emphasis on advanced techniques and enrollment into various art shows.

**Portfolio:** Portfolio is a year-long class offered to seniors who have completed at least three semesters of art classes before their senior year. This class is designed as an independent study class in which students work in the medium and subject of his/her choice to build a portfolio to send to a college or to enter art shows. Prerequisite: C or better in general art and C’s or better in two more advanced art classes.

NOTE: All advanced classes may be taken for a second semester with permission from the instructor.

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## Five County Regional Vocational System

*Patrick Harner, Head*

### **General Information**

Five County Regional Vocational System is currently located at 130 Washington Avenue in Tamms, Illinois. Students who participate in the program **MUST** be able to drive to Tamms every afternoon – transportation is not provided by AJCHS or Five County. Classes provided by Five County are considered year-long courses, and students receive 2 credits at the end of the year. They attend AJCHS for class periods 1-4 every morning, then leave for periods 5-Homeroom. This means that students attending classes at Five County in Tamms receive 6 credits over the course of the school year instead of 7. Attending classes at Five County is considered a privilege, and students may be dropped from the course for failing grades and/or misbehavior at AJ, as well as for lack of attendance and/or misbehavior at Five County.

### **Requirements**

Available to juniors and seniors only. Each student must have access to transportation every day in the afternoon. Some instructors may also have specific requirements regarding number of absences, etc. Students should check with the instructor or call Five County to learn about specific requirements.

### **Course Descriptions**

**Auto Body & Repair I:** Topics covered in Auto Body I include safety, chemicals, hand and power tools, welding and cutting, repairing small dents, replacing rusted panels, surface preparation, and painting and refinishing. This course is for students interested in potential careers related to bodywork.

**Auto Body & Repair II:** This course is for students who have already completed Auto Body I. The principal objective of the course is to develop the level of skill necessary for further advanced training. Topics covered include frame and underbody shop equipment, electric welding/MIG welding, major damage repair, fiberglass repair and replacement, and single and double stage refinishing.

**Automotive Technology I & II:** These courses work on skills needed for careers in the automotive field. Students in these classes will be able to work on their own vehicles and equipment at the school, but do not have to own a car to take the course. Technology students will be using includes all-data software, scanners, and electronic wheel balancers.

**Culinary Arts I & II:** Students in the Culinary Arts course will develop skills for careers ranging from baker or cook to front of the house positions. Incorporated into the courses is actual experience operating a mini-restaurant and small catering business. Culinary Arts II students who qualify will also be eligible for internships with area restaurant operations.

**Health Occupations:** There are currently two Health Occupations courses. Students who qualify to take dual credit courses with Shawnee Community College (received the appropriate score on

the ASSET, COMPASS, or ACCUPLACER test) are eligible for the Health Occupations course offered in the mornings at the SCC Anna Extension Center on E. Vienna Street. Successful completion of this course gives students SCC college credit and a CNA license if the test is passed. Students who do not have the appropriate score to take dual credit courses at SCC are eligible to take the Health Occupations course in Tamms. They will not receive college credit, but will still be able to take the test for a CNA license. Students in both courses receive classroom and skills training, 40+ hours of on-site clinical training at medical facilities, and CPR training and certification.

**Contact Information**

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## Foreign Language

*Amy Hutchings, Grace Darmour-Paul*

### General Information

Although Spanish is not required to graduate from AJCHS, most colleges and universities require at least two years of a foreign language for admission.

### Course Descriptions

**Spanish I:** This is a basic Spanish course and is a prerequisite for all other Spanish courses. The course is designed to help a student learn to speak and understand beginning, basic grammatical structures in Spanish. The students will learn to read and write basic ideas by using active and passive vocabulary with other grammatical concepts. Hispanic culture will be compared to American culture. The textbook used is *¡Avancemos!*. Students will cover the first eight units of the text.

**Spanish II:** Spanish I is a prerequisite, preferably with a grade of C or better. Students will learn to understand dialogue or narrative as it is read or spoken at normal classroom speed. More advanced grammar will be covered so that a student can understand conversations and express his or her ideas in Spanish. The students will read at a more advanced level. Original conversations that exhibit use of newly acquired vocabulary and grammatical structures will be written and presented by the students. Students' writing, reading, listening, and speaking skills are expected to grow. More extensive knowledge of the cultures of Spanish speakers will be studied. Students will cover the last eight chapters of the textbook *¡Avancemos!*.

**Spanish III:** Spanish I & II are prerequisites, preferably with a grade of C or better. Students will continue to gain skills in speaking, listening, writing, and reading Spanish. Emphasis will be placed on building upon previously learned grammar and vocabulary, as well as further cultivation of conversational skills. Students will read short stories in Spanish and will be expected to write summaries and dialogues in Spanish with minimal errors in grammar, punctuation, and spelling. The cultures of Spanish-speaking nations will continue to be studied.

**Spanish IV:** Spanish I, II, & III are prerequisites, preferably with a grade of C or better. In addition, students need to obtain at least a score of 74 in Reading and 85 in Writing on the Accuplacer exam given by Shawnee Community College. Spanish IV is a dual credit course given in conjunction with Shawnee Community College. Successful completion of the course will provide students with 8 college credit hours in SPAN 111 & SPAN 112 – enough to meet the foreign language general studies requirement for most colleges and universities. Spanish IV will continue to build upon skills learned in the prerequisite courses.

### Contact Information

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Ms. Amy Hutchings, Chair	833-8502 ext. 201	ahutchings@aj81.net
Ms. Grace Darmour-Paul	833-8502 ext. 209	gdarmourpaul@aj81.net

Mathematics Department

*Kerry Falkenburry, Dr. Morgan Moser, Kendra Denny, Lindsey Sommer*

	Beginner	Intermediate	Advanced
Freshman	Pre-Algebra	Algebra I	Advanced Algebra I
Sophomore	Algebra I	Geometry	Advanced Geometry & Advanced Algebra II
Junior	Geometry	Algebra II	Trigonometry*
Senior	Algebra II	Statistics	Calculus*

\* Denotes dual credit class

**Failure Policy:** If a student fails first semester of Pre-Algebra, Algebra I, Geometry or Algebra II, the student will remain in his or her current math class with the understanding that if s/he passes the second semester with a grade of “C” or better, the student will receive an “S” for the first semester and get one full credit of math for that math class. *This option can only be used one time.*

**Required Materials:** All students are required to have a scientific calculator. The price of this type of calculator usually ranges from \$10 to \$15. If your child is in the advanced program, s/he will want a graphing calculator (which will be required for Advanced Algebra II, Statistics, and Trigonometry).

### Course Descriptions

**Pre-Algebra:** This course teaches the basics of algebra, some geometry, and graphing. Students will learn how to work with integers, fractions, decimals, ratios, proportions, and percentages. They will use these to solve equations and inequalities. Students will also study some geometry and work with area, volume, and right triangles.

**Algebra I:** Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, and (5) nonlinear equations.

**Geometry:** This course stresses both the basics of geometry and proficiency in developing formal proofs (deductive logic). Algebraic skills are reviewed and strengthened and algebraic methods are applied to solving problems in geometry. In addition to the development of plane geometry, the course includes spatial geometric concepts, elementary trigonometry, area and volume calculations, classical construction, and coordinate geometry.

**Algebra II:** Algebra II provides a review and extension of the concepts taught in Algebra I. Topics covered will include linear functions, linear systems, quadratic functions, parent functions, solving quadratic functions by factoring, solving any quadratic function, properties of exponents, solving polynomial equations, function operations, exponential functions, and logarithmic functions. Throughout this course, students will develop learning strategies, critical

thinking skill, and problem solving techniques to prepare for future math courses and college entrance exams.

**Trigonometry:** An integrated college-level course in the elementary function of College Algebra and trigonometry. Includes a study of number systems, equation and inequality solving, functions and graphing, linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions, systems of equations and inequalities, binomial expansions, analytic trigonometry, and applications of trigonometry. Students must receive at least an 80 in Math on the Accuplacer test given by Shawnee Community College to be in the course. They receive 5 credit hours in MAT 115 from Shawnee if they pass the course.

**Calculus:** This course is an introduction to analytic geometry, slope, straight line, the conic sections, functions, limits, continuity, and fundamental differentiation including trigonometric and Transcendental differentiation, The Intermediate Value Theorem, and Mean Value theorem. Applications of differentiation, analysis of equations and graphing, indefinite and definite integrals, and the Fundamental Theorem of Calculus. Students must receive at least an 80 in Math on the Accuplacer test given by Shawnee Community College to be in the course. They receive 5 credit hours in MAT 209 from Shawnee if they pass the course.

**Statistics:** This is an introductory course in statistics that emphasizes inference, with extensive coverage of data collection and analysis. Our text emphasizes the development of statistical thinking, the assessment of credibility and value of the inferences made from data, both by those who consume and those who produce them. The following topics will be discussed and studied throughout the course. These include, but are not limited to: frequency distribution, histograms, measures of central tendency, probability, Bayes' Theorem, binomial distribution, Poisson distribution, Normal Probability Distribution, estimating with populations, inferences from two samples, and correlation and regression.

### Contact Information

Name	Phone	Email
Ms. Kerry Falkenburry, Chair	833-8502 ext. 203	kfalkenburry@aj81.net
Dr. Morgan Moser	833-8502 ext. 211	mmoser@aj81.net
Ms. Kendra Denny	833-8502 ext. 212	kdenny@aj81.net
Ms. Lindsey Sommer	833-8502 ext. 213	lsommer@aj81.net

Physical & Health Education  
*Sarah Konecek, Kyle Kueker, Kristin Chamness*

### **General Information**

Per the state of Illinois, all students are required to take Physical Education every semester unless enrolled in Health, Driver's Education, Band, or participating in a school sport (juniors and seniors only). To obtain a P.E. waiver for participation in a sport, students must get the appropriate form from the Guidance Office, have it signed, and return it. We must have a waiver on file.

### **Physical Education Program Objectives**

*Students will be able to:*

1. Develop and maintain a proper level of personal physical fitness.
2. Demonstrate the basic skills, techniques, strategies, and physical fitness necessary to participate in a variety of conditioning exercises, leisure skills, and individual team sports, and lifetime activities.
3. Acquire desirable social standards and ethical concepts.
4. Develop a desirable self-concept and an effective self-image.

### **P.E. Class Requirements**

1. Each student must come ready to participate, wearing proper P.E. attire. This includes: P.E. shirt, shorts, socks, and gym shoes. A fifth no dress will be considered an unexcused absence as it pertains to the semester exam policy.
2. Each student will be on time to class or a tardy will be given.
3. Each student will participate in all activities to the best of his/her ability.

### **Uniforms**

- Athletic T-shirt: provided by the school, \$10.00. Sweatshirts may be worn over the official P.E. T-shirt; they must follow the school dress code.
- Athletic shorts: must be mid-thigh length. No khakis, jeans, spandex, or cut-offs. Pants may be worn but must follow the school dress code (no khakis, jeans, spandex, or holes). If shorts are too short, only one warning will be given, and longer shorts will be expected the following day.
- Tennis shoes and socks: must be clean and non-marking. No sandals or flip-flops.
- Hair: must be pulled back away from the face.

### **Illness/Injury**

In the event that your child is ill or injured, he/she may be excused from P.E. for two days with a parent note. Injuries longer than two days will require a doctor's note.

### **Absences**

Students are responsible for work missed during absences. They should see their teacher for specific information about how to make up participation points.

## **P.E. Class Grading System**

Each student will earn daily points based on:

1. Involvement in the daily activity.
2. Demonstration of good sportsmanship by following the rules and treating others with respect.
3. Cooperation with instructors and peers.

Students will start each day with the ability to earn 10 points. Points are deducted for a variety of infractions, including not dressing and/or not participating.

## **Gym Procedures and Expectations**

1. Students will be in the locker room before the tardy bell rings
2. Students will report to the locker room and change for class
3. Students will report to the bench outside of the locker room
4. Attendance will be taken five minutes after the bell has rung
5. Gum will not be permitted in PE class
6. PE lockers must be locked when not in use
7. Students will not touch or disturb any equipment until told to do so by the teacher
8. Students will treat everyone with respect and display good sportsmanship

## **Course Information**

**Girls' P.E.:** Girls' P.E. is comprised of 2-3 week long units which may include but are not limited to: soccer, flag football, softball, volleyball, basketball, badminton, pickleball, track and field, floor hockey, dance, handball, golf, and ultimate frisbee. Two days per week will be devoted to fitness activities. All students are expected to give their best effort, despite the level of difficulty. We will also have a self-defense class taught by SIU or the Carbondale Police. Some other activities include (but are not limited to): Army National Guard Obstacle Courses and Fitness Days, a Bowling Trip, "Woman Day Wednesday," and various guest speakers/presenters. Students are evaluated in a variety of ways, including written tests and skills tests. At the beginning of every year, due to the heat, class will consist of a group project on a subject pertaining to health and fitness. Presidential Fitness testing takes place at the end of each school year. These tasks (Pacer/Mile Run, Curl-ups, Trunk Lift, Push-Ups/Pull-Ups, Flexed Arm Hang, Sit & Reach, Shoulder Reach) will be practiced and monitored throughout the year and officially tested at end of March/beginning of April. Students are expected to perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities, and work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations.

**Boys' P.E.:** The physical education program for Anna-Jonesboro High School guides students in their development of physical skills, including growth in health and physical fitness. Components include muscular strength, endurance, flexibility, cardiovascular, agility, balance, coordination, rhythmic response, and locomotor skills. This program helps students to understand the concepts underlying these skills, to form proper safety habits, and to develop attitudes of cooperation, fair play and sportsmanship.

Through fundamental movement patterns and a wide variety of group and individual activities, students have the opportunity to achieve these objectives. During the program, students gain the knowledge and attitudes to achieve healthful living throughout their lives and acquire fitness, coordination, leisure skills, and lifetime activities.

**Health:** Health is a semester course that will guide students through the many dimensions of wellness. Students will develop skills needed in confronting difficult situations, understand health prevention and promotion techniques that will establish a solid personal health education, and become health literate in making positive and healthy decisions. This course is required for all students in order to graduate, and is usually taken freshman or sophomore year opposite Driver's Education.

### Contact Information

Name	Phone	Email
Ms. Sarah Konecek	833-8502 ext. 116	skonecek@aj81.net
Mr. Kyle Kueker	833-8502 ext. 112	kkueker@aj81.net
Ms. Kristin Chamness	833-8502 ext. 243	kchamness@aj81.net

Prevocational & Special Education  
*Dawna Gregge, Amy Fitzgerald-Wilson, Julie Lewis*

### Description

The Special Education and Prevocational program at AJCHS is for students with individualized education plans (IEPs) or 504s. These services are in place to help students succeed both in a regular and specialized classroom setting. Services provided include study halls for students who are eligible for accommodations, as well as classes in all major subject areas. Finally, there is an option for students in the program to participate in work supervision, where they are able to leave school during a portion of the day to go to a legitimate job.

For additional information about the Prevocational & Special Education programs, or information about your student's special education services, please contact one of the teachers listed below.

### Courses

<b>Subject</b>	<b>Basic Special Education Setting</b>	<b>Special Education Setting</b>	<b>Special Education w/in General Education</b>
<b>English</b>	English I, II, III, IV	PV English I, II, III, IV	See beginner level English courses pg. 6
<b>Math</b>	Math I, II, III, IV	PV Math PV Pre-Algebra PV Geometry	Co-taught Pre-Algebra (Denny/Lewis)
<b>Science</b>	Science	PV Biology	Co-taught General Science (Corbit/Gregge)
<b>Social Studies</b>	Social Studies	PV Social Studies (encompasses U.S. History & Government) PV Resource Management PV Civics	

A student's placement in these courses and progression through the program is decided at the student's IEP meeting.

### Contact Information

<b>Name</b>	<b>Phone</b>	<b>Email</b>
Ms. Dawna Gregge, Chair	833-8502 ext. 229	dgregge@aj81.net
Ms. Amy Fitzgerald-Wilson, Chair	833-8502 ext. 241/106	afitzwilson@aj81.net
Ms. Julie Lewis	833-8502 ext. 210	jlewis@aj81.net

Science Department  
*Courtney Garner, Leslie Neitzer, Thomas Corbit, Heath Dawley*

	Beginner	Intermediate	Advanced
Freshman	Earth & Space Science (ESS) or General Science	Biology I	Adv Biology I
Sophomore	Biology I or ESS	Chemistry I or Adv Chemistry I	Adv Chemistry I
Junior	Biology I or Chemistry I	Biology II, Adv Biology II*, or Physics	Adv Biology II*, and/or Physics
Senior	Chemistry I or Biology II	Physics or Ecology*	Physics and/or Ecology*

\* Denotes a dual credit course

*If a student receives a C or below in Advanced Biology I, Advanced Biology II or Advanced Chemistry I at the end of the first semester, they will be moved to the intermediate level class at the beginning of the second semester.*

### Science Department Policies

**Freshman Placement:** Incoming freshmen are placed in a science course based on three criteria- 8<sup>th</sup> grade placement test scores, 8<sup>th</sup> grade science performance, and 8<sup>th</sup> grade teacher recommendations.

**Failing a Semester:** Students who fail the first semester of an elective class may find a replacement class for the second semester. If a student fails the first semester they may choose to attempt to score a C or higher in the second semester, resulting in credit given for both semesters. A student may only choose this option once during their high school career.

**Requirements:** All graduates of AJCHS are required to have two credits in science. This means successfully completing two yearlong courses. Universities require 3-4 science classes.

**Extra Help:** Science is often a challenging subject for students. Our science department wishes for all students to succeed which means starting off right as freshmen. All science courses require additional time outside of regular class time for homework and studying. All classes have daily homework, quizzes, tests, labs, and various projects throughout the year. Students are expected to do their own work, but are encouraged to get help from their teachers. Department members are available before and after school for extra help. Parents are encouraged to be involved by keeping in contact with the teacher and checking student progress online using Teacher Ease. We hope next year will be an outstanding learning experience.

### Course Descriptions

**General Science:** There is no prerequisite. This course is designed for freshmen who have not mastered the skills needed for the entry level science course and is available only by recommendation by the Guidance Counselor and approval by the teacher. It provides an



overview of the major fields of science (physical science, life science, earth science). Students will also learn the basic lab skills and writing skills needed for Earth and Space Science.

**Earth and Space Science:** There is no prerequisite. This is a laboratory oriented course designed to provide students with the general principles and applications of earth and space science. Students would also develop begin developing the lab skills needed for the upper level course offerings in science through the use of both physical and virtual labs. It will provide information and basic lab skills needed to fully understand further science material. This course is offered as part of the beginning science program.

**Biology I:** There is no prerequisite if you score well enough to be placed in the regular program. Earth and Space Science is a prerequisite for the beginning program. This course acquaints students with the basic concepts of biology so that students will gain a working knowledge and understanding of the subject. Students have a hands-on laboratory experience along with collections, demonstrations, and presentations.

**Advanced Biology I:** Students will be placed in this class based on standardized test scores, previous science class work, and teacher recommendation. This is a weighted course. Advanced Biology I will acquaint students with basic biological concepts and a hands-on knowledge of the methods of the biologist. The students will also complete a study of a science, technology, and society issue, which includes using research techniques and proposing supporting solutions. The students will also be engaged in a variety of group projects, oral presentations, and laboratory and field experiences. This course is designed for the honor student who has excellent work ethics and the desire to work hard in order to be successful.

**Biology II:** Prerequisite is Chemistry I or concurrent enrollment in Chemistry I with approval of the teacher. This will only be approved for students who have taken Advanced Biology I. This course covers ecology during semester one and human anatomy and physiology during semester two. Hands-on dissection is required for completion of this course.

**Advanced Biology II:** Prerequisites are Chemistry I and either an Accuplacer score of 74 and above in Reading and 80 and above in Math or ACT score of 21 and above in all categories. This class is weighted and dual credit, meaning that students will receive college credit for the course. This course introduces the student to the levels of organism complexity. The chemical basis of life, cellular structures and processes, and the anatomy and physiology of plants and animals will be studied. Tissues and organ systems of the human body will be emphasized. Hands-on dissection is required for completion of this course. Students will earn 4 credit hours through Shawnee Community College for this course.

**Chemistry I:** Biology I and Algebra I are the required prerequisites. This course is a basic introduction to the concepts of chemistry. These concepts are further developed through lab experiences, problem solving skills, and scientific literacy.

**Advanced Chemistry I:** This is the introductory course of physical sciences. Completion of Adv. Biology I and Algebra I is required. Students from Biology I will be considered with consent of both their science and math instructors. Adv. Chemistry I is a basic, yet thorough,

introduction to chemistry. Some concepts stressed in the course include the metric system and dimensional analysis, atomic structure, the periodic table, chemical bonding, the kinetic theory, classification and composition of matter, and stoichiometry. These concepts are further developed through appropriate laboratory experiences.

**Physics:** This is an advanced science course. Successful completion of Adv. Chemistry I or Biology II is required and concurrent enrollment in or completion of trigonometry is strongly recommended for admission to the course. The course stresses mechanics (including vector analysis, statics, motion in one and two dimensions, Newton's laws and translational and rotational momentum), Kinetic Theory, thermodynamics, and electricity and magnetism. The students participate in appropriate laboratory work.

**Ecology:** Prerequisites for this senior level course are Chemistry I and Advanced/Biology II and either an Accuplacer score of 74 and above in Reading and 80 and above in Math or ACT score of 21 and above in all categories. This class is weighted and dual credit, meaning that students will receive college credit for the course. This course will allow the student to explore the various aspects of our environment and learn how interdependent life is on Earth. Study will focus on the inner workings of the environment, the human impact on the environment, and what can be done to reduce the negative consequences of that impact. An exploration of the complex issues facing the environment and various view points on how to solve those issues will also be included. Students will earn 3 credit hours through SCC for this course.

### Contact Information

Name	Phone	Email
Ms. Courtney Garner, Chair	833-8502 ext. 214	cgarner@aj81.net
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Mr. Thomas Corbit	833-8502 ext. 204	tcorbit@aj81.net
Mr. Heath Dawley	833-8502 ext. 215	hdawley@aj81.net

Social Studies  
*Amy Penninger, Hannah Maze, Matthew Lewis*

Grade Level	Course Options
Freshman/Sophomore	Geography World History Media Literacy & Current Events (Sophomores only)*
Junior/Senior	Geography World History Psychology U.S. History (Juniors only) * AP U.S. History (Juniors only) * Government (Seniors only)*

\*Denotes a class required for graduation from AJCHS

Graduation requirements consist of 2 credits (2 years), but most colleges and universities require 3 years of social studies. It is recommended for college-bound students to take at least 3 years of social studies courses.

### Department Policies

Each social studies assignment is expected to be completed and turned in on the due date at the beginning of the hour, as this contributes to your skills of time-management and responsibility. Late work is not accepted unless due to an excused absence. Plagiarism is defined in the A-JCHS handbook and results in no credit given. Also refer to the handbook for policies regarding absences student responsibilities for what is assigned that day.

Social studies teachers use a variety of learning strategies, such as reading, discussion, lecture, document interpretation and analysis, hands-on simulation, and more. On occasion we use cooperative learning in which students work in groups. The following are procedures for this.

- 1) Contribute to the group by completing your portion of the task that was agreed upon.
- 2) Only work on the task assigned to your group and keep focused discussion; it is not free time.
- 3) Motivate and help others in your group as needed to create the finished product.

Materials required for most courses are as follows:

- 3- Ring Binder (preferably 1 inch) with loose-leaf paper and folder
- Blue/Black Pen or Pencil
- Internet access as needed
- Other supplies as indicated by teacher at beginning of semester

## Course Descriptions

**Introduction to Psychology:** One semester class. Psychology is offered to 11th and 12th grade students and is the scientific study of the mind and behavior. Psychology is a multifaceted discipline and includes many sub-fields of study including such areas as human development, sports, health, clinical, social behavior and cognitive processes. Major emphases will be given to the following themes: development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology; appreciation for the history of psychology and its development as a field; appreciation for ethical standards that regulate scientific research and professional practice; understanding that different content areas within psychological science are interconnected; ability to relate psychological knowledge to everyday life; and knowledge of the variety of careers available to those who study psychology (adapted from the American Psychological Association).

**Media Literacy and Current Events:** Requirement for Sophomores beginning class of 2020. One semester class. *“If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” – Thomas Jefferson.* This course prepares students for democratic citizenship in the 21<sup>st</sup> century by developing media literacy skills, familiarizing students with contemporary issues, and investigating the historical context of these issues. Major emphases will be given to the following themes: development of critical thinking skills; recognizing the inherent bias and credibility of various sources; familiarizing students with local, state, national, and international issues; understanding how students may be personally affected by events; learning the historical context of contemporary issues; understanding of how media messages shape our culture and society; differentiating between fact versus opinion, multiple perspectives, and cause and effect relationships; and respectful, researched discussion of opinions supported with factual evidence.

**Geography:** World Geography is a year-long multicultural, cross-disciplinary course designed to provide an accurate and complete view of the ever changing world of which we are all a part. The course emphasizes physical geography (e.g., climate, earth processes, etc.) and human geography (e.g., world cultures, religions, beliefs, customs, economic development, etc.). The following objectives are identified for the course: (a) acquire a mental map of the world that encompasses its environmental and cultural diversity; (b) gain a basic understanding of fundamental interactions between people and their environments; (c) demonstrate linkages between people and places and interdependencies that result from these linkages; (d) learn a model for distinguishing between developing and developed regions and nations; and (e) acquire the critical tools necessary for understanding issues with global implications.

**World History:** World History is a full year course that outlines the history of the modern world. After a brief introduction to the discipline of history and a review of ancient and medieval history, the course will be devoted to the Reformation through the twenty-first century. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives. The goal is not to learn everything that happened in World History but to focus on broad themes and look at

cross cultural connections that do relate to our world today. Major topics covered include the following: Renaissance and Reformation, Industrial Revolution, Nationalism and Spread of Democracy, Spread of Imperialism, Russian Revolution, World Wars, Cold War, Major Religions of the World, The World Today.

**U.S. History:** This 11th grade course is required to graduate; there are no pre-requisites. The course uses a thematic approach to survey the people, events, ideas, and institutions important to the development of the United States. Special attention is given to political, social, and economic issues and their impact on the contemporary period, utilizing primary and secondary sources to investigate U.S. History. Special projects include a Local History project for the fall semester and a Decade Project in the spring semester.

**AP U.S. History:** Advanced Placement (AP) U.S. History is designed and taught in accordance with the College Board's AP U.S. History Curriculum Framework in order to prepare students for the AP U.S. History Exam in May. It is designed to be the equivalent of a college-level U.S. history survey course taught chronologically as well as thematically. The course includes a study of nine time periods beginning with the pre-Columbian era and continuing to present time. An emphasis is placed on historiography (the writing of history) including chronological reasoning, comparison and contextualization, crafting historical arguments from evidence, and historical interpretation and synthesis.

While no pre-requisites exist for this course, students are expected to have skills of reading and writing at above grade level due to the extensive reading and writing required in the course. This course will be quite challenging to students; an entire college-level textbook will be used in addition to supplemental texts and primary sources. Students must prepare to spend a sufficient amount of time outside of class reading one to two chapters from the main textbook per week plus additional reading materials, writing notes and essays, preparing projects, and studying for quizzes and tests. The mastery of skills and concepts will be difficult and take much motivation. Students enrolled in the course are expected to take the AP exam and must pay the fee charged by the College Board. For more information about the AP program students should visit <http://apcentral.collegeboard.org>.

**Government:** This 12<sup>th</sup> grade course is required for graduation and covers several aspects of government. American Government will explore the origins of the American democratic system while looking at how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society.

### Contact Information

Teacher & Room Number	Phone Number	Email Address
Mr. Matthew Lewis, room 22	833-8502 Ext. 243	mlewis@aj81.net
Ms. Hannah Maze, room 19	833-8502 Ext. 219	hmaze@aj81.net
Mrs. Amy Penninger, room 18, Dept. Chair	833-8502 Ext. 218	apenninger@aj81.net

## Union County CEO Program

*Evelyn Bailey, Facilitator*

### **Description**

Funded entirely by individual business investors, the year-long CEO class creates a real-world learning laboratory for high school seniors and juniors to take risks, manage opportunities, and learn from outcomes. Through entrepreneurship education, students learn how to create a business and build a lifelong network. Students who participate in CEO are held to high standards, and in many ways the class is treated like a business, where students are subject to regular reviews and expected to maintain professionalism in ALL aspects of their life.

Students who participate in the course learn business skills, leadership skills, communication skills, and poise. A student who utilizes what the class has to offer will leave with an excellent résumé, a business that will enable them to make money, and multiple connections that can be called upon for future references and networking.

### **Details**

The class is currently open to juniors and seniors only. Students are selected via a rigorous application process because they are expected to live up to the program's reputation of excellence. The course currently takes place during 1<sup>st</sup> and 2<sup>nd</sup> hour (subject to change), and provides 2 full credits upon completion.

Students meet at area businesses for class and are given the opportunity to meet with many local businessmen and women who visit the class as speakers. Each student is paired with an adult mentor who helps the student create his or her own business, which is the end-goal of the class.

### **Criteria**

To be eligible for CEO, students must be a high school junior or senior. They must have maintained at least a "B" average within the year and a half prior to applying, and they must show that they are able to commit to an outside responsibility (participation in an extracurricular). Students are asked to provide three recommendations and a written personal statement. Once accepted to CEO, students will be subject to regular reviews and will be expected to maintain high grades and professional behavior in ALL aspects of their life. A student who fails to do so will be placed on probation with the possibility of being removed from the course.

Although it is not required to have internet access, students will be expected to do a significant amount of work on the computer and online. Students who do not have access to technology or the internet at home will need to be sure to make alternate arrangements for completing their work, as they will be held to the same standards.

### **Contact Information**

Mrs. Evelyn Bailey

ebailey@aj81.net OR ebailey@unioncountyceo.com

## Course Offerings by Grade Level

### Freshman Year

#### General Information:

Placement for English, Math, Science, Spanish, English Enrichment, and Algebra Enrichment is based on placement test scores and 8th grade teacher recommendation.

#### Required classes:

<b>Subject</b>	<b>Options</b>
English	English 1, English I, <b>Advanced English I</b> (spring semester only)
Math	Pre-Algebra, Algebra I, <b>Advanced Algebra I</b>
Science	General Science, Earth & Space Science, Biology I, or <b>Advanced Biology I</b>
Study Hall	Accommodated Study Hall, Study Hall
Physical Education	P.E., Driver's Ed, Health, Band

#### Electives:

<b>Subject</b>	<b>Options</b>	<b>Credits</b>
Social Studies	World History	1 (year-long)
Fine Arts	General Art, Music Appreciation, Introduction to Music Performance	½ (semester)
	Chorus, Band, Concert Choir	1
Foreign Language	Spanish I	1
Agriculture	Introduction to Agriculture	1
Business	Computer Concepts, Business & Technology	½
Family & Consumer Science	Intro to Family & Consumer Science, Food & Nutrition I & II	½

**Bold lettering** denotes a weighted class (5.0/4.0).

Please refer back to page 2 for the graduation requirements for AJCHS as well as university requirements when selecting courses.

## Sophomore Year

Required classes:

<b>Subject</b>	<b>Options</b>
English	English 2, English II, or <b>Advanced English III</b>
Math	Algebra I, Geometry, or <b>Advanced Geometry &amp; Advanced Algebra II</b>
Science	Earth & Space Science, Biology I, Chemistry I, or <b>Advanced Chemistry I</b>
Social Studies	Media Literacy & Current Events
Physical Education	P.E., Health, Driver's Ed, or Band

Electives:

<b>Subject</b>	<b>Options</b>	<b>Credits</b>
Social Studies	World History	1 (year-long)
Fine Arts	General Art, Music Appreciation, Introduction to Music Performance, Drawing I, Drawing II, Painting I, Painting II, Ceramics I, Ceramics II	½ (semester)
	Chorus, Band, Concert Choir	1
Foreign Language	Spanish I or <b>Spanish II</b>	1
Agriculture	Basic Ag Mechanics	1
Business	Computer Concepts, Business & Technology, Computer Programming, Web Design	½
	Multimedia Design	1
Family & Consumer Science	Intro to Family & Consumer Science, Food & Nutrition I & II	½

**Bold lettering** denotes a weighted class (5.0/4.0).

Please refer back to page 2 for the graduation requirements for AJCHS as well as university requirements when selecting courses.

Students will take the Accuplacer test this year to determine whether they are eligible for dual credit courses through Shawnee Community College.



## Junior Year

Required classes:

Subject	Options
English	English 3, English III, <b>Advanced English III</b> , or <b>Advanced English IV</b>
Math	Geometry, Algebra II, <b>Advanced Algebra II</b> , or <b>Trigonometry*</b>
Social Studies	U.S. History, <b>AP U.S. History*</b>
Physical Education	P.E., Band, or sport's waiver on a semester basis

Electives:

Subject	Options	Credits
Social Studies	World History, Psychology	1 (year-long)
Science	Biology I, Chemistry I, Biology II, <b>Advanced Biology II*</b> , <b>Physics</b>	1
Fine Arts	General Art, Music Appreciation, Introduction to Music Performance, Drawing I, Drawing II, Painting I, Painting II, Ceramics I, Ceramics II	½ (semester)
	Chorus, Band, Concert Choir	1
Foreign Language	Spanish I, <b>Spanish II</b> , <b>Spanish III</b>	1
Agriculture	Wildlife Management	1
Business	Computer Concepts, Business & Technology, Computer Programming, Web Design	½
	<b>Accounting*</b> , Web Master, Multimedia Design	1
Family & Consumer Science	Child Growth & Development, Parenting, Adult Living	½
	Culinary Arts	1
Union County CEO	CEO 1 <sup>st</sup> & 2 <sup>nd</sup> hrs. – by application only	2 (1 credit x semester)
Five County Vocational Education	Auto Body, Auto Technician, Culinary Occupations I, Health Occupations	2 (1 credit x semester)

**Bold lettering** denotes a weighted class (5.0/4.0).

An asterisk (\*) denotes a dual credit class or a class through which college credit can be accrued.

Students will take the SAT test at school this year and should consider taking the ACT. College placement exams are required for entrance into 4-year universities.

## Senior Year

Required classes:

<b>Subject</b>	<b>Options</b>
English	English 4, English IV, <b>Advanced English IV</b> , or <b>Humanities (AP)*</b>
Social Studies	Government
Physical Education	P.E., Band, or sport's waiver on a semester basis
Resource Management	PV Resource Management, Resource Management

Electives:

<b>Subject</b>	<b>Options</b>	<b>Credits</b>
Social Studies	World History, Psychology	1 (year-long)
Science	Chemistry I, Biology II, <b>Advanced Biology II*</b> , <b>Physics, Ecology*</b>	1
Math	Algebra II, Statistics, <b>Trigonometry*</b> , <b>Calculus*</b>	1
Fine Arts	General Art, Music Appreciation, Introduction to Music Performance, Drawing I, Drawing II, Painting I, Painting II, Ceramics I, Ceramics II	½ (semester)
	Chorus, <b>Band, Concert Choir</b>	1
Foreign Language	Spanish I, <b>Spanish II, Spanish III, Spanish IV*</b>	1
Agriculture	Ag Mechanics and Technology	1
Business	Computer Concepts, Business & Technology, Computer Programming, Web Design	½
	<b>Accounting*</b> , Web Master, Multimedia Design	1
Family & Consumer Science	Child Growth & Development, Parenting, Adult Living	½
	Culinary Arts	1
Union County CEO	CEO 1 <sup>st</sup> & 2 <sup>nd</sup> hrs. – by application only	2 (1 credit x semester)
Five County Vocational Education	Auto Body, Auto Technician, Culinary Occupations, Health Occupations	2 (1 credit x semester)
Health Occupations (SCC Extension Center)	<b>Medical Terminology* &amp; Nursing Assistant*</b> - by application only	2 (1 credit x semester)
Work Program	Co-op – must have a job and attend the Co-op class (covers Resource Management credit)	2 (1 credit x semester)

**Bold lettering** denotes a weighted class (5.0/4.0).

An asterisk (\*) denotes a dual credit class or a class through which college credit can be accrued.