Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, or actual or potential marital or parental status, including pregnancy.

* * *

Las oportunidades educativas y extracurriculares iguales estarán disponibles para todos los estudiantes sin consideración alguna hacia color, la raza, la nacionalidad, la religión, el sexo, la orientación sexual, la ascendencia, la edad, la inhabilidad física o mental, la identidad del género, el estado de ser sin hogar, la orden del estado de la protección, o del estado marital o parental real o potencial, incluyendo embarazo.
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Argo Community High School Mission Statement:
We inspire, educate, and empower students to achieve a positive future for themselves and their community.

SCHOOL CONTACTS AND METHODS OF CONTACT

District Administrative Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Kingsfield</td>
<td>Superintendent</td>
<td>708-467-5510</td>
<td><a href="mailto:jkingsfield@argohs.net">jkingsfield@argohs.net</a></td>
</tr>
<tr>
<td>Joseph Murphy</td>
<td>Business Manager</td>
<td>708-467-5515</td>
<td><a href="mailto:jmurphy@argohs.net">jmurphy@argohs.net</a></td>
</tr>
<tr>
<td>Chris Covino</td>
<td>Principal</td>
<td>708-467-5501</td>
<td><a href="mailto:ccovino@argohs.net">ccovino@argohs.net</a></td>
</tr>
<tr>
<td>Jessica Nall</td>
<td>Assistant Principal for Teaching and Learning</td>
<td>708-467-5503</td>
<td><a href="mailto:jnall@argohs.net">jnall@argohs.net</a></td>
</tr>
<tr>
<td>William Toulios</td>
<td>Assistant Principal of Activities, Operations, and Alumni Relations</td>
<td>708-467-5524</td>
<td><a href="mailto:wtoulios@argohs.net">wtoulios@argohs.net</a></td>
</tr>
<tr>
<td>Nicholas Browder</td>
<td>Athletic Director</td>
<td>708-467-5520</td>
<td><a href="mailto:nbrowder@argohs.net">nbrowder@argohs.net</a></td>
</tr>
<tr>
<td>Brandon Cotter</td>
<td>ESS Director</td>
<td>708-467-5825</td>
<td><a href="mailto:bcotter@argohs.net">bcotter@argohs.net</a></td>
</tr>
<tr>
<td>Brian Grider</td>
<td>Assistant ESS Director</td>
<td>708-467-5844</td>
<td><a href="mailto:bgrider@argohs.net">bgrider@argohs.net</a></td>
</tr>
<tr>
<td>Nikolai Simov</td>
<td>Technology Director</td>
<td>708-467-5527</td>
<td><a href="mailto:nsimov@argohs.net">nsimov@argohs.net</a></td>
</tr>
<tr>
<td>Mark Croeger</td>
<td>Building &amp; Grounds</td>
<td>708-467-5532</td>
<td><a href="mailto:mcroeger@argohs.net">mcroeger@argohs.net</a></td>
</tr>
<tr>
<td>Denise Ghaowi</td>
<td>Dean of Students A-F</td>
<td>708-467-5805</td>
<td><a href="mailto:dghaowi@argohs.net">dghaowi@argohs.net</a></td>
</tr>
<tr>
<td>Nicole Wasko</td>
<td>Dean of Students G-H</td>
<td>708-467-5806</td>
<td><a href="mailto:nwasko@argohs.net">nwasko@argohs.net</a></td>
</tr>
<tr>
<td>Vince Loizzo</td>
<td>Dean of Students O-Z</td>
<td>708-467-5804</td>
<td><a href="mailto:vloizzo@argohs.net">vloizzo@argohs.net</a></td>
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</table>

Department Chairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Alexander</td>
<td>Science</td>
<td>708-467-5590</td>
<td><a href="mailto:jalexander@argohs.net">jalexander@argohs.net</a></td>
</tr>
<tr>
<td>Mike Cognetti</td>
<td>Career &amp; Technical Education</td>
<td>708-467-5650</td>
<td><a href="mailto:mcognetti@argohs.net">mcognetti@argohs.net</a></td>
</tr>
<tr>
<td>John Dagres</td>
<td>Mathematics</td>
<td>708-467-5570</td>
<td><a href="mailto:jdagres@argohs.net">jdagres@argohs.net</a></td>
</tr>
<tr>
<td>Tommy Jankowicz</td>
<td>ELL/Foreign Languages</td>
<td>708-467-5622</td>
<td><a href="mailto:tjankowicz@argohs.net">tjankowicz@argohs.net</a></td>
</tr>
<tr>
<td>Jon Leonard</td>
<td>English</td>
<td>708-467-5550</td>
<td><a href="mailto:jleonard@argohs.net">jleonard@argohs.net</a></td>
</tr>
<tr>
<td>Brett Lettiere</td>
<td>Art, Music, Social Science</td>
<td>708-467-5605</td>
<td><a href="mailto:blettiere@argohs.net">blettiere@argohs.net</a></td>
</tr>
<tr>
<td>Daniel McCarthy</td>
<td>Pupil Personnel Services</td>
<td>708-467-5808</td>
<td><a href="mailto:dmccarthy@argohs.net">dmccarthy@argohs.net</a></td>
</tr>
<tr>
<td>Mike McCarthy</td>
<td>Educational Support Services</td>
<td>708-467-5831</td>
<td><a href="mailto:mmccarthy@argohs.net">mmccarthy@argohs.net</a></td>
</tr>
<tr>
<td>Russ Nowak</td>
<td>Physical Education</td>
<td>708-467-5634</td>
<td><a href="mailto:rnowak@argohs.net">rnowak@argohs.net</a></td>
</tr>
</tbody>
</table>

Student Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Truell</td>
<td>Social Worker A-D</td>
<td>708-467-5822</td>
<td><a href="mailto:struell@argohs.net">struell@argohs.net</a></td>
</tr>
<tr>
<td>Janet Costello</td>
<td>Social Worker E-K</td>
<td>708-467-5820</td>
<td><a href="mailto:jcostello@argohs.net">jcostello@argohs.net</a></td>
</tr>
<tr>
<td>Marissa Connolly</td>
<td>Social Worker L-Q</td>
<td>708-467-5821</td>
<td><a href="mailto:mconnolly@argohs.net">mconnolly@argohs.net</a></td>
</tr>
<tr>
<td>Allison Bean</td>
<td>Social Worker R-Z</td>
<td>708-467-5819</td>
<td><a href="mailto:abean@argohs.net">abean@argohs.net</a></td>
</tr>
<tr>
<td>Katherine Stout</td>
<td>Health Services</td>
<td>708-467-5647</td>
<td><a href="mailto:kstout@argohs.net">kstout@argohs.net</a></td>
</tr>
<tr>
<td>Jennifer Konow</td>
<td>Health Services</td>
<td>708-467-5648</td>
<td><a href="mailto:jkonow@argohs.net">jkonow@argohs.net</a></td>
</tr>
<tr>
<td>Vickie McAlpine</td>
<td>Registrar</td>
<td>708-467-5809</td>
<td><a href="mailto:vmcalpine@argohs.net">vmcalpine@argohs.net</a></td>
</tr>
<tr>
<td>Angel Sarabia</td>
<td>School Resource Officer</td>
<td>708-467-5807</td>
<td><a href="mailto:asarabia@argohs.net">asarabia@argohs.net</a></td>
</tr>
</tbody>
</table>

Guidance Counselors

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Bergman</td>
<td>A - C</td>
<td>708-467-5813</td>
<td><a href="mailto:mberman@argohs.net">mberman@argohs.net</a></td>
</tr>
<tr>
<td>Daniel McCarthy</td>
<td>D - F</td>
<td>708-467-5808</td>
<td><a href="mailto:dmccarthy@argohs.net">dmccarthy@argohs.net</a></td>
</tr>
<tr>
<td>Christian Johnson</td>
<td>G - Kn</td>
<td>708-467-5811</td>
<td><a href="mailto:cjohnson@argohs.net">cjohnson@argohs.net</a></td>
</tr>
<tr>
<td>Tammy Defazio</td>
<td>K - N</td>
<td>708-467-5814</td>
<td><a href="mailto:tdefazio@argohs.net">tdefazio@argohs.net</a></td>
</tr>
<tr>
<td>Cindy Haack</td>
<td>O - Se</td>
<td>708-467-5812</td>
<td><a href="mailto:chaack@argohs.net">chaack@argohs.net</a></td>
</tr>
<tr>
<td>Evelyn Sanchez</td>
<td>Sf - Z</td>
<td>708-467-5815</td>
<td><a href="mailto:esanchez@argohs.net">esanchez@argohs.net</a></td>
</tr>
</tbody>
</table>
Argonaut Students and Parents,

Argo’s Course Planning Guide can be summarized in one word – **opportunity**! At Argo, there is truly something for everyone. Our core academic classes are challenging and rigorous, built upon essential standards and ensure that all students are **college, career and life ready** when they graduate; our elective courses provide enrichment for students - instilling creative and critical thinking; and our extra-curricular clubs and teams create physical, artistic and social outlets with the hope that all students might make Argo a home away from home.

Please use this Course Planning Guide to explore the opportunities available to all students while at Argo. At the beginning of each department’s section, you will see specific academic and career pathways listed. In order to make the most of the Argo experience, we suggest using this information to develop a multi-year plan. While our counseling staff works diligently with every student to build an individualized schedule, we know that all good plans begin at home. **I encourage you to browse this Course Planning Guide as a family and start a conversation about what you want to do after high school.**

While we are very excited to offer all of our course sequences, we are particularly proud of our growing Dual Credit offerings. Please investigate all the Dual Credit courses we offer through our partnerships with Moraine Valley Community College and Indiana University. Dual credit classes are not only a great way to experience college-level coursework, they will provide much needed savings for families as the cost of post high school classes continues to rise. Please also note the growing number of career-oriented, application-focused courses we have created: Geometry and Construction, Robotics and Engineering and Medical Biology. These hands-on courses were built for the student looking to make direct and immediate connections between academics and a future career field.

More than 450 freshmen will walk through our doors in the fall of 2020. To all students new to Argo, I want you to know that you are lucky to become Argonauts! We have so many opportunities to offer you. To our 1500 current Argonauts, I sincerely hope that you are already taking advantage of all that Argo offers you – if not, this is your year! Find a course that you are passionate about, a club, team, or activity to be a part of. When you look back on high school, it’s important to be able to say that you did your best to **Make Every Day Count**!

The entire Faculty and Staff is here to support you and help to make your future goals a reality.

Go Argonauts!

Dr. Chris Covino, Principal
**GRADUATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Honors Diploma*</th>
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<tbody>
<tr>
<td>Math - 3 credits</td>
<td>Math - 3 credits (at the High School)</td>
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<tr>
<td>Science - 2 credits (Class of 2021)</td>
<td>Science - 3 credits</td>
</tr>
<tr>
<td>Life – 1 / Physical – 1</td>
<td>English - 4 credits</td>
</tr>
<tr>
<td>Science – 2 credits (Class of 2022, 2023, and 2024)</td>
<td>Social Science - 3 Credits</td>
</tr>
<tr>
<td>English - 4 credits</td>
<td>US History – 1</td>
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<tr>
<td>Social Science – 2 credits</td>
<td>Government &amp; Civics -.5</td>
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<tr>
<td>US History - 1</td>
<td>Elective – 1.5</td>
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<tr>
<td>Government &amp; Civics -.5</td>
<td>Consumer Education/Economics -.5 credit</td>
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<tr>
<td>Elective – .5</td>
<td>Physical Education, Health,</td>
</tr>
<tr>
<td></td>
<td>Driver Education - 4 credits</td>
</tr>
<tr>
<td>Consumer Education/Economics -.5 credit</td>
<td>Foreign Language or Fine Arts - 2 credits</td>
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<tr>
<td>Physical Education, Health,</td>
<td>Electives - 4.5 credits</td>
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<tr>
<td>Driver Education – 4 credits</td>
<td></td>
</tr>
<tr>
<td>Electives – 6.5 credits</td>
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</tr>
<tr>
<td><strong>TOTAL – 22 Credits</strong></td>
<td><strong>TOTAL – 24 Credits</strong></td>
</tr>
</tbody>
</table>

*Students who earn a total of 24 credits, including a minimum of at least three honors credits per year (or two honors credits and a foreign language), will be eligible for an "Honors" diploma.

Students earning below a C in an honors class must obtain permission from the Department Chair to continue in honors class.

**FOUR-YEAR COLLEGE**

The Illinois Board of Higher Education requires the following minimum high school courses for admission into baccalaureate programs at Illinois Colleges and Universities.

<table>
<thead>
<tr>
<th>Subject</th>
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<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
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<td>Science</td>
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</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language or Music or Art</td>
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**THE ILLINOIS SEAL OF BILITERACY**

Students can earn the Illinois State Seal of Biliteracy by showing proficiency in two or more languages (including English). The Seal will be awarded and attached to the student’s Argo High School diploma. Argo’s official transcripts will also indicate the awarding of the Illinois Seal of Biliteracy. Students wishing to earn the Illinois Seal of Biliteracy must take two years of a Foreign Language before taking the Illinois Seal of Biliteracy test. Four years of a Foreign Language is strongly recommended when testing for the Illinois Seal of Biliteracy.
**NCAA ELIGIBILITY:** Students intending to enroll in college as a freshman and participate in Division I or II athletics must first be certified by the National Collegiate Athletic Association (NCAA) Eligibility Center. The Eligibility Center ensures that the NCAA’s standards for athletic eligibility are applied consistently to all prospective student athletes at its member institutions.

Please be aware that some courses which apply towards Argo’s graduation requirements cannot be applied towards the NCAA’s eligibility standards. To check which Argo courses are approved by the NCAA and to register as a prospective student athlete, go to www.eligibilitycenter.org. Prospective Division I or II student athletes are advised to plan their course selections carefully. If you have any questions about NCAA eligibility, please see Mr. Johnson in the Guidance Office.

**NCAA Division I Eligibility: 16 Core Courses**

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

Potential student athletes also need to meet a sliding scale to match their ACT score and core grade point average. See the NCAA’s Eligibility website for more information.

**NCAA Division II Eligibility: 16 Core Courses**

- 3 years of English
- 2 years of Math (Algebra 1 or higher)
- 2 years of Natural/Physical Science (Including one year of lab science, if offered)
- 2 years of Social Science
- 3 years additional courses (English, Math, or Natural/Physical Science)
- 4 years of additional courses (English, Math, Natural/Physical Science, Social Studies, Foreign Language, Comparative Religion, or Philosophy)

<table>
<thead>
<tr>
<th>Full Qualifier:</th>
<th>Full Qualifier:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 16 core courses</td>
<td>College-bound student-athletes may practice compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.</td>
</tr>
<tr>
<td>Earn a core-course GPA of at least 2,200</td>
<td></td>
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<tr>
<td>Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale</td>
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</tr>
<tr>
<td>Graduate High School</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Partial Qualifier:</th>
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<tbody>
<tr>
<td>Complete 16 core courses</td>
<td>College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.</td>
</tr>
<tr>
<td>Earn a core-course GPA of at least 2,000</td>
<td></td>
</tr>
<tr>
<td>Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale</td>
<td></td>
</tr>
<tr>
<td>Graduate high school</td>
<td></td>
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</table>

<table>
<thead>
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<th>Nonqualifier:</th>
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</thead>
<tbody>
<tr>
<td>College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.</td>
<td></td>
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<tr>
<td>Grade</td>
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<tr>
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</table>

**GRADING SCALE**

**DEFINITION OF CREDIT**

Students currently enrolled or transferring to ACHS will receive credit for their classes based on the units described in this booklet.

- A course meeting five days a week, a minimum of one period each day (or its equivalent) for 18 weeks, will carry a value of .5 credit.
- Courses meeting for extended periods will receive compensatory credit as enumerated in the booklet.
- Credit is earned when a student completes the semester with a numerical grade average of 1.0 or better or a passing letter grade of D or better for the semester.
- Students will not receive credit for a course taken in the study of their religion or courses related directly to a study of their religion. A course which studies various religions or is a comparison of theologies will be acceptable as an elective credit.

**CONTINUING EDUCATION REQUIREMENTS**

In order to meet basic admission policies, students who plan to continue their education after graduation from Argo Community High School should plan their program of studies in such a way that they exceed the minimum course requirements as described below. Refer to the Moraine Valley Catalogue for specific requirements.

**FOUR-YEAR COURSE PLANS**

There is considerable flexibility within the Argo Community High School curricular program. All the courses that you select in high school should help you in your personal and career development. Your plans may involve four-year college, two-year college, trade or technical schools, business schools, or direct entry into the labor market. Whatever route you select, it is very important to choose high school courses that challenge and expand your interests.

The following page is an example of a four-year course selection plan. It is difficult to outline every four-year course plan. Your specific plan depends upon your interests and abilities. You will note that most of the plans presented in this book lead to further education beyond high school. It is a simple fact that in today's society, schooling for most people will not end at the high school level. Traditional trade and technical areas have become dominated by micro technologies including numerical control and robotics. The retail sales industry and the food and food merchandising industries have also been changed by the introduction of data processing equipment. It is essential for everyone to have adequate preparation in mathematics, science, and English to remain competitive and to possess the foundation skills necessary for further learning.
COLLEGE PREPARATORY

1. The minimum college preparatory program should include English (4 years), Math (3 years), Science (3 years), Social Studies (3 years) & Foreign Language (2 years) or Fine Arts (2 years).

2. English, Math, Science, and Social Studies course placement is based upon standardized test score information, previous academic performance, and counselor review. Study of the same foreign language is strongly recommended for college bound students.

3. College-bound students are encouraged to register for the SAT Prep classes offered at Argo.

HIGH SCHOOL CREDIT FOR JUNIOR HIGH COURSE WORK

High School credit earned in mathematics during 8th grade may count toward the total 22 credits required for graduation. However, these credits will not fulfill one of the three mathematics or foreign language credits required for graduation.

Students enrolled in foreign language in junior high school may receive credit and may receive advanced standing based on a review of previous course work or proficiency demonstrated or department placement exam.

CORRESPONDENCE COURSES

The school may accept non-laboratory/activity course credit for advancement earned by a student through Correspondence Study. Such credit shall be earned through the satisfactory completion of courses offered by an institution accredited by the North Central Association and approved by the Principal or his/her designee.

A maximum of two units of credit from correspondence and/or extension programs may be counted toward satisfying requirements for graduation.
**District 217 – Dual Credit Courses 2020-2021**

The dual credit program allows students to take classes at Argo that simultaneously earn college credit. Students who enroll in the following courses and earn an A, B, or C in the class, may qualify for credit for the accompanying course at Moraine Valley Community College or other college institutions. In addition, students who successfully earn the Dual Credit will receive an additional .50 weighted grade point for the course. Dual credit fees may apply in some classes. For more information, please contact the course instructor.

<table>
<thead>
<tr>
<th>Argo Community High School Courses</th>
<th>Moraine Valley Community College Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting 2</td>
<td>OSA 249 (3 hours) – QuickBooks for Office Professionals</td>
</tr>
<tr>
<td><strong>Family and Consumer Science</strong></td>
<td></td>
</tr>
<tr>
<td>Culinary Arts 3</td>
<td>RTM 100 (2 hours) Food Service Sanitation</td>
</tr>
<tr>
<td></td>
<td>RTM 103 (2 hours) Basic Food Theory</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
<td>MTH 141 (4 hours) – College Algebra Functions</td>
</tr>
<tr>
<td>Advanced Math Concepts</td>
<td>MTH 141 (4 hours) – College Algebra Functions and MTH 142 (2 hours) – Trigonometric Functions</td>
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<tr>
<td><strong>Music</strong></td>
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</tr>
<tr>
<td>Honors American Music</td>
<td>MUS 106 (3 hours) Introduction to American Music</td>
</tr>
<tr>
<td><strong>Technology and Engineering Education</strong></td>
<td></td>
</tr>
<tr>
<td>Autos 3</td>
<td>AUT 112 (4 hours) – Introductory Automotive Technology</td>
</tr>
<tr>
<td>Autos 5</td>
<td>AUT 121 (4 hours) – Automotive Brake Systems</td>
</tr>
<tr>
<td>Computer Servicing 1</td>
<td>LAN 101 (1 hour) – Orientation to IT Professions</td>
</tr>
<tr>
<td></td>
<td>LAN 111 (3 hours) – IT Hardware Essentials</td>
</tr>
<tr>
<td></td>
<td>LAN 112 (3 hours) – IT Operating Systems Essentials</td>
</tr>
<tr>
<td>Computer Servicing 2</td>
<td>LAN 121 (3 hours) – Managing LAN Hardware</td>
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<td>LAN 122 (3 hours) – Managing Netware OS</td>
</tr>
<tr>
<td>Drafting 1/CAD &amp; Drafting 2 CAD</td>
<td>AET 101 (1 hour) – Orientation to AET Careers</td>
</tr>
<tr>
<td>Drafting 3/CAD</td>
<td>MDT 101 (3 hours) – Introduction to Drafting</td>
</tr>
<tr>
<td>Graphic Arts 1, 2</td>
<td>OSA 232 (3 hours) – Intro to Adobe Creative Suite</td>
</tr>
<tr>
<td>Graphic Arts 3</td>
<td>OSA 234 (3 hours) – Adobe Illustrator</td>
</tr>
<tr>
<td>Graphic Arts 4</td>
<td>OSA 236 (3 hours) – Adobe Photoshop</td>
</tr>
<tr>
<td>Heating and Air-Conditioning</td>
<td>*Varies with semester taken. See your counselor for details.</td>
</tr>
<tr>
<td>Welding 3</td>
<td>WLD 111 (3 hours) – Basic Arc/Gas Welding 1</td>
</tr>
<tr>
<td>Welding 4</td>
<td>WLD 112 (3 hours) – Basic Arc/Gas Welding 2</td>
</tr>
<tr>
<td><strong>Physical Education / Health</strong></td>
<td></td>
</tr>
<tr>
<td>Certified Nursing Assistant</td>
<td>HSC 150 (7 hours) – Basic Nursing Assistant Training</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>EMS 101 (8 hours) – Emergency Medical Technician</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>MRT 110 (3 hours) – Medical Terminology</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Argo Community High School Courses</th>
<th>Indiana University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Honors College Reading and Writing</td>
<td>English W131 – Reading, Writing, and Inquiry I</td>
</tr>
</tbody>
</table>
HONORS PROGRAM

Honors level courses of study are available in English, Mathematics and Science for all four years. Advanced Placement opportunities (specific courses or supplementary instruction for the AP exam) are available in Social Studies, Science, Math, English, Foreign Language, and Fine Arts. These are considered college-level courses. Students can enroll in these courses when they meet the minimum placement test requirements when they demonstrate a strong ability in the subject.

Honors courses receive an additional .50 weighted grade point. Advanced Placement courses (in preparation for the College Board Exam) receive an additional 1.00 weighted grade point in consideration for the levels of difficulty.

<table>
<thead>
<tr>
<th>HONORS</th>
<th>MATH</th>
<th>ADVANCED PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART</strong></td>
<td><strong>MATH</strong></td>
<td><strong>ART</strong></td>
</tr>
<tr>
<td>Honors 3-D Studio Art</td>
<td>Honors Algebra 1</td>
<td>AP Studio Art</td>
</tr>
<tr>
<td>Honors Ceramics 2</td>
<td>Honors Algebra 2</td>
<td></td>
</tr>
<tr>
<td>Honors Ceramics 3</td>
<td>Honors Geometry 10</td>
<td></td>
</tr>
<tr>
<td>Honors Ceramics 4</td>
<td>Honors Plane Geometry</td>
<td></td>
</tr>
<tr>
<td>Honors Digital Video Art 2</td>
<td>Honors Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td>Honors Digital Photography 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Digital Photography 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Drawing 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Painting 2</td>
<td></td>
<td></td>
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<tr>
<td>Honors Sculpture</td>
<td></td>
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<tr>
<td>Honors Studio Art</td>
<td></td>
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<tr>
<td><strong>BUSINESS</strong></td>
<td><strong>SCIENCE</strong></td>
<td><strong>ROBOTICS AND ENGINEERING</strong></td>
</tr>
<tr>
<td>Honors Accounting 1</td>
<td>Honors Chemistry</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Honors Physics</td>
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<tr>
<td>Honors College Reading and Writing</td>
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<tr>
<td>Honors English 1</td>
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<tr>
<td>Honors English 2</td>
<td></td>
<td></td>
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<tr>
<td>Honors English 3</td>
<td></td>
<td></td>
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<tr>
<td><strong>HONORS FOREIGN LANGUAGE</strong></td>
<td><strong>MUSIC</strong></td>
<td><strong>SOCIAL SCIENCE</strong></td>
</tr>
<tr>
<td>Honors French 2</td>
<td>Honors Chamber Orchestra</td>
<td>AP Human Geography</td>
</tr>
<tr>
<td>Honors French 3</td>
<td>Honors Chorale</td>
<td>AP Microeconomics</td>
</tr>
<tr>
<td>Honors French 4</td>
<td>Honors Wind Ensemble</td>
<td>AP Psychology</td>
</tr>
<tr>
<td>Honors Spanish 1</td>
<td></td>
<td>AP US Government and Politics</td>
</tr>
<tr>
<td>Honors Spanish 2</td>
<td></td>
<td>AP US History</td>
</tr>
<tr>
<td>Honors Spanish 3</td>
<td></td>
<td>AP World History</td>
</tr>
<tr>
<td>Honors Spanish 4</td>
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<td></td>
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<tr>
<td>Honors Spanish Language and Culture 1</td>
<td></td>
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<tr>
<td>Honors Spanish Language and Culture 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Spanish Language and Culture 3</td>
<td></td>
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</tr>
</tbody>
</table>

The honors courses are provided as accelerated classes for students with high ability and proven achievement. These courses are designed to challenge students beyond the standard curriculum. Students earn a weighted GPA for Honors/AP courses: +.5 for Honors and +1.0 for AP courses (exception, Honors Pre-Calculus = +1.0). Students earning below a C in an honors class must obtain permission from the Department Chair to continue in the honors class. Students earning below a C in an Honors or AP course do not receive the weighted grade for that course for the semester.
ADVANCED PLACEMENT TESTING

All students enrolled in Advanced Placement courses are strongly encouraged to take the Advanced Placement Examination offered by the College Board in May.

ENROLLMENT INFORMATION, DEADLINES, AND PROCEDURES

1. In January and February, Counselors meet with students to discuss the selection of coursework for the next school year. Parents are encouraged to advise their children on course planning prior to enrollment in January/February.

2. Eighth graders will be pre-enrolled at their junior high schools during January or February.

3. Enrollment for the school year will be completed by the end of February.

4. Final schedules will be distributed during registration in August. No student schedule changes will be accommodated after registration. Exceptions are scheduling errors, level changes, and classes added to meet graduation requirements.

5. Student requests to drop an Honors or AP class after August Registration will not be honored. This means that if a student is in attendance in an Honors or AP class on the first day of the school year, that student will remain in the class the entire year. Key point: The student’s enrollment in the class is a year-long commitment (exception is AP Economics) and no drop requests will be honored for the second semester.

6. If an instructional level change appears needed, the teacher will make a recommendation for change to the department chairperson. The chairperson will then consult with both the teacher and counselor. If all three parties agree that a level change seems appropriate, the counselor will obtain parental consent and forward an appropriate schedule change for to the Assistant Principal for Teaching and Learning for approval.

7. Students who fail a semester or whole year of required courses are strongly encouraged to attend summer school to make up the lost credit(s).

GRADE LEVEL AND COURSE SELECTION

Each course has been identified as being available to students who have attained a specific grade level in high school. For clarification purposes, grade levels are identified as “9” (Freshmen), “10” (Sophomores), “11” (Juniors), “12” (Seniors).

SCHEDULE CHANGE POLICIES AND PROCEDURES

Enrollment for the school year will be completed by the end of February of 2020. Since students are given more than ample time when selecting a program of study for the following year, no student or parent-initiated changes will be made after Registration in August, unless there is an error or change in student status. Changes are contingent on space availability.
Art

The Art department inspires students to be creative, empowers students to express ideas visually, encourages students to find beauty in the diverse world around them, and helps students become confident in themselves. We aim to expand the student’s view of the human experience and help them become creative problem solvers who use higher level thinking skills. Through analysis, inquiry, writing, collaborating, innovating, and creating, art classes empower students to achieve a positive future for themselves and the world around them.

Art Sequences:
Below are recommended course sequences for students based on their interest in art. Students can take courses at any time while attending Argo. The sequences are only recommendations and a student may start taking courses in one sequence and change to another. Students may also skip courses or take courses in a different order, as long as prerequisites are considered.

Art 1 is a survey course in the Art Department. It is recommended, but not required. (9 – 12)

Recommended 2D Sequence:

- **DRAWING 1**
- **PAINTING 1**
- **DRAWING 2**
- **PAINTING 2**
- **HONORS STUDIO ART**
- **AP STUDIO ART**

Recommended 3D Sequence:

- **CERAMICS 1**
- **CERAMICS 2**
- **CERAMICS 3**
- **CERAMICS 4**
- **3D STUDIO ART**
- **AP STUDIO ART**

Recommended Photography Sequence:

- **DIGITAL PHOTOGRAPHY 1**
- **DIGITAL PHOTOGRAPHY 2**
- **DIGITAL VIDEO ART**
- **AP STUDIO ART**
<table>
<thead>
<tr>
<th>Course Title</th>
<th>General Course #</th>
<th>Honors Course #</th>
<th>Prerequisite</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Art</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 1</td>
<td>AR100</td>
<td>*</td>
<td>No</td>
<td>1</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>LEAP Art (Tutors)</td>
<td>AR220</td>
<td>*</td>
<td>Yes</td>
<td>1</td>
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<tr>
<td><strong>2D Sequence</strong></td>
<td></td>
<td></td>
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<tr>
<td>Drawing 1</td>
<td>AR321</td>
<td>*</td>
<td>No</td>
<td>.5</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Drawing 2</td>
<td>AR341 AR341H</td>
<td>Yes</td>
<td>.5</td>
<td>10, 11, 12</td>
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<tr>
<td>Painting 1</td>
<td>AR342</td>
<td>*</td>
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<td>.5</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Painting 2</td>
<td>AR352 AR352H</td>
<td>Yes</td>
<td>.5</td>
<td>10, 11, 12</td>
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<tr>
<td>Honors Studio Art</td>
<td>* AR600</td>
<td>Yes</td>
<td>1</td>
<td>10, 11, 12</td>
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<tr>
<td>AP Studio Art</td>
<td>* AR900</td>
<td>Yes</td>
<td>1</td>
<td>11, 12</td>
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<tr>
<td><strong>3D Sequence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ceramics 1</td>
<td>AR301 AR301H</td>
<td>No</td>
<td>.5</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Ceramics 2</td>
<td>AR601 AR601H</td>
<td>Yes</td>
<td>.5</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Ceramics 3</td>
<td>AR311 AR311H</td>
<td>Yes</td>
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<td>10, 11, 12</td>
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<tr>
<td>Ceramics 4</td>
<td>AR611 AR611H</td>
<td>Yes</td>
<td>.5</td>
<td>10, 11, 12</td>
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<tr>
<td>Sculpture</td>
<td>AR331 AR331H</td>
<td>Yes</td>
<td>.5</td>
<td>11, 12</td>
<td></td>
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<tr>
<td>3-D Studio Art</td>
<td>AR621 AR621H</td>
<td>Yes</td>
<td>.5</td>
<td>11, 12</td>
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<tr>
<td>AP Studio Art</td>
<td>* AR900C</td>
<td>Yes</td>
<td>1</td>
<td>11, 12</td>
<td></td>
</tr>
<tr>
<td><strong>Photography Sequence</strong></td>
<td></td>
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<td></td>
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<tr>
<td>Digital Photography 1</td>
<td>AR200 AR200H</td>
<td>No</td>
<td>1</td>
<td>9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td>Digital Photography 2</td>
<td>AR300 AR300H</td>
<td>Yes</td>
<td>1</td>
<td>10, 11, 12</td>
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<tr>
<td>Digital Video Art</td>
<td>AR700</td>
<td>*</td>
<td>No</td>
<td>1</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Digital Video Art 2</td>
<td>AR750 AR750H</td>
<td>Yes</td>
<td>1</td>
<td>10, 11, 12</td>
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<tr>
<td>Multimedia Journalism</td>
<td>AR800</td>
<td>*</td>
<td>Yes</td>
<td>1</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>AP Studio Art</td>
<td>* AR900P</td>
<td>Yes</td>
<td>1</td>
<td>11, 12</td>
<td></td>
</tr>
</tbody>
</table>
**COURSE DESCRIPTIONS:**

**AP STUDIO ART**
AR900 – 2D  
AR900P – Photography  
AR900C – 3D  
Year: 11, 12  
Credit: 1  
This course follows a college-level curriculum and is for the serious student who wants to produce college-level art. Prior to the end of the school year, each student will complete a portfolio that is submitted to the College Board for evaluation and possible college credit. Students may choose to concentrate on 2D (Drawing/Painting), 3D (Ceramics/Sculpture), or Digital (Phono/Video).  
**Prerequisite:** 2 years of Art and Department Chair approval

**ART 1**
AR100 – General  
Year: 9, 10, 11, 12  
Credit: 1  
Art 1 is an introductory survey class open to all students. This course will introduce students to the different areas and mediums of art. This course helps prepare students for other art classes. In this course, students will demonstrate:
  - application of knowledge in the different areas of art such as drawing, painting, ceramics, sculpture, and printmaking  
  - an understanding of the uses and limitations of different mediums  
  - comprehension of general art terminology and equipment  
  - a knowledge of major artists and art history the ability to understand aesthetics and critique art

**CERAMICS 1**
AR301 – General  
Year: 9, 10, 11, 12  
AR301H – Honors  
Year: 10, 11, 12  
Credit: .5  
Ceramics 1 is an introduction to basic techniques including hand building, wheel throwing, and glazing. In this course, students will demonstrate:
  - an understanding of design principles and apply these to studio pieces  
  - an understanding of ceramic terminology and equipment  
  - a knowledge of historical and multicultural views of ceramics  
  - the ability to critique and understand the aesthetic qualities of ceramics  

*If students elect to take this course for honors credit, there will be additional requirements.*  
**Prerequisite:** Honors option is by Department Chair approval
CERAMICS 2
AR601 – General
AR601H – Honors
Year: 9, 10, 11, 12
Credit: .5

Ceramics II is the continuation of studio work in clay. More complex projects will be assigned. Artwork created in this class can be used for a presentation portfolio. In this course students will demonstrate:

- improved technical skills in hand building and wheel-thrown pieces
- an understanding of the principles, types, and stages of clay
- proper use of equipment in the studio
- an understanding of ceramic terminology
- a knowledge of historical and multicultural views of ceramics
- the ability to critique and understand the aesthetic qualities of ceramics

*If students elect to take this course for honors credit, there will be additional requirements.*

Prerequisite: Ceramics 1

CERAMICS 3
AR311 – General
AR311H – Honors
Year: 10, 11, 12
Credit: .5

Ceramics 3 will continue to build ceramic skills. The course will work on higher-level thinking and expand the student’s knowledge of ceramics through project-based lessons designed to encourage creative problem solving. All Ceramics 3 level course work will be geared toward the production of portfolio quality pieces. Students will work with high fire clay and glazes to create functional and conceptual pieces of art. Students will practice alternative and experimental techniques as well as continued exploration of throwing on the wheel.

*If students elect to take this course for honors credit, there will be additional requirements.*

Prerequisite: Ceramics 2

CERAMICS 4
AR611 – General
AR611H – Honors
Year: 10, 11, 12
Credit: .5

Ceramics 4 will continue to build ceramic skills. The course will work on higher-level thinking and expand the student’s knowledge of ceramics through project-based lessons designed to encourage creative problem solving. All Ceramics 4 level course work will be geared toward the production of portfolio quality pieces. Students will work with high fire clay and glazes to create functional and conceptual pieces of art. Students will practice alternative and experimental techniques as well as continued exploration of throwing on the wheel.

*If students elect to take this course for honors credit, there will be additional requirements.*

Prerequisite: Ceramics 3
DIGITAL PHOTOGRAPHY 1
AR200 – General
Year: 9, 10, 11, 12
AR200H – Honors
Year: 10, 11, 12
Credit: 1
This course covers the basic concepts and practice of digital photography. Students will learn how to use a Digital SLR camera and lenses. Students will study lighting, composition, and color. Students will learn about the technology of digital images. Students will learn how to use Adobe Lightroom and Adobe Photoshop. Students are expected to build a portfolio of images.

If students elect to take this course for honors credit, there will be additional requirements.

DIGITAL PHOTOGRAPHY 2
AR300 – General
AR300H – Honors
Year: 10, 11, 12
Credit: 1
This is an advanced course in Digital SLR Photography. Students will explore technical, artistic, and commercial aspects of photography. Students will study flash techniques, studio lighting, camera operations, and digital darkroom techniques. Students will continue to learn Adobe Lightroom and Adobe Photoshop. Students will submit images to local and national photography contests. In order to develop commercial photography skills, students are required to take pictures of teams, clubs, and school events.

If students elect to take this course for honors credit, there will be additional requirements.

Prerequisite: Digital Photography 1 or Department Chair approval

DIGITAL VIDEO ART 1
AR700
Year: 9, 10, 11, 12
Credit: 1
Digital Video Art explores a wide range of ways to capture video with a strong focus on DSLR cameras. Students will learn the fundamentals of cinematography, lighting, filters, color temperature, and composition. Students will study the effect camera angles, camera focus, lighting, depth of field; different lenses, post-production, and camera movement have on how ideas are communicated. Students will learn to artistically communicate ideas through moving images and editing. Students will use Adobe Premiere, Speedgrade, and After Effects to communicate stories and ideas visually. Students will work independently and collaboratively to develop small video portfolios. In this course, students are encouraged to be creative using digital video techniques. Students can use the skills learned in this class to advance their skills in digital photography.

DIGITAL VIDEO ART 2
AR750 – General
AR750H – Honors
Year: 10, 11, 12
Credit: 1
Digital Video Art II expands on the skills learned in Digital Video Art I with a focus on real world application. The focus will be on further development of camera, lighting, and editing skills to produce videos. The course will examine the different career options in video production. Students will work with school announcements and highlights of school events. Students will move to advanced applications of Adobe Creative Cloud (Photoshop, Lightroom, Premiere, and After Effects).

If students elect to take this course for honors credit, there will be additional requirements.

Prerequisite: Digital Video Art 1 or Digital Photography or Department Chair approval
DRAWING 1
AR321
Year: 9, 10, 11, 12
Credit: .5
Drawing is a one-semester course. Artwork created in this class can be used for a presentation portfolio. In this course, students will demonstrate:

- the ability to draw a variety of subjects in different styles and mediums
- comprehension of general drawing terminology and equipment
- a knowledge of major artists and art history
- the ability to understand aesthetics and critique art

DRAWING 2
AR341 – General
AR341H – Honors
Year: 10, 11, 12
Credit: .5
This course explores drawing at a higher level with an emphasis on creative problem solving and original compositions. In this course, the student will explore a wide variety of drawing media which may include ebony, charcoal, pastel, colored pencil, pen, and ink. Assignments may include portraiture, perspective and mixed media work. All course work will be geared toward the production of portfolio quality pieces. This course will allow a student who is considering AP Studio Art the experience of working with varied media that will have a beneficial impact on the portfolio exam and prepare them for college level courses. Sketchbook required.

*If students elect to take this course for honors credit, there will be additional requirements.*

Prerequisite: Drawing 1 or Department Chair approval

HONORS STUDIO ART
AR600
Year: 10, 11, 12
Honors Studio Art is an elective course for students who have done well in at least two years of art and wish to continue at an advanced level. In this course, students will:

- demonstrate proficiency in their chosen area of concentration
- demonstrate mastery of art terminology and equipment
- demonstrate knowledge of major artists and art history
- demonstrate an ability to understand aesthetics and critique art
- assemble a portfolio that shows quality, breadth, and concentration of an artistic interest

Students may choose to concentrate on any of the following:

- Drawing (2D)
- Painting (2D)
- Ceramics/Sculpture (3D)
- Photography (Photo)
- Digital Video Art (Photo)

Prerequisite: 1 year of Art and Department Chair approval
LEAP ART (TUTORS)
AR220
Year: 10, 11, 12
Credit: 1
Students will be given the opportunity to provide peer tutoring to exceptional learners within the existing fine arts curriculum. At the completion of this course, students will be able to:

- understand the diversity and needs of exceptional learners
- learn to work collaboratively with peers with a general education curriculum
- apply knowledge in the different areas of art such as drawing, painting, ceramics, sculpture, and printmaking
- comprehension of general art terminology and equipment

Prerequisite: 1 credit in Art or Department Chair approval

MULTIMEDIA JOURNALISM
AR800
Year: 10, 11, 12
Credit: .5
Multimedia Journalism teaches writing, reporting, and editing for print, digital, and broadcast. Student in this class take pictures, edit videos, and create websites and podcasts. In addition, students will study video, audio, and photojournalism as well as digital storytelling. The training students will receive in writing clearly, concisely, and accurately will serve them for years to come, no matter what their college major or chosen career. Students will write a wide range of articles from news stories to opinion pieces to features.

Prerequisite: Digital Photo 1 or Digital Video Art 1

PAINTING 1
AR342
Year: 9, 10, 11, 12
Credit: .5
Painting is a one-semester course. Artwork created in this class can be used for a presentation portfolio. In this course, students will demonstrate:

- the ability to paint a variety of subjects in different styles
- an understanding of color theory and color mixing
- comprehension of painting terminology and equipment
- a knowledge of major artists and art history
- the ability to understand aesthetics and critique art

PAINTING 2
AR352 – General
AR352H – Honors
Year: 10, 11, 12
Credit: .5
This course explores painting at a higher level with an emphasis on creative problem solving and original compositions. In this course the student will explore basic themes of still life, portraiture and landscape, while developing skills in a variety of painting mediums including acrylic, watercolor, oil and ink. All course work will be geared toward the production of portfolio quality pieces. This course will allow a student who is considering AP Studio Art the experience of working with varied media that will have a beneficial impact on the portfolio exam and prepare them for college level courses. Sketchbook Required.

If students elect to take this course for honors credit, there will be additional requirements.

Prerequisite: Drawing 1 or Department Chair approval
**SCULPTURE**
AR331 – General
AR331H – Honors
Year: 11, 12
Credit: .5
Sculpture is a one-semester course. Artwork created in this class can be used for a presentation portfolio. In this course, students will demonstrate:
- the ability to design and build three-dimensional art projects in a variety of mediums such as metal, wood, plaster and clay
- a comprehension of sculpture terminology and equipment
- a knowledge of major sculptors and their history
- the ability to critique and understand aesthetic qualities of sculpture
*If students elect to take this course for honors credit, there will be additional requirements.*
Prerequisite: Ceramics 1

**3-D STUDIO ART**
AR621 – General
AR621H – Honors
Year: 11, 12
Credit: .5
3-D Studio Art is an elective course for students who have taken and done well in Sculpture, Ceramics I and II, and wish to continue working at an advanced level in 3-dimensional art. In this course, students will:
- demonstrate proficiency in their chosen area of 3-dimensional art
- demonstrate mastery of art terminology and equipment
- demonstrate knowledge of major artists and art history
- demonstrate an ability to understand aesthetics and critique art
*If students elect to take this course for honors credit, there will be additional requirements.*
Prerequisite: 2 years of Art (Including Ceramics, and/or Sculpture) and Department Chair approval
In preparation to become successful citizens and positive contributors in society, the ELL program will provide a rigorous curriculum to prepare students socially and academically for higher education or the work force.

**Suggested Sequences:**

**English:**

- ENGLISH BASICS AND ENRICHMENT
- ELL 1 AND ENRICHMENT
- ELL 2 AND ENRICHMENT
- ELL 3 AND ENRICHMENT
- ELL 4

**Mathematics:**

- INTRO TO ALGEBRA & GEOMETRY
- ALGEBRA 1
- GEOMETRY
- ALGEBRA 2

**Science:**

- INTRO TO PHYSICS & CHEMISTRY *
- BIOLOGY*

**Social Studies:**

- HUMAN GEOGRAPHY
- US HISTORY
- US GOVERNMENT
- CONSUMER ED

**Physical Education:**

- DRIVERS ED & PE 2
- HEALTH

**Electives:**

- GRAPHIC ARTS 1
- GRAPHIC ARTS 2
- CONTEMPORARY EMPLOYMENT SKILLS

*Course is currently offered every other year.

**Illinois State Seal of Biliteracy:** Students can earn the Illinois State Seal of Biliteracy by showing proficiency in two or more languages (including English). The Seal will be awarded and attached to the student’s Argo Community High School Diploma. Argo’s official transcripts will also indicate the awarding of the Seal of Biliteracy.

Students wishing to earn the Seal of Biliteracy must take two years of a Foreign Language before taking the Seal of Biliteracy test. Four years of a Foreign Language is strongly recommended when testing for the Seal of Biliteracy.
Bilingual Education / ELL

ELL / Bilingual Education is a program for students who have a first language other than English and who are limited English proficient.

ELL / Bilingual Education consists of four components:

- Bilingual
  - Transitional Bilingual
  - English Language Learner classes
  - Content Classes for ELL Students
  - Resource

Guidelines:

ALL students enrolled in bilingual courses MUST be enrolled in English Language Learner classes (if they are language minority students).

Students in Bilingual Education will transition to the mainstream in a timely manner.

All bilingual courses will receive full academic status and may fulfill graduation requirements.

ALL bilingual courses include instruction in both languages. The instruction is dependent upon the student population and is left to the discretion of the instructor.

Students transferring to Argo from another country who wish to earn English credit from their country, must pass the ELL criterion reference exam for each semester of each course they are transferring from their foreign transcript. Credit will begin with the equivalent of ELL 100; no credit will be given for Basic English.

ALL ELL STUDENTS ARE highly encouraged to take summer school to increase their English ability.

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Course Descriptions

ARABIC LANGUAGE AND CULTURE

AB100

Year: 9, 10, 11, 12

Credit: 1

This course is designed for the student who speaks Arabic at home and who understands Arabic. It is designed to prepare students for more advanced study of Arabic language and Arabic literature. Students will be able to communicate in Arabic within and outside the classroom. Students will be able to understand oral communications and develop an understanding of the role of Arabic speakers in the United States and in the world. Students will improve their abilities to write in Arabic. (It is not necessary to be able to write in Arabic.) Students will be able to analyze literature and make connections between bilingualism and vocational and technical disciplines.
**ELL RESOURCE**
LE010/020  
LS010/020  
Year:  9, 10, 11, 12  
Credit:  .5  
(.25 credits per semester)  
Grade:  P/F  

Resource Services provides support to the ELL student in general education classes. The students in this service have the opportunity to study for upcoming quizzes and tests, work on research assignments using available computer technology, complete assignments, and read high interest publications. The students receive support from a highly qualified teacher. The students are able to check their course grades and have opportunities to receive incentives to bring their grades up. After receiving these services, students will be able to:
- independently apply learning strategies to course work  
- successfully complete assignments  
- self-advocate regarding educational support needs in general education classes

**ENGLISH BASICS AND ENRICHMENT**
LE090  
Year:  9, 10, 11, 12  
Credit:  1.5  

This course is designed for the entering non-English speaking student. Students will be able to read with increasing fluency through enlarging vocabulary knowledge, increasing comprehension, and application of vocabulary and word analysis. Students will be able to demonstrate the ability to write for diverse communications and audiences. Students will produce complete sentences that can lead to basic paragraph writing. The class will meet for 1 ½ periods with the other ½ period being lunch. This course will count for 1 English credit and ½ elective credit.

**ELL 1 AND ENRICHMENT**
LE100  
Year:  9, 10, 11, 12  
Credit:  1.5  

This course will assist students to read with increasing fluency by applying work knowledge, analyzing work meanings through context, and applying prior knowledge to new literature. Students will practice basic questions and responses. The class will meet for 1 ½ periods with the other ½ period being lunch. This course will count for one English credit and ½ elective credit.

**ELL 2 AND ENRICHMENT**
LE200  
Year:  9, 10, 11, 12  
Credit:  1.5  

This course will introduce low intermediate students to authentic literature and public speaking. Students will receive additional instruction in word application and analysis of work meanings through context. The class will meet for 1 ½ periods with the other ½ period being lunch. This course will count for 1 English credit and ½ elective credit.

**ELL 3 AND ENRICHMENT**
LE300  
Year:  9, 10, 11, 12  
Credit:  1.5  

This course will assist students to read with greater fluency and understanding of literature from diverse cultures and eras. Students will learn to analyze literary techniques and elements to analyze authors’ style, focus, and structure. The class will meet for 1 ½ periods with the other ½ period being lunch. This course will count for 1 English credit and ½ elective credit.
ELL 4
LE400
LA400
Year: 9, 10, 11, 12
Credit: 1
This course will assist students to read with greater understanding and fluency by having students connect the literature with prior knowledge and related information. The literature will be from diverse sources and will represent various eras. Students will apply literary techniques and elements, make predictions, ask questions, synthesize, and draw conclusions about the reading materials. Students will write for diverse audiences and establish central ideas and organization as well as edit, proofread, and revise documents. This class is introductory to mainstream English classes.

COURSE DESCRIPTIONS:

ALGEBRA
LE120
Year: 9, 10, 11, 12
Credit: 1
This course will focus on key topics such as solving and graphing linear equations, solving and graphing inequalities, solving quadratic equations, and using equations to solve word problems. Students will explore real life data graphs to make algebraic concepts more meaningful. Students will be able to create meaningful visual representations of algebraic concepts through the use of technology.

ALGEBRA 2
LE140
Year: 10, 11, 12
Credit: 1
This course will focus on key topics such as linear equations, functions, systems, and matrices, logarithmic and trigonometric functions. Students will study algebraic methods and concepts that will include quadratic equations, polynomial and exponential functions, as well as trigonometric ratios. Students will be able to apply and extend the foundations of Algebra and Geometry. This course will incorporate a technology-based approach to help students make connections to real-world applications of problem solving.

Prerequisite: Geometry

AMERICAN GOVERNMENT
LE821
LE822
Year: 11, 12
Credit: .5
This course of study includes the basic principles of the government of the United States, the structures and functions of the state and federal governments, the election process and citizen responsibilities. Students will be able to describe and analyze the similarities and differences among world political systems and the relationships between international communities. Students will use compare and contrast and parts-whole analysis as means to evaluate their roles as citizens of the present and future.

BIOLOGY
LE730 / LA730 / LP730 / LS730
Year: 9, 10, 11, 12
Credit: 1
Students will understand and be able to define the process needed for life on earth. Students use the five-step scientific problem-solving method of investigation and problem solving. Specific areas of study include evolution, genetics, ecology, cellular biology, and human physiology. Students will ask questions, formulate hypotheses, gather data, analyze results, and draw conclusions based on evidence. Students will use their knowledge of life process to solve everyday problems.
CONSUMER EDUCATION
LE801
LE802
Year: 9, 10, 11, 12
Credit: .5
This course includes the study of economic systems, the relationship of economics and life choices, and the use of resources as members of society. Students will be able to comprehend the relationship between global and national economies and will be able to analyze the influence of these. Students will be able to compare and contrast personal choices and will be able to evaluate their options. Students will be able to analyze market structure and the effects of government interventions.

DRIVER EDUCATION
Year: 10, 11, 12
Credit: .5
This course of study includes automotive safety and the study of the Rules of the Road. Students must pass the Rules of the Road test with 80% accuracy. “Behind the Wheel” portion of Drivers Education may NOT be repeated during the day if failure results. It must be taken as part of an alternative schedule and cannot be taken more than twice. Students must have earned EIGHT (8) credits before they begin the “Behind the Wheel” portion.

ELL CONTEMPORARY EMPLOYMENT SKILLS
Year: 9, 10, 11, 12
Credit: 1
This course is an introductory course to a Prevocational Work Program. Upon successful completion, students will demonstrate the skills, behaviors, and attitudes necessary to succeed in an entry-level position. At the end of this course, students will be able to perform entry-level skills in the following areas: office, outdoor and indoor maintenance, hospitality, grocer/retail stores, and auto detailing.

GEOMETRY
LE130
Year: 10, 11, 12
Credit: 1
This course will focus on key topics such as reasoning, geometric shapes and their properties. Students will study geometric methods and concepts that include points, lines, planes, and space. Students will be able to develop a connection between Geometry and real-world problems using the algebraic skills previously learned. Students will apply geometric figures to problem solve in science and in real life applications through the use of technology.
Prerequisite: Algebra 1

HEALTH
LE611 / 612
LA611 / 612
Year: 10, 11, 12
Credit: .5
This will enable students to identify positive health practices, positive health care, and ways to identify health risks. Students will study human anatomy, physiology, nutrition, growth stages, and development. Students will understand how health systems work in parts and as a whole in order to apply this information to enhance their lives and to assist in decision-making. Students will analyze the community’s environment and will evaluate public health policies and laws.
HUMAN GEOGRAPHY
LE850 / LA850 / LP850 / LS850
Year: 9, 10, 11, 12
Credit: 1
Human Geography is a course designed to help the student better understand our constantly changing and complex world. The course will examine geography through the physical, political, and cultural perspective through the five basic geographical themes of location, place, human-environment interaction, movement, and region. The course will focus on non-fiction reading, analysis, writing, and research skills.

INTRODUCTION TO ALGEBRA/GEOMETRY
LE110
Year: 9, 10, 11, 12
Credit: 1
This course reinforces and extends skills needed for success in Algebra I and Geometry. Standard mathematical operations are enhanced. Students model and solve problems that involve varying quantities by using variables, expressions, and equations. Students receive language support to increase their understanding of mathematical terminology. Through communication and the use of technology, students recognize and apply mathematical concepts in varied settings.

INTRO TO PHYSICS & CHEMISTRY
LE720 / LA720 / LP720 / LS720
Year: 9, 10, 11, 12
Credit: 1
This course will focus on exploring the process of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. Students will be required to gain mastery of fundamental concepts of chemistry, principles of physics, and earth science. They will gain understanding and be able to create visual and mathematical representations of scientific concepts. The students will understand these concepts in relation to technology and society in historical and contemporary contexts.

UNITED STATES HISTORY
LE810 / LA810 / LP810 / LS810
Year: 10, 11, 12
Credit: 1
This course of study will include political systems, events, trends, and movements that have influenced the development of the United States. Students will comprehend significant political policies and events and will apply historical analysis to determine the importance of them. Students will use parts-whole, compare and contrast to evaluate individuals, events and trends, and decision-making.

WORLD HISTORY
LE800 / LA800 / LP800 / LS800
Year: 9, 10, 11, 12
Credit: 1
This course includes materials from prehistory to the twentieth century. Students will be able to comprehend the trends and movements that have shaped the contemporary world. Students will analyze and will use compare and contrast, parts-whole, and critical judgments in interpreting events. Study of economic developments from the Middle Ages to the present will include analysis and evaluation. Students will analyze the relationship between social history and political, economic, and environmental histories of the world.
Career and Technical Education

The Career and Technical Education Department provides a comprehensive educational experience for students to develop and apply technical skills and knowledge that will lead to successful professional careers.

The Career and Technical Education Department consists of Business Education, Family and Consumer Sciences, and Technology and Engineering Education. These elective courses specialize in the highly skilled trades, applied sciences, and modern technologies to prepare students for the many different career opportunities available. In addition, these courses will enhance a student's education by giving them the skills necessary to directly start their career or get a head start with their post-secondary education by receiving dual credit through Moraine Valley Community College.

Business Education

Suggested Sequences

**Business Management:**

- INTRO TO BUSINESS 1
- INTRO TO BUSINESS 2
- PROFESSIONAL OFFICE SKILLS
- SPORTS AND ENTERTAINMENT MARKETING
- BUSINESS LAW
- ENTREPRENEURSHIP
- CAREER INTERNSHIP
  Capstone of many CTE programs. Apply what you learn in a real world setting.

**Finance & Accounting:**

- INTRO TO BUSINESS 1
- INTRO TO BUSINESS 2
- ACCOUNTING 1
- HONORS ACCOUNTING 1
- ACCOUNTING 2

**Required:**

- CONSUMER EDUCATION
Course Descriptions

ACCOUNTING 1
BE320
Year: 9, 10, 11, 12
Credit: 1
This full year course is for average and above average students who intend to select a career in any area of business. It is a prerequisite for Accounting II. At the end of this course, students will be able to:
- solve basic accounting problems
- analyze and demonstrate business transactions in a journal
- prepare financial statements showing the condition of a business
- demonstrate mastery of accounting terms as they relate to the recording, summarizing, and reporting phase of the records of a business

Highly recommended for students planning for a college major in business.

ACCOUNTING 2
BE620
Year: 10, 11, 12
Credit: 1
This full year course is for average and above average students who intend to select a career in accounting and related areas. At the end of this course students will be able to:
- solve multi-ledger and payroll problems on a computer using accounting software
- analyze and demonstrate transactions of a departmentalized business
- prepare interim and end-of-the period reports showing the condition of a departmentalized business
- analyze financial statements to include trend analysis, percentage and ratio analysis
- demonstrate mastery of accounting terms as they relate to accounting on a cash and accrual basis

Highly recommended for students planning for a college major in business.
Completion of this course with a grade of A, B, or C will qualify students for Dual Credit at MVCC. (OSA 249-Quickbooks for Office Professionals)

BUSINESS LAW
BE352
Year: 11, 12
Credit: .5
Students will learn how to plan and outline the steps required to become entrepreneurs and to own their own business from the business law point of view. Students will learn about how contracts arise, how to buy real estate, marriage formalities, buying a car, legality of a contract, and negotiable instruments.

CONSUMER EDUCATION
BE391 / 392
Year: 10, 11, 12
Credit: .5
At the end of this required course, students will be able to:
- explain the rights and responsibilities of consumers and research and utilize various sources of consumer information
- make wise choices in the purchase of transportation and insurance
- select adequate housing and budget techniques
- determine the constructive use of credit
- maintain and balance a checkbook

This is a required course for graduation.
ENTREPRENEURSHIP
BE201
Year: 10, 11, 12
Credit: .5
The Entrepreneurship class will get students prepared to open businesses. Students will work in groups and learn how to develop business plans, marketing strategies, and the financial aspect of running a business. Through real-world projects, students will be exposed to different types of innovative entrepreneurial concepts, such as design thinking, rapid prototyping, and team-building. Students will also be challenged to identify and develop their personal professional strengths along with their innovative spirits.
Prerequisite: Successful completion of Intro to Business 1 or Intro to Business 2

HONORS ACCOUNTING 1
BE900
Year: 10, 11, 12
Credit: 1
This course introduces students to the fundamental processes that allow businesses to account for their income and expenses. Students will analyze financial transactions and create financial reports based on them. This course teaches the same curriculum as Accounting I but at a faster pace with additional, more challenging activities.

INTRODUCTION TO BUSINESS 1
BE101
Year: 9, 10, 11, 12
Credit: .5
At the end of this semester course, students will be able to:
• understand how businesses succeed by identifying consumers’ needs and wants
• identify different types of business ownership
• understand business ethics in the marketplace

INTRO TO BUSINESS 2
BE102
Year: 9, 10, 11, 12
Credit: .5
At the end of this semester course, students will be able to:
• perform bookkeeping functions
• understand the financial needs of businesses
• understand how the stock market helps business

PROFESSIONAL OFFICE SKILLS
BE120
Year: 9, 10, 11, 12
Credit: 1
This course will focus on the development of skills needed for the management of the office environment; understanding how the flow of documents and information are used to successfully manage a customer base of an entrepreneurial business. The course will explore, through hands-on projects, using Microsoft Office 365 Suite (Excel, Word, PowerPoint, Publisher, Outlook, and OneDrive), understanding of the workplace environment, business communication, and records management. Students will develop problem-solving skills, teamwork, and communication skills needed in the workplace along with exploring career opportunities.
SPORTS ENTERTAINMENT MARKETING
BE341
Year: 11, 12
Credit: .5
This course is designed for students interested in an introduction to sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry;

- branding, licensing, and naming rights
- business foundations, concessions
- on-site merchandising, economic foundations
- promotion; safety and security; and human relations

Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Marketing, simulations, projects and teamwork are the foundation of this class.
Suggested Sequences

**Culinary & Restaurant Management:**
- CULINARY ARTS 1
- CULINARY ARTS 2
- CULINARY ARTS 3

**Early Childhood Education:**
- CHILD DEVELOPMENT
- PARENTING

**CAREER INTERNSHIP**
Capstone of many CTE programs.
Apply what you learn in a real world setting.

**Fashion and Apparel / Interior Design**
- FASHION MERCHANDISING
- INTERIOR DESIGN

**Clothing & Design**
- CLOTHING & DESIGN
- CLOTHING 2
COURSE DESCRIPTIONS:

**CULINARY ARTS 1**
FC500  
Year: 9, 10, 11, 12  
Credit: 1  
This full year introductory course is designed for the student who is interested in learning proper cooking methods and techniques. Topics include safety, sanitation, nutritional needs, and careers. Lab experiences include fruits, vegetables, quick breads, yeast breads, dairy products, cookies, cakes and cake decoration, candy, meats and meal preparation. By the end of the course, students will be able to:
- prepare complete meals  
- execute a recipe successfully  
- demonstrate proper safety and sanitation procedures

**CULINARY ARTS 2**
FC550  
Year: 10, 11, 12  
Credit: 1  
Culinary Arts 2 is designed for students wishing to pursue a career in Food Service or Hospitality. This course is second in sequence that offers an introduction to professional Culinary Arts principles including food safety and sanitation. Special emphasis will be placed on proper commercial kitchen procedures. Students are introduced to culinary terminology, techniques, and culinary history with an emphasis on food service operations and management. Culinary instruction will involve measurement practices, safety and sanitation, fundamental work with commercial tools, and equipment that will include knife skills along with an overview of classic cooking methods.  
**Prerequisite:** Successful completion of Culinary Arts 1

**CULINARY ARTS 3**
FC580  
Year: 11, 12  
Credit: 2  
Culinary Arts 3 provides and builds more advanced culinary skills. This course is the third and final in sequence that offers a further development to Culinary Arts principles including marketing, inventory control, and restaurant management. New preparation and cooking techniques will be introduced as well as the use of additional commercial equipment. Students will continue their learning of new techniques and skills, which can lead to a career in food service or hospitality. Students will receive job readiness training, take field trips, participate in job shadow days, attend chef demonstrations and have the opportunity for special events, internships and competition. Students will also have the chance to earn the Food Service Sanitation Manager Certification during this course.  
**Prerequisite:** Successful completion of Culinary Arts 2. This course is 2 periods long. Students will not have a lunch/study.  
Completion of this course with a grade of A, B, or C will qualify students for Dual Credit at MVCC.  
(RTM 100 – Food Services Sanitation and RTM 103 Basic Food Theory)

**FASHION MERCHANDISING**
FC071  
Year: 9, 10, 11, 12  
Credit: .5  
This semester course will focus on identifying fashion trends, understanding how clothing functions in society, and how to successfully market clothing through store layout, advertising, and the media. Fashion merchandising will be explored through hands on projects, such as fashion portfolios, hand weaving, and exploring career opportunities. Students will develop critical thinking skills, teamwork, and professional skills needed in the workplace.

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CHILD DEVELOPMENT
FC320
Year: 10, 11, 12
Credit: 1
This full year course is designed for students who are interested in learning about children’s growth and development. Topics include; children and parenting, contraceptives, pregnancy and childbirth, the baby’s first year, the child from one to three, the child from four to six, and the child from seven to twelve. During this course, students will also have an opportunity to take one of the real care babies home for the weekend. At the end of this full year elective course, students will be able to:
- explain the stages of prenatal development
- explain the stages of pregnancy
- understand the developmental patterns of the child from birth through 12 years of age
- demonstrate how to care for a newborn baby

CLOTHING AND DESIGN
FC110
Year: 9, 10, 11, 12
Credit: 1
Clothing and Design is a lab-focused course focused on apparel and garment construction. Students will learn the fundamentals to garment construction, study current fashion trends, and explore career opportunities in the fashion industry. Students will gain hands on experience using sewing and embroidery machines as well as many other notions found in a sewing room. Students will complete a drawstring backpack, pajama pants, a clothing item, and a project of choice.

CLOTHING 2
FC610
Year: 10, 11, 12
Credit: 1
Clothing II is a lab-focused course focused on advanced apparel and garment construction. Students will learn advanced techniques to garment construction, study current fashion trends and explore career opportunities in the fashion industry. Students will build on the techniques learned in Clothing and Design I, such as darts, pleats, and gathering. Students will complete projects such as lined clothing, separating zippers, and advanced quilting.
Prerequisite: Successful completion of Clothing and Design 1

INTERIOR DESIGN
FC072
Year: 9, 10, 11, 12
Credit: .5
This semester course will focus on applying elements and principles of design to floor plans, exterior and interior design, housing structures, and career opportunities. Interior Design will be explored through hands on projects, such as housing portfolios, mosaic tiling, and floor plan design. Students will develop critical thinking skills, teamwork, and professional skills needed in the workplace.

PARENTING
FC342
Year: 9, 10, 11, 12
Credit: .5
This semester course is designed for students who are interested in learning about the roles and responsibilities of a parent. Topics of discussion will include:
- responsibilities and rewards from prenatal care to teens
- the reproductive system and family planning
- parenting styles
- teen parenting
- family crisis
- marriage, intimacy, and expectations
Technology and Engineering Education

Suggested Sequences

**Animation – Computer Graphics:**
- 3D ANIMATION 1
- 3D ANIMATION 2
- WEB & MEDIA DESIGN

**Architecture – Drafting:**
- CAD 1 & 2
- CAD 3
- CAD 4

**Automotive:**
- AUTOS 1 & 2
- AUTOS 3
- AUTOS 4
- AUTOS 5
- CAR CARE ESSENTIALS

**Carpentry – Building Trades:**
- WOODS 1 & 2
- WOODS 3
- WOODS 4
- ELECTRICAL WIRING
- GEOMETRY IN CONSTRUCTION

**Computer Repair**
- COMPUTER SERVICING 1
- COMPUTER SERVICING 2
- ELECTRONICS
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Course Descriptions:

AP COMPUTER SCIENCE PRINCIPLES
IT920
Year: 10, 11, 12
Credit: 1
This course introduces students to the central ideas of Computer Science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. This course is designed to be the equivalent to an introductory college computing course, which is required for any Computer Science, Computer Programming, and Computer Engineering majors.

AUTOS 1
IT391
Year: 9, 10, 11, 12
Credit: .5
This is a semester elective course designed for students who wish to gain knowledge of the fundamentals of the automobile. Students will learn about: chassis design, engine construction, major subsystems, how the engine is constructed, how the engine produces horsepower, and proper tool usage through the disassembly and reassembly of an engine.

AUTOS 2
IT382
Year: 9, 10, 11, 12
Credit: .5
This is a semester elective course designed for students who wish to gain knowledge of the fundamentals of the automobile leading to a service level job. Students will learn how to perform common automotive maintenance including: oil change, battery maintenance, brake pad/shoe removal and installation, tire inflation, tire rotation, tire balancing, tire rim and removal and installation.

AUTOS 3
IT680
Year: 10, 11, 12
Credit: 1
This year-long course provides theory and related hands-on experience on live automobiles as a foundation for advanced automotive careers. Students will demonstrate: the fundamentals of shop safety; understand engine fundamentals and operation; engine fuel, lubrication and cooling fundamentals, and troubleshooting procedures.
Completion of this course with a grade of A, B, or C will qualify student for dual credit at MVCC.
(AUT 112 Introductory Automotive Technology)
Prerequisite: Auto 1 or Auto 2

AUTOS 4
IT880
Year: 11, 12
Credit: 1
This year-long course provides theory and related hands-on experience on live automobiles for the advanced automotive students. Students will schedule, troubleshoot, and work on automobiles. Focus on the use of test instruments, service/troubleshooting procedures, and manuals for the proper and safe repair of vehicles.
Prerequisite: Auto 3
AUTOS 5 – BRAKES
IT980
Year: 11, 12
Credit: 1
This year long course provides instruction in the theory of operation, diagnosis, and servicing of automotive disc and drum brake systems, both standard and ABS brake systems are included. Service and troubleshooting of vacuum, hydraulic, and electrical controls are covered.
Prerequisite: Completion or co-current enrollment in Autos 4.
Completion of this course with a grade of A, B, or C will qualify students for Dual Credit at MVCC.
(AUT121 – Automotive Brake Systems)

CAR CARE ESSENTIALS
IT282
Year: 10, 11, 12
Credits: .5
This is a semester elective course that introduces students to the automobile as it relates to the everyday driver. Focus of the course is preventive maintenance on automobile systems, troubleshooting, buying cars, and other fundamental information.
Having a valid driver’s license is encouraged.

COMPUTER SERVICING 1
IT300
Year: 9, 10, 11, 12
Credit: 1
This is a full year course that covers what a PC is, how it works, and the operating system that controls it. A student will learn about components that make up a PC, the standard operating systems, and learn basic system troubleshooting by using diagnostic software and hardware. At the end of this course, students will be able to:
• disassemble and reassemble a computer
• install and configure hardware and software upgrades
• use problem-solving techniques to solve a wide range of computer problems
• perform routine maintenance tasks on a computer
This course will prepare students to take the A+ Certification Exam.
Completion of this course with a grade of A, B, or C will qualify student for dual credit at MVCC.
(LAN 101 – Orientation to IT Professions, LAN 111 – IT Essentials and LAN 112 – Managing IT)

COMPUTER SERVICING 2
IT400
Year: 10, 11, 12
Credit: 1
Semester: 1
This is a full year course that covers what a NETWORK is, how it works, and what controls it. A student will learn about different types of networks and the components that make up a network. The course will also cover basic network troubleshooting by using diagnostic software and hardware. The students will also learn about advanced problem-solving techniques used to maintain computers in a global setting.
This course will prepare students to take the NET+ Certification Exam.
Completion of this course with a grade of A, B, or C will qualify student for dual credit at MVCC.
(LAN 121 Network Essentials – Network + and LAN 122 Network Services)
Prerequisite: Computer Servicing 1
DRAFTING 1 / CAD
IT301
Year: 9, 10, 11, 12
Credit: .5
This course introduces students to basic drafting techniques using AutoCAD (Automated Computer Aided Drafting). The focus of this course is to develop understanding of AutoCAD starting from beginning drawings and guiding to more advanced skills. Activities will include applying drafting techniques, solving problems, and practicing AutoCAD commands. Completion of Drafting 1 and 2 with a grade of A, B or C will qualify students for dual credit at MVCC. (AET 101 Orientation to AET Careers - MDT 101 Introduction to Drafting)

DRAFTING 2 / CAD
IT302
Year: 9, 10, 11, 12
Credit: .5
Semester: 2
This course is for students interested in advanced drafting techniques and computer aided drafting applications. Students will study dimensioning, orthographic projection, auxiliary views, sections, pictorials, and projections. Each activity will review, reinforce, and expand learning in the field of Computer Aided Drafting. This course also explores different careers available to individuals with AutoCAD knowledge and skills. Completion of Drafting 1 and 2 with a grade of A, B or C will qualify students for dual credit at MVCC. (MDT 101 Introduction to Drafting)

DRAFTING 3 / CAD
IT600
Year: 10, 11, 12
Credit: 1
Students study mechanical and architectural drawings. At the end of this course, students will be able to:
- complete a set of working drawings
- understand advanced dimensioning techniques
- learn theory and develop skills in geometric forms and two-dimensional drawings
- draw basic floor pans and elevations
- draw and render entry-level computer assisted drawings
- develop 2D and 3D drawings using AutoCAD software
Completion of this course with an A, B or C will qualify students for dual credit at MVCC. (MDT 145 Introduction to Computer Aided Drafting – OSA 236 Adobe Photoshop) Prerequisite: Drafting 1 or 2

DRAFTING 4 / CAD
IT800
Year: 11, 12
Credit: 1
This is a full year course for the advanced drafting students who wish to further their education in the drafting and architecture field. At the end of this course the students will be able to:
- show proficiency in constructing geometric drawings complete with lettering and dimensioning
- explain the role of Computer Aided Design (CAD) for creating mechanical and architectural drafting
- develop 2D and 3D drawings using the Inventor software
- create projects using AutoCAD and CNC machining software
Prerequisite: Drafting/CAD 3
**ELECTRICAL WIRING**

IT351  
Year: 9, 10, 11, 12  
Credit: .5  
Semester: 1  
This course is for students interested in learning basic house wiring techniques. Throughout this course, the students will construct electrical circuits using circuit breakers, switches, outlets and other electrical fixtures. The students will build these circuits based on the National Electric Code and local building codes. The students will learn the proper use of electrician’s hand tools and how to troubleshoot circuits and using problem solving methods.

**ELECTRONICS**

IT352  
Year: 9, 10, 11, 12  
Credit: .5  
This course introduces students to basic electronic circuits. The students will learn to read electronic drawings, identify components, and assemble circuits. The students will also build electronic circuits by learning the soldering process. By the end of this course, the students will attain a firm understanding of series and parallel circuits, Ohm’s Law, voltage, current and resistance.

**GAME DEVELOPMENT AND COMPUTER PROGRAMMING 1**

IT200  
Year: 9, 10, 11, 12  
Credit: 1  
This full year course introduces students to an introductory level of video game and computer programming using the GML and Visual C# languages. Upon completion of this course students will learn how video games are developed, designed, and organized using programming software. Students will also get hands-on experience in developing their own programmed video game using math and physics concepts.

**GAME DEVELOPMENT AND COMPUTER PROGRAMMING 2**

IT220  
Year: 10, 11, 12  
Credit: 1  
This full year course introduces students to an advanced level of Online Game Design and computer programming using the Python and C# languages. Students will learn how video games are developed and get hands-on experience in developing their own online programmed video games using math and physics concepts.  
**Prerequisite:** Game Development and Computer Programming 1

**GEOMETRY IN CONSTRUCTION**

IT350  
Year: 10, 11  
Total Credits: 2  
(1 Credit for IT350 – 1 Credit for MA350)  
This course is cross-listed with MA350.  
Geometry in Construction is an integrated geometry in construction course. The common core aligned geometry curriculum is taught in the context of construction. The course is team taught by a math teacher and a technology teacher. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with foundational concepts. The students in this course will have math days as well as build days. On the build days, the students will be working together to build a shed, tiny house, or a much larger project. This course will provide students the opportunity to immediately apply what they are learning in the classroom to what they are doing on the build site. Students will receive two credits for this year long, blocked course; one elective credit, one math credit.
This year course combines art and technology to communicate ideas. It models a variety of occupations and skills used in the exciting and creative Graphic Design Industry. Students will learn the basics on Computer Illustration, Layout and Design, Typography, and digital imaging. Students will also become familiar with design and production techniques with industry standard software using Adobe Illustrator, Adobe Photoshop, Adobe InDesign, and post-production techniques for finishing. Projects include designing and printing t-shirts, computer illustrations, dye sublimation printing, heat transfer printing, logo design, printed memo pads, button design and production, stickers printing, laser engraving, and more. 

Completion of Graphic Arts 1 & 2 with a grade of A, B, or C will qualify students for dual credit at MVCC (OSA 232 – Intro to Adobe Suite)

Students will learn and train in a production environment. Students will learn how to operate industry standard equipment. Screen and digital printing will be used to produce a variety of projects including t-shirts, vinyl stickers, product design, and large format posters. Students will also play an important role in many high-quality challenging projects, including printing for student organizations and other manufactured jobs for the high school and community. Students will learn how to properly write a creative brief and job ticket to communicate job specifications as well as design objectives. Students will use industry standard software such as Adobe Illustrator, Adobe Photoshop, and Adobe InDesign for Layout and Design.

Prerequisite: Graphic Arts 1 & 2

Completion of this course with an A, B, or C will qualify students for dual credit at MVCC.

Students will continue to learn and train in a production/studio environment and perfect the techniques learned in Graphic Arts 3. Students will also assume a leadership role in production tasks and perform independent study projects in the Graphic Arts areas. Students will choose a learning pathway related to their post-secondary interests. Pathways include 1.) Advanced Design & Illustration, 2.) Production Technologies, 3.) Printmaking, 4.) Community & Client-Based Design, 5.) Portfolio Development. Each pathway will ensure students develop advanced graphics related skills that will support transition to college or entry level work in the field of graphic communications and design.

Prerequisite: Graphic Arts 3

Completion of this course with an A, B, or C will qualify students for dual credit at MVCC. (OSA 236 – Adobe Photoshop)
HEATING AND AIR-CONDITIONING
IT900
Year: 11, 12
Credit: 1 (repeatable)
This is a dual enrollment course through MVCC. This course is for students wishing to pursue a career as an HVAC technician. Completion of the HVAC Dual Enrollment program will earn a Basic Air Conditioning Technician Certificate while still in high school. Earn a total of 19 college credits upon completing the required courses and you'll be on your way to begin a career as a heating, air conditioning, and refrigeration mechanic, installer or service representative.

Successful completion of this course will earn 3-4 college credits at MVCC depending on the course taken.
Please note: This course is taught at MVCC and students must provide their own transportation. Students must be in junior/senior standing and complete the pre-application process.
There is tuition and additional fees are required for students enrolled in this course.

MACHINE TECHNOLOGY 1
IT331
Year: 9, 10, 11, 12
Credit: .5
This is an entry level manufacturing course. In this course, students will learn the basics of operating various machining equipment including: Lathe, Mill, Drill Press, Band Saw, and finishing machines. The students will learn precision measurement and apply this skill throughout the course on their projects.

MACHINE TECHNOLOGY 2
IT332
Year: 9, 10, 11, 12
Credit: .5
This course is a continuation of Machine Technology I allowing the students to build on skills previously learned while incorporating more advanced processes including: Threading, precision measurement, CNC programming and machining, and advanced project design and creation.

MACHINE TECHNOLOGY 3
IT630
Year: 10, 11, 12
Credit: 1
This full year course is offered to students who complete Machine Technology I or II. This course guides the advanced student into more diverse areas of Machining and Manufacturing. Students will learn advanced CNC programming and 3D part creation. Students in this course will engineer individual projects and show mastery with precision measurements and machine usage.
Prerequisite: Machine Technology 1 or 2

MACHINE TECHNOLOGY 4
IT830
Year: 11, 12
Credit: 1
This final course is part of the Machine Technology sequence and allows the student to focus on more independent project design and creation. The students will learn additional CNC Programming to create parts for larger assembled projects. Students at this level will have mastered all the operations and skills learned from the previous classes.
Prerequisite: Machine Technology 3
ROBOTICS AND ENGINEERING 1
IT460
Year: 9, 10, 11, 12
Credit: 1
This course will focus on the study of mechanics, electronics, computer control and design. During this class, students will learn to build and program robots and micro-controllers. The students will explore basic mechanical systems such as servos, motors, gears and levers, electronic systems with analog and digital, 2D and 3D design and computer control systems. The course is project based, and students will develop engineering problem solving skills through a series of hands-on activities and projects. Students will often work together in design teams to overcome problems of design, development, production, and testing of the project. The major engineering fields will be researched, and students will learn about the theory and hands-on skills for each discipline.

ROBOTICS AND ENGINEERING 2
IT560
Years: 10, 11, 12
Credit: 1
This course is a study of advanced robotics and industrial automation. Students in this class will build task oriented robotic systems and operate them with RC and computer control. The students will also be introduced to automation systems, programmable logic controllers (PLC) and modular production systems. The course is STEM based and involves the students using engineering and problem-solving skills through a series of hands on activities and projects. Students will often work together in teams to overcome problems of design, development, production, and testing of the solution.
Prerequisite: Robotics and Engineering 1

WEB AND MEDIA DESIGN
IT210
Year: 9, 10, 11, 12
Credit: 1
This course will focus on using Adobe Dreamweaver CSS6 and Adobe Flash CS6 through step-by-step instructions and in-depth explanations. Students will learn how to get started with Dreamweaver, create a website and develop a web page. They will work with text, style sheets, images, and links. Students will learn to position page content with CSS and tables. They will also learn how to manage a web server and files. With Flash, students will learn how to draw objects, and how to work with symbols and interactivity. They will focus on creating animations, creating special effects, and developing applications.
WELDING 1
IT361
Year: 9, 10, 11, 12
Credit: .5
This course is for students interested in beginning welding. Students will study the basic theories of Oxyacetylene and Electric Arc welding. At the end of this course, students will be able to:
- demonstrate skills using both Gas and Arc welding processes
- complete individual projects by using welding tools and equipment
- determine the proper welding technique appropriate for a given job

WELDING 2
IT362
Year: 9, 10, 11, 12
Credit: .5
This course is for students who want to continue their understanding of Arc and Gas welding processes and start a basic introduction to other welding processes. Students will study beginning theories of MIG welding as well as understanding basic CNC Plasma Cutting. At the end of the course, students will be able to:
- correctly use welding tools and equipment
- complete a required project using the MIG welding process
- show proficiency in both gas and arc welding
- design and construct welding projects

WELDING 3
IT660
Year: 10, 11, 12
Credit: 1
This course is for students who are interested in advanced welding techniques. At the end of this course, students will be able to:
- perform required projects using major welding processes; i.e. Gas, Arc, and MIG
- demonstrate proficiency in Oxy-Fuel Cutting
- demonstrate understanding of basic blueprint reading
- explain various welding certifications
- construct individual welding projects
- weld various metals including steel, stainless steel, and aluminum
- demonstrate skills using the CNC Plasma cutting process and techniques

Prerequisite: Welding 1 or 2
Completion of this course with a grade of A, B, or C will qualify student for dual credit at MVCC.
(WLD 111 Basic Arc/Gas Welding 2)

WELDING 4
IT860
Year: 11, 12
Credit: 1
This course is for students wanting to be involved in the field of Welding as an occupation or career. At the end of this course students will be able to:
- show proficiency in Arc and Gas welding processes including MIG/TIG and Plasma cutting, and CNL Plasma cutting
- perform independent study projects in the welding area
- demonstrate safe and correct use of all electrical and gas related welding techniques

Prerequisite: Welding 3
Completion of this course with a grade of A, B, or C will qualify the student for dual credit at MVCC.
(WLD 112 Advanced SMAW and Cutting I)
WOODS 1  
IT341  
Year: 9, 10, 11, 12  
Credit: .5  
This course is for students interested in building trades/wood construction. At the conclusion of this course, students will be able to:  
- make simple set-ups and safely operate all basic machinery in the shop  
- perform basic tasks on hand-operated tools  
- perform basic operations using machine operated hand tools  
- assemble basic joints and construct simple projects  

WOODS 2  
IT342  
Year: 9, 10, 11, 12  
Credit: .5  
This semester course is for students interested in construction carpentry. At the conclusion of this course, students will be able to:  
- build modules showing windows and doorframes  
- construct wall and corner sections  
- perform tasks using hand operated and machine tools  
- develop skills in plumbing, bricklaying, measurement, and tile setting  

WOODS 3  
IT640  
Year: 10, 11, 12  
Credit: 1  
This course is designed to give advanced skills in construction carpentry and for students who desire to pursue the field of construction. At the conclusion of this course students will be able to:  
- make set-ups and operate all machinery in the shop  
- perform basic home and commercial frame construction  
- read and design basic plans for home construction  
- demonstrate skills in using machine hand tools for construction carpentry  
- build storage sheds  
- layout and level a plot  
- use a surveyor’s transit  
Prerequisite: Woods 1 or 2  

WOODS 4  
IT840  
Year: 11, 12  
Credit: 1  
This course is for students wanting to be involved in the field of Construction Trades as an occupation or career. At the end of this course the student will be able to:  
- show proficiency in building footings, foundations, floors, walls, ceilings, roofs, doors, and window framing  
- show proficiency in finishing interior walls, ceilings, floors, and stair construction  
- demonstrate safe and correct use of hand and power tools in the construction trades area  
- understand and recognize job site safety  
- perform independent study projects in the Construction area  
Prerequisite: Construction Trades/Woods 2
CAREER INTERNSHIP
IT990
Year: 12
Credit: 2
The Career Internship class is designed for students with career interests in Auto Mechanics, Welding, Graphic Arts, Drafting, and Accounting. Students in this course develop the skills required to achieve an advantage in a competitive job market. This capstone class extends the student’s knowledge past the courses offered at ACHS. The class prepares students to be quality producers and collaborative workers through “hands on” career experiences aligned with the student’s career interests and goals. Emphasis will be placed on the development of communication, problem solving and critical thinking skills in the workplace setting. This is a two-period class at the end of the school day which allows for independent transportation to the worksite.
Prerequisite: Application and consent of Department Chair, Counselor and Instructor.

3D ANIMATION & RENDERING 1
IT411
Year: 9, 10, 11, 12
Credit: 5
This is a one-semester course designed for students who are interested in basic animation. This course begins with an introduction to 3D animation, emphasizing basic shape design and geometric morphing, geometric rendering using 3-dimensional space, and animating a rendered object using 3D Studio Max software. Students will develop skills to produce the following projects:
- a rendered 3D vehicle design
- an animated logo design
- multiple animated and rendered scenes
- lighting flash camera effect within a scene

3D ANIMATION & RENDERING 2
IT412
Year: 9, 10, 11, 12
Credit: .5
This is a one-semester continuation course that revisits 3D Animation concepts and introduces more advanced techniques and projects to further expand a student’s knowledge using the software. The students will gain knowledge concepts in areas relating visual spatial skills when working on projects using advanced 3D geometry.
Prerequisite: 3D Animation & Rendering 1
Educational Support Services

The Educational Support Services department is dedicated to ensuring that students with exceptional needs receive superior academic and emotional learning opportunities, in order to successfully acquire the skills needed to achieve individualized post-secondary objectives.

General Information:

1. Eligibility for Special Education is determined by a multidisciplinary conference in accordance with 23 Illinois Administrative Code 226.

2. Special Education instructional supportive programs, resource programs, and related services range along a continuum based on the nature and degree of intervention. The continuum of educational support services are as follows:

   A. Standard Program with Modification
      The student receives his/her basic educational experience through the standard regular education program. However, these experiences are modified through one or more of the following:
      1. Consultation with the teacher
      2. Provision of special equipment and materials
      3. Modifications in the instructional program
      4. Resource services

   B. Resource Program/Instructional Supportive Program
      Specialized educational instructional services are provided to students involved in general education curriculum. The student will receive content area instruction with instructional support services within the classroom.

   C. Individualized Program
      Student receives 50% or more of his/her educational experience through Special Education classes. Student is mainstreamed into standard programs when appropriate, based on their functioning level.

3. Special Education programs are designed in direct response to the educational needs of our students.

4. At each student’s annual review, an Individualized Education Program (IEP) will be developed. Placement/enrollment in classes is based upon the consensus of the multidisciplinary team. Placement/enrollment in classes is determined by student’s needs, goals and instructional objectives as stated in the IEP.
COURSE DESCRIPTIONS:

RESOURCE SERVICES
SE010/020
Year: 9, 10, 11, 12
Resource Services provides support to the special education student in general education classes. The students in this service have the opportunity to study for upcoming quizzes and tests, work on research assignments using available computer technology, complete assignments and read high interest publications. The students receive support from a highly qualified teacher. The students are able to check their course grades and have opportunities to receive incentives to bring their grades up. After receiving these services, students will be able to:

- independently apply learning strategies to course work
- successfully complete assignments
- self-advocate regarding educational support needs in general education classes

ELL/ESS RESOURCE
SE010/020
Year: 9, 10, 11, 12
Resource Services provides support to the special education and English Language Learner (ELL) student in all classes. The primary focus of the class period is to improve on the four language domains: reading, writing, listening, and speaking. While in ELL/ESS Resource, students have the opportunity to study for quizzes and tests, complete homework assignments, and use technology to help facilitate the learning process. ELL/ESS Resource students receive support from a highly qualified teacher and instructional aide. Students have the opportunity to check their grades with an instructor on a weekly basis, reflect on their IEP’s, and discuss coursework and plans for academic growth. After receiving these services, students will be able to:

- increase their independence in expression of the four language domains
- express the steps needed to attain success on the annual ACCESS exam
- communicate to parents regarding school progress
- independently apply learning strategies to course work
- successfully complete assignments accurately
- advocate for themselves when appropriate
COMMUNITY BASED ACADEMIC CORE PROGRAMS

VOCATIONAL PREPARATION

COMMUNITY BASED ACADEMICS

The course offerings in the Community Based Academic Core Programs are designed to teach students community living skills. Therefore, community living skills are taught in real life situations in Argo’s community locations. The skills of adult communication, mathematics, and community living will be applied toward mastery of the everyday tasks needed to transition in order to become an effective independent member of society to the fullest extent possible. Also, students in the Vocational Preparation course offerings will be integrated into courses in regular education classes throughout the school year, when appropriate.

CORE 1

COURSE DESCRIPTIONS:

CORE 1 ENGLISH

SE102
Year: 9, 10, 11, 12
Credit: 1

Students will strive to improve speaking, word recognition, writing, reading fluency, and reading comprehension skills necessary for everyday living tasks.

Course Goals:

• use appropriate oral communication to communicate needs
• write letters, emails, and complete everyday forms
• read with accuracy and fluency to the best of his/her ability using a variety of digital and print materials
• demonstrate proper use of basic grammar and punctuation skills
• demonstrate proper use of functional vocabulary words
• plan, organize, and develop written documents for a variety of purposes

CORE 1 MATH

SE101
Year: 9, 10, 11, 12
Credit: 1 per year

Students will strive to improve time, calendar, money, whole number operations, and measurement skills necessary for everyday living tasks.

Course Goals:

• tell time using a digital and analog clock within 5 minutes
• demonstrate knowledge of time concepts and scheduling
• use a calendar to plan and schedule activities
• count change and bills to pay for items
• maintain accurate records for checking and savings accounts
• deposit and withdraw money from class checking and savings accounts
• compute whole number operations using pencil and paper and a calculator
• demonstrate accurate usage of ruler or tape
CORE 1 COMMUNITY LIVING SKILLS
SE103
Year: 9, 10, 11, 12
Credit: 1
The purpose of this course is to help students develop daily living skills and learn community independence. Students will strive to improve cooking, cleaning, and personal hygiene skills. Students will also learn skills needed to increase mobility and location skills within the community. Students will learn basic geography to aid in an increased knowledge of their city, state, and country. Students will also learn the foundation of the United States government. The ultimate goal of this class is to promote independence in a home and community setting.

Course Goals:
- choose foods from five food groups
- follow sanitation rules
- demonstrate mature personal hygiene
- plan and prepare for community outings
- obtain and use a CTA/Metra bus/train pass

- follow a pictorial or written recipe
- follow and demonstrate appropriate table manners
- demonstrate basic first aid skills
- plan and prepare for community college
- demonstrate knowledge of the streets and communities in the ACHS and Chicago area

CORE 1 COMMUNITY LIVING SKILLS
SE104
Year: 9, 10, 11, 12
Credit: 1
The purpose of this course is to help students develop daily living skills and learn community independence. Students will strive to improve cooking, cleaning, and personal hygiene skills. Students will also learn skills needed to increase mobility and location skills within the community. Students will learn about US History first semester. During second semester the students will learn basic life and earth science. The ultimate goal of this class is to promote independence in a home and community setting.

Course Goals:
- choose foods from five food groups
- follow sanitation rules
- demonstrate mature personal hygiene
- plan and prepare for community outings
- obtain and use a CTA/Metra bus/train pass
- plan and complete trips on public transportation
- demonstrate a basic understanding of life and earth science

- follow a pictorial or written recipe
- follow and demonstrate appropriate table manners
- demonstrate basic first aid skills
- plan and prepare for community college
- demonstrate knowledge of the streets and communities in the ACHS and Chicago area
- demonstrate a basic understanding of the history of the US

CORE 1 CONTEMPORARY EMPLOYMENT SKILLS (CES)
SE160
Year: 9, 10 (Open to 11, 12 based on need)
Credit: 1
This course is an introductory course, mirroring the CES class in the vocational training track but modified for the Core I curriculum. Upon successful completion of this course, students will demonstrate the skills, behaviors, and attitudes necessary to succeed in an entry-level position with supportive accommodations as needed. Students will be able to:
- perform entry-level skills in the following areas: office, outdoor and indoor maintenance, hospitality, grocer/retail stores, auto detailing
- evaluate the quality of his/her work

develop a wide array of job skills in a supportive work-based environment
Core 1 Work Training Program Suggested Sequence:

Core 1 CES
Open to 9 or 10th graders

CWT School
Open to 10th or 11th Graders

CWT Community
Open to 11th or 12th Graders

Transitions to Employment and Citizenship
Open to 11th or 12th graders. Can run concurrently with CWT-Community during senior year

CWT School: If the student wishes to continue with the vocational track, CWT School is the suggested course to follow Core 1 CES. The course should be taken during the sophomore year. Core 1 students MUST take this if they wish to move onto CWT-Community unless otherwise agreed upon by case manager or IEP team. Students may repeat this course several times if it is necessary as per student ability level.

CWT Community: This is the suggested course to follow CWT School and should be taken during the junior year. Prerequisite: CWT School. Core 1 Students cannot take this course unless they have earned a passing grade in CWT-School, or if otherwise determined by case manager or IEP team. Students may repeat this course several times if it is necessary as per student ability level.

Transitions to Citizenship and Employment: Transitions is the suggested course to follow CWT-Community and should be taken during the senior year. This is not a mandatory Core 1 students and should be taken on a referral ONLY basis.

See Vocational Training for more in-depth descriptions of the courses within the Work Training Program (CWT-School, CWT-Community, and Transitions to Employment and Citizenship.)
CORE 2

COURSE DESCRIPTIONS:

CORE 2 ENGLISH
SE202
Year: 9, 10, 11, 12
Credit: 1
The student will continue to improve the listening, speaking, reading, and writing skills necessary for successful transition into post-secondary experiences. At the end of this course, students will be able to:

• increase expression of vocabulary skills
• apply skills of reading and writing to understand basic concepts in current events
• be an effective communicator
• read with accuracy and fluency to the best of his/her ability
• employ oral communication skills in the format of a paragraph, essay, or letter

CORE 2 HEALTH/GOVERNMENT
SE203
Year: 9, 10, 11, 12
Credit 1 per year
Core 2 Community Living explores the following topics: United States Government and Health Education
These topics are each separately taught per semester. At the end of this course, students will be able to:

• identify the basic principles of the government of the United States and the US Constitution, as well as the structures and functions of both the federal and state governments
• demonstrate knowledge of responsibilities of citizenship as it relates to the law
• understand key concepts including the election process and law making
• express knowledge of individual wellness and essential skills for healthy living
• understand various health related topics including mental health, sex education, physical fitness, and nutrition and diet
• make healthy decisions regarding their own personal wellness

CORE 2 HISTORY
SE210
Year: 9, 10, 11, 12
Credit: 1
In Core History, students will learn the notable events and figures throughout both World and US History. Starting with the Ancient Civilizations, students will move through both World and American History sequentially and chronologically up to present day. Further, students will learn about prominent political systems as well as relevant geography to enhance their understanding of history. Students will gain historical perspective and learn how these events have influenced our current society. Students will be able to:

• understand key events, movements, trends, and prominent figures in World and United States History
• demonstrate reading comprehension and analysis of primary source historical documents
• apply historical, economic, and political concepts to the past, present, and future as it relates to society and their own lives.
• understand basic Geography and its impact on history and societies
• understand the basic principles of significant political systems as it relates to World and American history
**CORE 2 LIFE SCIENCE**
SE250
Year: 9, 10, 11, 12
Credit: 1
Core 2 Life Science is a mixture of basic types of the different sciences: Physics, Chemistry, Biology, and Earth Science. Topics include but are not limited to: experimental design, kinematics, energy, ecology, cell structure, genetics, evolution, periodic table, astronomy, etc. Along with classroom instruction this course will include resource materials such as handouts, worksheets, and hands-on labs. By the end of this course students will have a better understanding of each of the sciences.

**CORE 2 MATH**
SE201
Year: 9, 10, 11, 12
Credit: 1 per year
This course is designed to teach math skills needed in the post-secondary environment: measurement, temperature, use of fractions, and basic algebraic concepts. Students will learn the necessary skills to function as a responsible consumer. Students will be able to:
- apply and utilize basic math skills
- analyze and solve basic math problems
- employ logic and reasoning to all math concepts
- analyze and solve various levels of pre-algebra and algebra related materials
- make use of various sources of technology to gain a better understanding of basic math skills
- improve daily consumer skills

**CORE 2 PHYSICS**
SE210
Year: 9, 10, 11, 12
Credit: 1
Core 2 Science touches on the very basics of the physical and life sciences including Biology, Physics, Chemistry, and Earth Science. Topics include, but are not limited to: experimental design, kinematics, energy, ecology, cell structure, genetics, evolution, periodic table, and astronomy and how these topics affect their everyday lives. At the end of this course, students will be able to:
- give examples of Newton’s 1st-3rd laws and use them to predict the motion of an object (Physics)
- identify parts of an eco-system (Biology)
- describe the electrical charge on the different parts of an atom (Chemistry)
- describe the causes of weather, weather systems and gathering of weather data (Earth Science)
- use data collected in a lab to justify a hypothesis (All sections of Science)
Course Descriptions:

CORE 3 ENGLISH
SE310
Year: 11, 12
Credit: 1
This course is designed for students who have successfully completed CORE 2 English but are not proficient enough for an English class in a general education environment. The class will focus on building the reading and writing skills necessary for a successful transition to the post-secondary world. Work will be centered on nonfiction reading passages and daily writing skills that relate to functional life skills such as applying for a loan, entering into a contract, or handling a dispute with a landlord/tenant.
- express knowledge of non-fiction text through answering comprehension questions related to a story or short passage.
- increase knowledge of writing skills related to applying for loans, entering into contracts, or handling a dispute with a landlord/tenant through various practice opportunities and written assessments.

CORE 3 COMMUNITY LIVING
SE560
Year: 11, 12
Credit: 1
This course is a blend of practical mathematics, consumer education and applicable laws that teenagers face today. Topics include, but are not limited to: banking, insurance, obtaining credit, understanding retirement savings, taxes and the civil/criminal laws governing today’s society. Along with classroom instruction, this course will include the following: handouts, worksheets, games, and manipulatives.
Students will be able to:
- balance a check ledger
- differentiate between traditional and retirement bank accounts
- understand the importance of a FICO score
- identify pros and cons of credit cards

MATHEMATICS FOR CAREER AND WORK
SE800
Year: 9, 10, 11, 12
Credit: 1
This course is intended to provide a math educational background for students who will need to be prepared for employment beyond secondary education.
It will focus on the math skills necessary to be successful in the workplace. It will help students achieve success with daily life functions, specifically those associated with consumer economics.
This course will fulfill the requirement for Consumer Education and one of the three years of math necessary for graduation.
CORE 3 PRE-ALGEBRA
Year: 9,10,11,12
Credit: 1
This course is designed for students who have yet to fully develop their Algebraic thinking skills to be successful in the standard level curriculum. This course will focus on the skills necessary to ensure success in the Introduction to Algebra and Geometry class. These skills include: Order of Operations, Exponents, Factors and Multiples, Fractions, Writing Ratios, Writing and Solving Proportions, Solving Multi-Step Equations, Solving and Graphing Linear Equations, Properties in Geometry (Angle Theory, Pythagorean Theorem, Midpoint and Segment Identification).

CORE 4 ENGLISH: MONSTERS AND MYTHS
Year: 11, 12
Credit: 1
This course will combine level appropriate high interest works such as: young adult novels, graphic novels, films, and poetry to teach students the archetypes, plot structure, and tropes of stories across cultures and time. The first half of the year will focus on villains, monsters, anti-heroes and tragic heroes, while the second semester will focus on what makes a hero and the hero’s journey. Students will study the common mythology and characters which appear throughout various forms of storytelling and what they can teach us about our lives and humanity. The students will develop skills in literary analysis, essay development, and creative writing.
Vocational Training

The Vocational Training component of the special education program is sequential in nature. Students begin in the program with the introductory courses, Contemporary Employment 1 or Computer Basics. The student must successfully demonstrate the outcomes stated within each course in order to advance to the next level. Most students begin vocational training during their freshman year. The goal of this component is for the student to demonstrate vocational readiness in a competitive community job for one year, thus ensuring that the student is employable upon graduation. Special Education students are required by federal law to receive specific job training. Many students will be able to meet this requirement by selecting one of the Four-year Course Plan options within regular education.

Suggested Sequence:

- **CES**
  - Open to 9 or 10th graders
  - Mandatory class in the vocational program. This is the introductory course and should be taken first.

- **CWT School**
  - Open to 10th or 11th Graders
  - Students can skip this course and move onto CWT Community dependent on ability level and referral from case manager. Must be approved by Vocational Program coordinator/ESS Directors.

- **CWT Community**
  - Open to 11th or 12th Graders

- **Transitions to Employment and Citizenship**
  - Open to 11th or 12th graders. Can run Concurrently with CWT-Community during senior year.

**COURSE DESCRIPTIONS:**

**COMPUTER BASICS 1**

SE321

Year: 9, 10, 11, 12

Credit: .5

This course will enhance the student’s computer literacy. It will provide the student with an introduction to the basic operation of a computer. The course will also familiarize the student with the use of computer software. This course will enable the student to develop his/her writing skills with “hands-on” involvement with writing and development of keyboarding skills.

This course is designed to provide successful learning experiences. These experiences will attain immeasurable gains that will increase vocabulary, develop sentence structure, promote writing, enhance self-esteem, and maximize learner outcomes.

- Create products using Microsoft Office programs
- Express knowledge of basic keyboarding skills
COMPUTER BASICS 2
SE322
Year: 9, 10, 11, 12
Credit: .5
This course is designed for those students who have successfully completed Computer Basics 1. The student will review his/her Computer Basics/Terminology knowledge. The student will be introduced to computer use in the business world. It is imperative that students gain experience and develop the business skills necessary to successfully seek and maintain community employment. This course will furnish the student with an opportunity to use technology as a tool for many business-related applications.
Prerequisite: Computer Basics 1

CONTEMPORARY EMPLOYMENT SKILLS 1 (CES)
SE260
Year: 9, 10 (Open to 11, 12, based on need)
Credit: 1
This course is an introductory course in the Prevocational Work Program sequence. Upon successful completion, students will demonstrate the skills, behaviors, and attitudes necessary to succeed in an entry-level position. At the end of this course, students will be able to:
• perform entry-level skills in the following areas: office, outdoor and indoor maintenance, hospitality, grocer/retail stores, auto detailing
• obtain beginner level skills for several Career & Technology courses
• evaluate the quality of his/her work
• complete the employment process from start to finish
This course is mandatory for those wishing to enter the work training program and should be taken as the first course.

COOPERATIVE WORK TRAINING IN SCHOOL (CWT-SCHOOL)
SE720
Year: 9, 10 (Open to 12 based on need)
Credit: 1
In this Vocational Training course, the student will receive training in a variety of school jobs. Job descriptions may include: cafeteria worker, office aide, health office assistant or custodial assistant. Some students receive one-to-one job training. These experiences prepare the student for competitive employment in the community. At the end of this course, students will demonstrate:
• reliability, dependability, and independence on a job
• the ability to maintain and submit weekly evaluation sheets
• appropriate work habits and attitudes
This course can be repeated several times if necessary, as per student ability. Students can skip this course and move on to CWT Community dependent on ability level and referral from the Case Manager. Must be approved by Vocational Program Coordinator/ESS Directors.
COOPERATIVE WORK TRAINING IN THE COMMUNITY (CWT COMMUNITY)
SE730
Year: 11, 12
Credit: .5
In this Vocational Training course, the student will be matched with a community job site based on their strengths, abilities, and career interests. At the end of this course, students will be able to:

• search, apply for, obtain, and keep a job
• demonstrate reliability, dependability, and independence in a competitive community job
• demonstrate appropriate problem-solving skills with respect to keeping a job
• demonstrate effective interpersonal skills with co-workers/supervisors

This course can be repeated several times if necessary, per student ability level.

TRANSITIONS EMPLOYMENT AND CITIZENSHIP
SE480
Year: 11, 12
Credit: 1
This is an applied class within the Prevocational Work sequence. In this class, students will learn the skills needed to achieve their post-secondary goals as they relate to employment, continuing education and independent living. Students in the Prevocational Work Program develop a plan which answers the questions:

1. Where do I want to work?
2. Do I want to continue training beyond high school?
3. Where do I want to live?

This course can run concurrently with CWT Community during senior year. It is the final course in the Work Training Program.
FALP Course Guide

Daily Living Skills
This course is designed for students with functional and cognitive deficits and focuses on life skill domains including domestics, self-care, recreation/leisure, community, pre-vocational skill sets, and communication/social skills. An emphasis on increasing self-determination skills is embedded into all areas of this course. By the end of this course, students will be able, to the best of their ability:

- express knowledge of self-care through daily hygiene completion.
- express knowledge of personal information through daily completion of various forms of permanent product personal information sheets
- interact with peers and adults appropriately, expressing knowledge of the “hidden” social rules
- express knowledge of their daily routine through completion of daily schedules and written journals.

Functional Academics
This portion of the FALP program is designed to increase independence in the students core academic areas, with significant modifications made to instruction per each students IEP (individualized education plan). The core academic areas taught include reading, math, social studies, and science. By the end of this course, students will be able, to the best of their ability

- comprehend a broad range of reading material (short passages, short stories, current events, etc.)
- express knowledge of community and environmental print words through verbal expression and written products.
- express knowledge of basic functional math concepts, including counting, money, time, and measurement, through verbal expression and written products.
- express knowledge of the basic history of the United States and the roles government plays in their lives
- express knowledge of basic science concepts and understand how to perform an experiment.

Pre-Vocational training
In this course, students will be provided opportunities to practice job-training skills and work-related behaviors. Students are exposed to several areas that may be of interest to them to focus on once transitioning out of high school. These areas include job readiness, clerical, retail, food service, and grocery. Topics within these areas include how to dress for work, applying for a job, greetings, labeling/collating/stapling envelopes and papers, sorting, matching, sizing, folding, and bagging. By the end of the course, students will be able, to the best of their ability

- identify and express knowledge of work-related vocabulary
- identify and express knowledge of appropriate social skills within a work environment
- identify and express knowledge of concepts related to clerical tasks
- identify and express knowledge of concepts related to retail tasks.
- identify and express knowledge of concepts related to food service tasks.
- identify and express knowledge of concepts related to grocery tasks.

Functional Social Skills
This course focuses on social interactions for students with functional and cognitive deficits. They are taught various social skills that are expected within an academic, domestic, recreation/leisure, and work environment. Students are taught conversation initiations, greetings, appropriate responses to questions, and appropriate conversation topics across different environments. By the end of this course, students will be able, to the best of their abilities

- increase self-determination skills through completion of various communication activities with peers and adults
- engage in conversations that are appropriate to a topic being discussed
- understand and express knowledge of appropriate social interactions across various environments through exposure to places in the community on class field trips.
Learning Essentials of Academic Programs

LEAP courses are designed based on different general education programs. They provide essential exposure to numerous academic areas for exceptional learners. These courses are intended to go a step above the functional living skills, helping students develop interests and foster creativity while building healthy lifestyles for their physical and mental well-being.

Course Descriptions:

**LEAP FINE ARTS**
SE220  
Year:  9, 10, 11, 12  
Credit:  1  
This course offers students exposure to general education elective areas. Students will learn the essential skills for art, choir, and culinary courses, while further building their collaboration skills with general education peers. The LEAP Fine Arts rotation helps students develop interests, while using their creativity to build a healthy lifestyle for their physical and mental well-being.

**LEAP PE (Students)**
PE020  
Year:  9, 10, 11, 12  
Credit:  1  
This course is designed to help students develop new skills to keep a fit and active lifestyle. Students in this course will participate in modified activities pertaining to team sports, individual sports, leisure activities, and fitness conditioning.

**LEAP PE (Tutors)**
PE060  
Year:  11, 12  
Credit:  1  
Students will be given the opportunity to provide peer tutoring to exceptional learners within the existing physical education curriculum. At the completion of this course, students will be able to:

- understand special conditions and needs of exceptional learners  
- work responsibly with exceptional learners  
- teach related sport skills in the proper progressive stages

**Prerequisite:** Consent of PE Department Chair is required.
The Argo Community High School English Department equips students with critical thinking, literacy, and communication skills for success in high school and beyond.

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>College Preparatory</td>
<td>English 1 Reading and Composition 1</td>
<td>English 2 Reading and Composition 2</td>
<td>English 3</td>
<td>Choose two semester courses from the eight semester options below:</td>
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<td>Contemporary Fiction</td>
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<td>Creative Writing</td>
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<td>Graphic Novels</td>
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<td>Film Analysis</td>
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<td>Pre-College Reading &amp; Writing</td>
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<td>Honors</td>
<td>Honors English 1</td>
<td>Honors English 2</td>
<td>Honors English 3</td>
<td>AP English Literature and Composition</td>
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<td>AP English Language and Composition</td>
<td>Honors College Reading and Writing</td>
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</tbody>
</table>
Grade 9

Course Descriptions:

**ENGLISH 1**
EN300
Year: 9, 10
Credit: 1
This course fulfills a graduation requirement for English. It is designed as the core course for first year students. By the end of this course, students will be able to write various types of essays, analyze different genres of literature, and demonstrate improved vocabulary and usage skills. An emphasis on the writing process and demonstrating introductory writing skills will be stressed.

**HONORS ENGLISH 1**
EN900
Year: 9
Credit: 1
This course fulfills a graduation requirement for English. It is designed for highly motivated students who have demonstrated the ability to handle additional rigor in the curriculum. Students in honors English courses will be responsible for additional readings and writing assignments beyond those required in college preparatory courses. This will include a summer reading assignment.

**READING & COMPOSITION 1**
EN050
Year: 9, 10
Credit: 1
Reading and Composition 1 is a freshman English course which runs parallel with English 1. Both English 1 and Reading and Composition 1 will address the same English Department reading, writing, and speaking skills. While English 1 addresses these skills using traditional literature from the freshman English cannon, Reading and Composition 1 addresses these same skills utilizing high-interest young adult fiction and non-fiction literature which meets the standards of department-reviewed text complexity and which is at a reading level appropriate for the demonstrated reading level of students placed in this class. Additionally, Reading and Composition 1 will be team taught by a certified reading specialist and an English teacher. Instruction will incorporate data-driven reading instruction and will include a great deal of direct reading skill instruction and practice. Students will learn the skills-based competencies, along with the knowledge-based competencies needed to comprehend the texts.
Grade 10

Course Descriptions:

**ENGLISH 2**
EN310
Year: 10
Credit: 1
This course fulfills a graduation requirement for English. It is designed as the core course for second year students. This course builds on the reading and writing skills introduced in English I. A heavy emphasis will be placed on the ability to think, speak, and write persuasively.

**HONORS ENGLISH 2**
EN910
Year: 10
Credit: 1
This course fulfills a graduation requirement for English. It is designed for highly motivated students who have demonstrated the ability to handle additional rigor in the curriculum. Students in honors English courses will be responsible for additional readings and writing assignments beyond those required in college preparatory courses. This will include a summer reading assignment.

Prerequisite: Successful completion of both semester of Honors English 1 or an A in English 1 accompanied by teacher recommendation and English Department Chair approval.

**READING AND COMPOSITION 2**
EN180
Years: 10, 11
Credit: 1
Reading and Composition 2 is a sophomore English course which runs in tandem with English 2. Both English 2 and Reading and Composition 2 will address the same English Department reading, writing, and speaking skills. While English 2 addresses these skills using traditional literature from the Sophomore English cannon, Reading and Composition 2 addresses these same skills utilizing high-interest young adult fiction and non-fiction literature which meets the standards of department-reviewed text complexity and which is at a reading level appropriate for the demonstrated reading level of students placed in this class. Additionally, Reading and Composition 2 will be team taught by a certified reading specialist and an English teacher. Instruction will incorporate data-driven reading instruction and will include a great deal of direct reading skill instruction and practice. Students will learn the skills-based competencies, along with the knowledge-based competencies needed to comprehend the tests.
Course Descriptions:

**AP ENGLISH LANGUAGE AND COMPOSITION**
EN950  
Year: 11  
Credit: 1  
Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Summer reading and writing are required. Students prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.  
**Prerequisite:** Successful completion of Honors English 2 with a C or higher or teacher recommendations with Department Chair approval.

**ENGLISH 3**  
EN320  
Year: 11  
Credit: 1  
This course fulfills a graduation requirement for English. It is designed as the core course for third year students. The English 6 curriculum focuses on the analysis of complex texts, the acquisition of academic vocabulary, and academic writing, including the completion of a major research paper.  
**Prerequisite:** Successful completion of English 1 and English 2.

**HONORS ENGLISH 3**  
EN920  
Year: 11  
Credit: 1  
This course fulfills a graduation requirement for English. It is designed for highly motivated students who have demonstrated the ability to handle additional rigor in the curriculum. Students in honors English courses will be responsible for additional readings and writing assignments beyond those require in college preparatory courses. This course will include a summer reading assignment.  
**Prerequisite:** Successful completion of Honors English 2 with a C or higher or teacher recommendation with Department Chair approval.

**RESEARCH AND COMMUNICATION**  
EN020  
Year: 11, 12  
Credit: 1  
Research and Communication is a project-based English course in which students will have the opportunity, space, and resources to self-design projects that apply to their larger life goals (college major, trades, entrepreneurship, etc.) This course focuses on providing students a leadership role in their own learning. Teachers will share nonfiction literature (article, peer-reviewed studies, excerpts from books, etc.) that apply directly and indirectly to the projects students self-design. In this, students learn to research, to comprehend challenging grade-exceeding texts, to compose practical, real-world writing skills, and to recapture a passion for learning. Culminating projects will ask the students to effectively communicate with professionals and experts in and out of the classroom and school confines. Students who take this course will be given experience in emailing, speaking, and presenting to several audiences through these projects as a means of preparing them for their future careers. All students enrolled in this course will compete a research paper that meets the same learning standards as that completed during English 3.
Grade 12

Course Descriptions:

AFRICAN-AMERICAN LITERATURE
EN556
Year:  12
Credit:  .5
This course fulfills an English requirement as part of the senior choice selection. Students will read and carefully analyze stories, poetry, and essays of African-American writers from the eighteenth century through the Harlem Renaissance to present times, including well known authors like Frederick Douglass, Zora Neal Hurston, Langston Hughes, Martin Luther King Jr., Toni Morrison, and others. Students will analyze major themes, such as alienation, identity, racism, rebellion, revolt, and escape. Writing will include personal narrative (college essay), analysis, argumentative, and research.
Prerequisite:  Successful completion of 3 English credits at the standard level or teacher/counselor recommendation and Department Chair approval.

AP ENGLISH LITERATURE AND COMPOSITION
EN990
Year:  12
Credit:  1
This course is designed for seniors who want to challenge themselves with college-level coursework. Students in AP English Language and Composition are highly encouraged to enroll in this class. Topics of study include epic and lyric poetry, traditional and contemporary fiction, and drama. Essay writing focuses on literary analysis using published critical interpretations. Extended research projects involve independent reading coupled with oral presentations. Students will prepare for the AP English Literature and Composition Exam (offered in the spring of each year).
Prerequisite:  A grade of B or higher in Honors English 3 or AP English Language and Composition or teacher recommendation and English Department Chair approval.

CREATIVE WRITING
EN381/382
Year:  12
Credit:  .5
This course fulfills an English requirement as part of the senior choice selection. Creative Writing is intended for the advanced writer who has already mastered basic writing skills. Students in this class will read about the creative writing processes of accomplished writers and evaluate those processes for application in their own writing. Students will use a study of literary forms to create their own original essays, works of narrative fiction and non-fiction, poetry, and more. Writing will include personal narrative (college essay), analysis, argumentative, and research.
Prerequisite:  Successful completion of 3 English credits at the standard level or teacher/counselor recommendation and Department Chair approval.
CONTEMPORARY LITERATURE
EN353
Year: 12
Credit: .5
This course fulfills an English requirement as part of the senior choice selection. This course will study critically acclaimed, popular, and award-winning contemporary literature of various genres (for example, realistic fiction, mystery fiction, and memoir). Literature will be examined using a variety of literary lenses to consider how the text is relevant in society and how it is reflective of popular culture. Students will be able to apply complex literary lenses to text, identify and apply scholarship appropriate for text analysis, and create literary analyses of texts incorporating the major course themes and contexts. Writing will include personal narrative (college essay), analysis, argumentative, and research.
Prerequisite: Successful completion of 3 English credits at the standard level or teacher/counselor recommendation and Department Chair approval.

DRAMA ANALYSIS
EN312
Year: 12
Credit: .5
This course fulfills an English requirement as part of the senior choice selection. It is designed to focus extensively on the analysis of plays and develop an appreciation for the beauty of drama. Students will learn a structured approach to analyzing a variety of plays ranging from classical to contemporary theatre. Students will read theatrical literature, analyze plays using literary lenses and literary elements, identify common themes and motifs, determine and understand authors’ purpose, write literary analysis essays, and engage in scholarly class discussions. Writing will include personal narrative (college essay), analysis, argumentative, and research.
Prerequisite: Successful completion of 3 English credits at the standard level or teacher/counselor recommendation and Department Chair approval.

FILM ANALYSIS
EN301
Year: 12
Credit: .5
This course fulfills an English requirement as part of the senior choice selection. It is designed to introduce students to the history of filmmaking and acquaint students with a variety of film genres. The threefold purpose of the class will allow students to become familiar with the interpretive language of film, cultivate the reading of film as text, and create critical arguments regarding the analysis of those texts. Writing will include personal narrative (college essay), analysis, argumentative, and research.
Prerequisite: Successful completion of 3 English credits at the standard level or teacher/counselor recommendation and Department Chair approval.
Grade 12 – Cont’d

**GRAPHIC NOVELS**
EN354
Year: 12
Credit: .5
This course fulfills an English requirement as part of the senior choice selection. This course introduces students to the literary genre of graphic novels. It focuses on the reading, interpretation, and analysis of graphic novels as a skillset separate from (though obviously related to) traditional text based literary analysis. Using a variety of fiction and nonfiction graphic novels, students investigate the interplay of visual and textual information in a process that will foster skills that will not only help them in this class but will also be useful throughout their academic careers. Writing will include personal narrative (college essay), analysis, argumentative, and research.

**Prerequisite:** Successful completion of 3 English credits at the standard level or teacher/counselor recommendation and Department Chair approval.

**LATIN-AMERICAN LITERATURE**
EN355
Year: 12
Credit: .5
This course fulfills an English requirement as part of the senior choice selection. Students in this course will read and carefully analyze stories, poetry, and essays of Latino writers, including well-known authors like Sandra Cisneros, Julia Alvarez, Isabel Allende, Gary Soto, Luis Alberto Urrea, Rudolfo Anaya, and others. Students will analyze major themes, such as alienation, identity, and racism. They will evaluate these works for their literary merit, discover connections about these stories, and relate them to their own experiences. The course will also offer entree into various literary lenses such as archetypal, psychoanalytical, and critical through an approachable set of texts. As in any English course, students will be expected to write frequently. Writing will include personal responses and reflection, personal narrative, and literary analysis, as well as the senior college writing unit (first semester).

**Prerequisite:** Successful completion of 3 English credits at the standard level or teacher/counselor recommendation and Department Chair approval.

**HONORS COLLEGE READING AND WRITING**
EN800
Year: 12
Credit: .5
This course is a college dual credit course through Indiana University. The course is intended for college-bound seniors ready to challenge themselves with college coursework. The focus is on the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require synthesis, analysis, and arguments based on sources.

**Pre-requisites:** 2.7 overall GPA. Completion of this course with a C or higher will qualify for dual credit at Indiana University. (English W131 Reading, Writing, and Inquiry 1)
PRE-COLLEGE READING AND COMPOSITION
EN300
Year: 12
Credit: 1
This course is intended for students serious about attending college but scoring below a 440 on the PSAT 10 NMSQT. Students earning an A or B in the course are guaranteed placement in COM 101 at MVCC if they attend MVCC in the fall following graduation from Argo. The course will fine-tune students’ skills in the areas of reading and writing. Specifically, students will study critical reading strategies, paragraph writing strategies, essay development, and general writing mechanics. Writing will include personal narrative (college essay), analysis, argumentative, and research.

WORLD LITERATURE
EN350
Year: 12
Credit: .5
This course fulfills an English requirement as part of the senior choice selection. This course will study critically acclaimed, classical, and internationally relevant texts from around the world. Literature will be examined using a variety of literary lenses to consider how the texts reflect the time and culture of their origin as well as how they influence our world today. Students will be able to apply complex literary lenses to text, identify and apply scholarship appropriate for text analysis, and create literary analyses of texts incorporating major course themes and contexts. Writing will include personal narrative (college essay), analysis, argumentative, and research.

Prerequisite: Successful completion of 3 English credits at the standard level or teacher/counselor recommendation and Department Chair approval.
Course Descriptions:

ADVANCED THEATRE ARTS
EN660
Year: 10, 11, 12
Credit: 1
This course does not fulfill an English requirement but earns elective credit or fine arts credit. It is designed for those students who have successfully completed Theatre Arts and wish to continue their studies in this area. Students in this class will demonstrate proper acting techniques, the ability to critique plays and skits, diverse public speaking skills, and an understanding of public performance. In addition, students will be able to work stage lights, build sets, apply make-up, and discuss performance production issues.
Prerequisite: Theatre Arts and Department Chair approval required.

JOURNALISM
EN371
Year: 10, 11, 12
Credit: .5
This course does not fulfill an English requirement but does earn elective credit. It is intended for the advanced writer who has already mastered basic writing skills. By the end of the course, students will be able to use a word processor to write varied types of news stories, design basic layout, edit copy, and discuss the concepts of freedom of the press and other journalistic issues.

SPEECH AND DEBATE
EN411
Year: 10, 11, 12
Credit: .5
This one semester course does not fulfill an English requirement but earns elective credit. This course develops speaking skills and requires students to make a number of formal presentations. Students select individualized goals for improving their own communication weaknesses and present competitive forensics speeches. Students will read, listen, and watch a variety of speeches for the purposes of doing rhetorical analysis. Students will learn and engage in small group communication and debate. Students will engage in research for the purpose of composing speeches.

THEATRE ARTS
EN360
Year: 9, 10, 11, 12
Credit: 1
This course does not fulfill an English requirement but does earn a fine arts credit or elective credit. It is designed as an introduction to theater and acting. After school participation is highly suggested. By the end of this course, students will be able to demonstrate proper acting techniques, the ability to critique skits and plays, an understanding of basic stage design, and increased public speaking skills.
**Foreign Language**

The Argo Community High School Department of Foreign Languages is dedicated to the teaching of foreign languages in order to develop cultural awareness, advance foreign language competency and proficiency, through linguistics and literature.

**Suggested Foreign Language Sequence for College Bound Students**

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<tbody>
<tr>
<td>French 1</td>
<td>French 2</td>
<td>Honors French 3</td>
<td>Honors French 4</td>
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<tr>
<td>Spanish 1</td>
<td>Spanish 2**</td>
<td>Spanish 3</td>
<td>AP Spanish Language or Honors Spanish 4 Spanish 4</td>
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<td>Honors Spanish 1*</td>
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<tr>
<td>Spanish 2</td>
<td>Spanish 3</td>
<td>Spanish 4</td>
<td>AP Spanish Language or AP Spanish Literature*</td>
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<tr>
<td>Honors Spanish 2</td>
<td>or</td>
<td>Honors Spanish 4**</td>
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<tr>
<td>or</td>
<td>Honors Spanish 3</td>
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<tr>
<td>Spanish Language and Culture 1</td>
<td>Spanish Language and Culture 2</td>
<td>Spanish Language and Culture 3</td>
<td>AP Spanish Language or AP Spanish Literature ** or Spanish 4 or Honors Spanish 4</td>
</tr>
<tr>
<td>Honors Spanish Language and Culture 1</td>
<td>or</td>
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<td>AP Spanish Language or Honors Spanish 4</td>
<td>AP Spanish Literature **</td>
</tr>
<tr>
<td>or</td>
<td>Honors Spanish 3</td>
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</tbody>
</table>

*Advanced standing based on junior high school study of Spanish.
**AP Spanish Literature prerequisite of AP Spanish Language or concurrent enrollment in AP Spanish Language

**GENERAL INFORMATION**

Two years of study of the same foreign language is strongly recommended. Three or more year of study of the same foreign language often results in college credits.

**Illinois State Seal of Biliteracy:**

Students can earn the Illinois State Seal of Biliteracy by showing proficiency in two or more languages (including English). The Seal will be awarded and attached to the student's Argo High School diploma. Argo's official transcripts will also indicate the awarding of the Seal of Biliteracy. Studying language might improve a student's ability to earn the Illinois State Seal of Biliteracy. Students wishing to earn the Seal of Biliteracy must take two years of a Foreign Language before taking the Seal of Biliteracy test. Four years of a Foreign Language is strongly recommended when testing for the Seal of Biliteracy.
Course Descriptions:

FRENCH 1
FR300
Year: 9, 10, 11, 12
Credit: 1
French I is an elective course usually taken by average or above average college-bound students. This course or its equivalent (approved two-year course study in junior high) is a prerequisite to French II and together with French II will fulfill the foreign language entrance requirements of most colleges and universities. Students will be able to use French to communicate within the classroom. Students will be able to understand oral communication, to interact and to write in French at a basic level. Students will use French to present information, concepts, and ideas at a basic level.

FRENCH 2
FR600
Year: 9, 10, 11, 12
Credit: 1
French 2 is an elective course taken after French 1. This course will satisfy the two-year high school foreign language requirement of most colleges and universities. This is a prerequisite for Honors French 3. Students will be able to use French to communicate within and beyond the classroom. Students will be able to understand oral communication to interact and write in French at a basic-intermediate level. Students will be able to use French to present information, concepts, and ideas in French at a basic-intermediate level. Students will begin to use French as a means to understand customs, art, and geography of the French-speaking world. Students will be able to identify elements of literature and to summarize French readings.

Students with an A or B may progress to Honors French 3.

HONORS FRENCH 2
FR700
Year: 9, 10, 11, 12
Credit: 1
Honors French 2 is an elective course. This course is a prerequisite to Honors French 3. French 1 with Honors French II will fulfill the foreign language entrance requirements of most colleges and universities. Students will be able to use French to communicate within and beyond the classroom. They will be able to understand oral communication, interact, and write in French at an intermediate level.

HONORS FRENCH 3
FR900
Year: 10, 11, 12
Credit: 1
Honors French 3 is an elective course. Taken after French 2, it will satisfy the two-year foreign language requirement of most colleges and universities. This is a prerequisite for Honors French 4. Students will use French to comprehend audio and visual presentations and to engage in extended conversations in French in a variety of situation. Students will be able to organize information, to write expository and persuasive pieces, as well as to write and present short original pieces in an intermediate level.

Students who receive A or B may progress to Honors French 4.
HONORS FRENCH 4
FR910
Year: 11, 12
Credit: 1
Honors French 4 is an elective course. Students in this advanced course will use French to comprehend audio and visual presentations in academic and work settings as well as social settings. Students will use French in extended conversations and to present and define a position in a discussion. Students will be able to understand the origins of words in French. Students will be able to organize information of written materials, to write expository and persuasive pieces, and to write documents at an advanced level.

Teacher recommendation required.

SPANISH 1
SP300
Year: 9, 10, 11, 12
Credit: 1
Spanish 1 is an elective course. This course, or its equivalent course of approved study in junior high, is a prerequisite to Spanish 2. Spanish 1 with Spanish 2 will fulfill the foreign language entrance requirements of most colleges and universities. Students will be able to use Spanish to communicate within the classroom. Students will be able to understand oral communications, interact, and write in Spanish at a basic level.

Students who receive an A in Spanish 1 may progress to Honors Spanish 2.

HONORS SPANISH 1
SP700
Year: 9, 10, 11, 12
Credit: 1
Honors Spanish 1 is an elective course. This course is a prerequisite to Spanish 2. Honors Spanish 1 and Spanish 2 will fulfill the foreign language entrance requirements of most colleges and universities. Students will be able to use Spanish to communicate within and beyond the classroom. Students will be able to understand oral communication, interact, and write in Spanish at a basic level. This course is geared to students who have already taken Spanish 1 at the middle school, but do not meet the requirements (+70% placement test score) to move to Spanish 2. Students who receive a 60% to 69% on the placement test or have honors placement will be placed in Honors Spanish 1. Students who have not taken Spanish will be permitted in the course if they receive a 70% or higher on the placement exam.

SPANISH 2
SP600
Year: 9, 10, 11, 12
Credit: 1
Spanish 2 is an elective course, which taken with Spanish 1 will satisfy the two-year high school foreign language requirement of most colleges and universities. This is a prerequisite for Spanish 3. Students will be able to use Spanish to communicate within and beyond the classroom. Students will be able to understand oral communication, interact, and write in Spanish at an intermediate level. Students will begin to use Spanish as a means to understand the customs, art, and geography of the Spanish-speaking world.

Prerequisite: Passing grade in Spanish 1 or qualifying score in placement exam.
HONORS SPANISH 2
SP750
Year: 9, 10, 11, 12
Credit: 1
Honors Spanish 2 is an elective course. This course is a prerequisite to Honors Spanish 3. Honors Spanish 2, taken after Honors Spanish 1 or before Honors Spanish 3, will fulfill the foreign language entrance requirements of most colleges and universities. Students will be able to use Spanish to communicate within and beyond the classroom. Students will be able to understand oral communication, interact, and write in Spanish at an intermediate level. This course is geared to students who have already taken Honors Spanish 1 or middle school students who receive a 90% or higher on the Spanish 1 placement test.

SPANISH 3
SP700
Year: 10, 11, 12
Credit: 1
This course will focus on advanced Spanish grammar, oral communication, cultural awareness, and Spanish literature. Students will be able to use Spanish to communicate in their classroom and in the community. Students will interact and write in Spanish. Students will apply their Spanish knowledge to understand the customs, art, and geography of the Spanish-speaking world.
Prerequisite: Passing grade in Spanish 2

HONORS SPANISH 3
SP900
Year: 10, 11, 12
Credit: 1
Honors Spanish 3, taken after Spanish 2, will satisfy the two-year foreign language requirement of most colleges and universities. This is a prerequisite for Spanish 4. Students will use Spanish to comprehend audio and visual presentations and engage in extended conversations in a variety of situations. Students will be able to organize information in writing. Prerequisite: A in Spanish 2

SPANISH 4
EN850
Year: 11, 12
Credit: 1
This course is a communicative class which continues to promote students’ development of speaking, reading, writing, and listening skills. The class will use media sources to present and examine cultural themes relevant to the Spanish-speaking world. Students will analyze real-life situations within a historical context by watching films, reading stories, and listening to songs in Spanish. The class will be conducted in Spanish. Prerequisite: Spanish 3

HONORS SPANISH 4
SP910
Year: 11, 12
Credit: 1
Honors Spanish 3, after with Spanish 2 or Spanish 4, will satisfy the two-year foreign language requirement of most colleges and universities. This is a prerequisite for AP Spanish Language. Students will use Spanish to comprehend audio and visual presentations and engage in extended conversations in a variety of situations. Students will be able to organize information, write expository, and persuasive pieces, as well as to write and present a short original piece. Prerequisite: A in Spanish 3 or B+ or higher in Honors Spanish 3.
AP SPANISH LANGUAGE
SP990
Year: 11, 12
Credit: 1
This course is recommended for college-bound students wishing to enhance their communicative skills in the target language. Students will use Spanish extensively in the classroom. This course will expand and refine the reading, writing, and speaking skills of students. The students will read college level literature and will respond to readings analytically. Students will refine their writing skills by writing a variety of essays and do research projects pertaining to Latin American and Spanish authors. Students will increase their ability to express ideas orally through class presentation and group activities. Students will take the AP Spanish Language examination in May and much of the course will consist in preparing for the exam.

Prerequisite: Instructor recommendation and Department Chair approval required. Grade of C or higher in Honors Spanish Language and Culture 3 or grade of A or B in Honors Spanish 4. Incoming seniors, who received an A Honors Spanish 3.

AP SPANISH LITERATURE
SP930
Year: 12
Credit: 1
This course is recommended for college-bound students wishing to expand their knowledge of Spanish history from Don Juan Manuel to modern times. The students will read college level literature and respond to readings analytically. Students will refine their writing skills by writing a variety of essays and do research projects pertaining to Latin American and Spanish culture. Students will take the AP Spanish Literature Examination in May, and much of the course will consist in preparing for the exam.

Prerequisite: AP Spanish Language or concurrent enrollment in AP Spanish Language and Department Chair approval required. A or B in AP Spanish Language

SPANISH LANGUAGE AND CULTURE 1
SP320
Year: 9, 10, 11, 12
Credit: 1
This is a one-year elective course. It is designed for the student who speaks Spanish at home (it is not necessary to be able to write in Spanish) and who understands Spanish. It is designed to prepare students for more advanced study of Spanish language and Spanish literature. Students will be able to communicate in Spanish within and outside of the classroom. Students will be able to understand oral communications and to develop an understanding of the role of Spanish speakers in the United States and in the world. Students will improve their abilities to write in Spanish. Students will be able to analyze literature and to make connections between bilingualism and vocational and technical disciplines.

Prerequisite: Qualifying score on placement exam and/or teacher recommendation.

HONORS SPANISH LANGUAGE AND CULTURE 1
SP400
Year: 9, 10, 11, 12
Credit: 1
This is an honors one year elective. It is designed for the student who speaks Spanish at home, who understands Spanish and can write in Spanish at a novice level. It is designed to prepare students for a more advanced study of Spanish language and Spanish literature. Students will be able to communicate in Spanish within and outside of the classroom. Students will be able to understand oral communication and develop an understanding of the role of Spanish speakers in the United States and the world. Students will improve their ability to write in Spanish. Students will be able to analyze literature and to make connections between bilingualism and vocational/technical disciplines.
SPANISH LANGUAGE AND CULTURE 2
SP620
Year: 9, 10, 11, 12
Credit: 1
This elective course is designed for students who have taken Spanish Language and Culture 1. It prepares students for a more advanced study of Spanish. Students will use Spanish to communicate including comparing and contrasting readings and analyzing perspectives that are unique to Latino life and literature. Students will improve their writing through continued study of grammar and will advance their Spanish language skills.
Prerequisite: Passing grade in Spanish Language and Culture 1 or qualifying score on placement exam.

HONORS SPANISH LANGUAGE AND CULTURE 2
SP810
Year: 9, 10, 11, 12
Credit: 1
This honors elective course is designed for the students who have taken Honors Spanish for Spanish Speakers 1. It will prepare them for a more advanced study of Spanish. Students will use Spanish to communicate including comparing and contrasting readings and analyzing perspectives that are unique to Latino life and literature. Students will improve their writing through continued study of grammar and will advance their Spanish language skills.
Prerequisite: Passing grade in Spanish Language and Culture 1 of C+ or higher. Qualifying score on placement exam and/or teacher recommendation.

SPANISH LANGUAGE AND CULTURE 3
SP680
Year: 10, 11, 12
Credit: 1
This elective course is designed for students who have taken Spanish Language and Culture 2. It prepares students for a more advanced study of Spanish. Students will use Spanish in communicative and situational activities needed for daily interactions, current events, and literature. Students will also improve their speaking and writing ability through continued study of grammar and will advance their Spanish language skills.

HONORS SPANISH LANGUAGE AND CULTURE 3
SP920
Year: 10, 11, 12
Credit: 1
This honors class will continue to expand the reading and writing abilities of Spanish speaking students. The students will read Latin American literature. Students will be able to analyze readings. Students will examine cultural and historical influences in Latin American literature. Students will write about diverse topics and will become involved in the research. This course will prepare students for the continuing study of Spanish at the college or university level.
Prerequisite: Passing grade in Spanish Language and Culture 2 and/or teacher recommendation
Mathematics

The mission of the Argo Community High School Mathematics Department is to provide a rigorous and engaging educational experience in mathematics that enable students to reason, communicate, and think critically to become competent problem solvers in a technologically changing world. Both teachers and students will be accountable for creating a collaborative learning environment that maximizes student achievement. This will be accomplished through our commitment to excellent teaching, a well-designed curriculum, and a positive, supportive yet flexible environment for all students of ACHS.

Suggested Mathematics Sequence

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>College Prep</td>
<td>Intro to Algebra &amp; Geometry</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
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<tr>
<td>College Prep</td>
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<td>Geometry in Construction</td>
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<tr>
<td>Accelerated</td>
<td>Honors Algebra 1</td>
<td>Honors Geometry 10</td>
<td>AP Computer Science A</td>
<td>AP Calculus</td>
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<td>Honors Pre-Calculus</td>
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<td>AP Statistics</td>
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<td>AP Calculus AB</td>
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<td>**AP Calculus BC</td>
</tr>
<tr>
<td>Honors</td>
<td>Honors Geometry</td>
<td>Honors Algebra 2</td>
<td>AP Computer Science A</td>
<td>AP Calculus AB</td>
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<td>Honors Pre-Calculus</td>
<td>**AP Calculus BC</td>
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<td>AP Statistics</td>
<td>AP Statistics</td>
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<tr>
<td></td>
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<td>AP Computer Science A</td>
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</tbody>
</table>

**New course for 2021-2022 school year (pending Board of Education approval)
Course Descriptions:

ADVANCED MATH CONCEPTS
MA630
Year: 11, 12
Credit: 1
This course will lay the groundwork for further study of mathematics at the college level. All standard precalculus topics are presented, as well as substantial new material. Students will study topics in relations, functions, graphs, trigonometry, advanced functions and graphing, and discrete mathematics.
Completion of this course with a grade of A, B, or C (and a score of 520 or higher on the SAT Math portion) will qualify the student for dual credit at MVCC (MTH 141 College Algebra: 4 credit hours AND MTH 142 Trigonometry Functions: 2 credit hours).

A TI-Nspire or similar graphing calculator is strongly encouraged for this course.
Prerequisite: A or B in Algebra 2 or recommendation of teacher with Department Chair approval.

ALGEBRA 1
MA620
Year: 9, 10, 11, 12
Credit: 1
This course covers operations, properties, and patterns in algebra. It covers topics of linear equations and inequalities, systems of equations, polynomial factoring, quadratics, absolute value, exponential functions, radicals and elementary statistics. Successful completion of this course will build a solid foundation for future mathematics courses at ACHS.

A TI-Nspire or similar graphing calculator is strongly encouraged for this course.
Prerequisite: 8th grade mathematics.

ALGEBRA 2
MA620
Year: 10, 11, 12
Credit: 1
This intermediate algebra course is a continuation of algebra 1. An emphasis is places upon understanding and interpreting functions graphically and algebraically. Topics studied include quadratic functions and higher-order polynomials, rational exponents and radical functions, exponential and logarithmic functions and an introduction to advanced topics of trigonometry. The complex number system and unit circle are introduced in this course.

A scientific calculator is required for this course; however, a graphing calculator is strongly encouraged.
Prerequisite: Successful completion of both Algebra 1 and Geometry and recommendation of teacher with Department Chair approval.

AP CALCULUS
MA990
Year: 11, 12
Credit: 1
This course is equivalent of calculus 1 at the college level. Students enrolled in calculus must have mastery of function properties. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions. Calculus focuses on the concepts of limits and continuity, derivatives and their applications, integrals and their applications. Students enrolled in this course are required to take the Advanced Placement examination in AB Calculus. Based on this examination, the student’s college will determine how much advanced placement and/or credit in college mathematics the student will receive.

A TI-Nspire or similar graphing calculator is required for this course.
Prerequisite: C+ or higher in Honors Pre-Calculus and recommendation of teacher with Department Chair approval.
AP COMPUTER SCIENCE A
MA970
Year: 2, 3, 4
Credit: 1
This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java Language. This course follows the College Board’s Advanced Placement curriculum and as such is extremely rigorous and fast-paced.
Prerequisite: Successful completion of at least Algebra 2 or Honors Algebra 2 along with teacher and Department Chair approval.

AP STATISTICS
MA980
Year: 10, 11, 12
Credit: 1
This course provides college-level work in statistics, data analysis, and probability. The course is built around four broad conceptual themes: 1) Exploring Data: observing patterns, and departures from patterns; 2) Planning a Study: deciding what and how to measure; 3) Anticipating Patterns in Advance: introducing probability and simulation; and 4) Statistical Inference: confirming models. Students enrolled in this course are required to take the Advanced Placement examination in Statistics. Based on the student’s performance on this examination, the student’s college will determine how much advanced placement and/or credit in college statistics the student will receive.
A TI-Nspire or similar graphing calculator is required for this course.
Sophomores/Juniors: Successful completion of Algebra II or higher with Department Chair approval. Students must take concurrently with MA630 Advanced Math Concepts, MA940 Honors Pre-Calculus, or MA990 AP Calculus. Seniors: Successful completion of Algebra II or higher with Department Chair approval.

COLLEGE ALGEBRA
MA610
Year: 12
Credit: 1
This 4th year math course is a functional approach to algebra that incorporates the use of appropriate technology. Topics covered include linear and quadratic equations, systems of equations, functions (linear, quadratic, piecewise, inverse, exponential, logarithmic, polynomial, and rations), powers, roots, radicals, and quadratic relations. Appropriate applications will be included. A TI-Nspire or similar graphing calculator is strongly encouraged.
Completion of this course with a grade of A, B, or C (as well as a score of 520 or higher in the Math portion of the SAT Test) will qualify the student for dual credit at MVCC (MTH 141 College Algebra: 4 credit hours)
Prerequisite: Successful completion of three years of high school mathematics through Algebra 2 with a grade of A, B, or C and recommendation of teacher with Department Chair approval.

GEOMETRY IN CONSTRUCTION
MA350
Year: 10, 11, 12
Credit: 2
Geometry in Construction is an integrated geometry in construction course. The common core aligned geometry curriculum is taught in the context of construction. The course is team taught by a math teacher and a technology teacher. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with foundational concepts. The students in this course will have math days as well as build days. On the build days, the students will be working together to build a shed, tiny house, or a much larger project. This course will provide students the opportunity to immediately apply what they are learning in the classroom to what they are doing on the build site. Students will receive two credits for this year long, block course; one elective credit, one math credit. Prerequisite: Algebra 1 with teacher recommendation and Department Chair approval.
HONORS ALGEBRA 1
MA910
Year: 9
Credit: 1
This accelerated honors course parallels the same outcomes as Algebra 1. Mastery of these outcomes is expected. A TI-Nspire or similar graphing calculator is strongly encouraged for this course.
Prerequisite: 8th grade mathematics or successful completion of pathways during summer school with Department Chair approval.

HONORS ALGEBRA 2
MA920
Year: 9, 10, 11
Credit: 1
This accelerated honors course parallels the same outcomes as Algebra 2. Mastery of these outcomes is expected. A TI-Nspire or similar graphing calculator is strongly encouraged for this course. Prerequisite: Honors Geometry or recommendation of teacher with Department Chair approval.

HONORS GEOMETRY 10
MA930
Year: 9, 10
Credit: 1
This accelerated honors course parallels the same outcomes as Plane Geometry and Algebra 2. First semester will emphasize Honors Geometry while the second semester will focus on certain components of Algebra 2. Topics in this course include quadratics, exponents, radical and rational equations, and trigonometry. A TI-Nspire or similar graphing calculator is strongly encouraged for this course.
Prerequisite: Honor Algebra I with a C+ or higher with teacher recommendation and Department Chair approval.

HONORS PLANE GEOMETRY
MA915
Year: 9, 10
Credit: 1
This accelerated honors course parallels the same outcomes as Algebra I and Plane Geometry. First semester will emphasize Algebra while infusing Geometry. Second semester will focus on Plane Geometry while incorporating Algebraic concepts where appropriate. A TI-Nspire or similar graphing calculator is strongly encouraged for this course. Prerequisite: 8th grade Algebra 1 class and recommendation of 8th grade teacher.

HONORS PRE-CALCULUS
MA940
Year: 10, 11, 12
Credit: 1
This course covers systems of equations, graphing, rational and polynomial functions, trigonometry, exponential and logarithmic functions and conics. Additional topics include parametric equations, polar equations, statistics, and mathematical induction. Topics will be studied in great depth in preparation for AP Calculus. A TI-Nspire or similar graphing calculator is strongly encouraged for this course.
Prerequisite: C+ or higher in Honors Algebra II and recommendation of teacher with Department Chair approval.
INTRODUCTION TO ALGEBRA AND GEOMETRY
MA100
Year: 9, 10, 11, 12
Credit: 1
This course is geared to introduce students to high school level mathematics. It will establish math study and organizational skills as well as the reinforcement of basic math skills. The course will introduce Pre-Algebra and Pre-Geometry concepts throughout the year. Students will explore arithmetic operations, number systems and properties, both solving and graphing linear and non-linear equations, measurement, geometry, and an introduction to algebraic thinking and applications.
A Scientific calculator is required for this course.

MATH INDEPENDENT STUDY
MA999
Year: 11, 12
Credit: 1
This course introduces students to independent research or course of study. Specialized topics from a concentrated field of current interest will be presented at an advanced level under the direction of the Math Department Chair.

PLANE GEOMETRY
MA330
Year: 10, 11, 12
Credit: 1
The basic content of this course is plane geometry with integration of transformations and coordinate geometry. This course develops geometric concepts, including the study of formal proofs (including coordinate and indirect methods) and algebraic applications. Algebra is used extensively for areas, volumes, lengths, angle measures, trigonometry and graphing.
A TI-Nspire or similar graphing calculator is strongly encouraged for this course.
Prerequisite: Successful completion of Algebra 1 and teacher recommendation with Department Chair approval.

SMART MONEY: ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS
MA650
Year: 12
Credit: 1
This course will introduce students to mathematics in the real world. The course will apply students’ algebra skills developed in their previous years of math to topics like consumer math, career planning, checking and savings accounts, paying for college, types of credit, managing credit, insurance, and investing. Activities and projects with real life applications will be the theme for each unit.
Prerequisite: Successful completion of at least two years of high school mathematics and recommendation of teacher with Department Chair approval.
Music

The music department aims to inspire students to become confident in themselves, learn to overcome challenges, connect to the world around them, and become a well-rounded citizen. Students will learn to make connections emotionally, socially, and historically that will provide a deeper appreciation of the arts, especially music, and their society. Through music, students learn to connect to others in the past and the present and develop the ability to communicate ideas and find ways for self-expression. We empower students to achieve a positive future for themselves and their community.

MUSIC SEQUENCES:
Below are recommended course sequences for students based on their interest in Music. Students can take courses at any time while attending Argo. The sequences are only recommendations and a student may start taking courses in one sequence and change to another. Students may also skip courses or take courses in a different order, as long as prerequisites are considered. The Music department offers more courses than represented in the recommended sequences.

Recommended Band Sequence:
BEGINNING BAND/ORCHESTRA  SYMPHONIC BAND  WIND ENSEMBLE  HONORS WIND ENSEMBLE

Recommended Orchestra Sequence:
BEGINNING BAND/ORCHESTRA  CADET ORCHESTRA  CONCERT ORCHESTRA  CHAMBER ORCHESTRA  HONORS CHAMBER ORCHESTRA

Recommended Vocal Music Sequence:
BEGINNING CHOIR  CONCERT CHOIR  SHOW CHOIR  CHORALE  HONORS CHORALE

Additional Music Classes:
Jazz Band – MU610   Honors American Music (Dual Credit) – MU950
Beginning Guitar – MU250   LEAP Choir – MU220
Intermediate Guitar – MU330
<table>
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<tr>
<th>Course Title</th>
<th>General Course #</th>
<th>Honors Course #</th>
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<td>Honors American Music (Dual Credit)</td>
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<td>Beginning Guitar</td>
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<td>Intermediate Guitar</td>
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<td>Beginning Band/Orchestra</td>
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<td>Symphonic Band</td>
<td>MU300 MU310</td>
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<td>Wind Ensemble</td>
<td>MU600 MU900</td>
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<td>Jazz Band</td>
<td>MU610</td>
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<td>Cadet Orchestra</td>
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<td>Concert Orchestra</td>
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<td>*</td>
<td>Yes</td>
<td>1</td>
<td>9, 10, 11, 12</td>
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<td>Chamber Orchestra</td>
<td>MU700 MU920</td>
<td>*</td>
<td>Yes</td>
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<td>10, 11, 12</td>
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<td><strong>Vocal Music Sequence</strong></td>
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<tr>
<td>Beginning Choir</td>
<td>MU120</td>
<td>*</td>
<td>No</td>
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<td>9, 10, 11, 12</td>
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<td>Concert Choir</td>
<td>MU320</td>
<td>*</td>
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<td>1</td>
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<td>Show Choir</td>
<td>MU640</td>
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<td>Chorale</td>
<td>MU620 MU910</td>
<td>*</td>
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<td>LEAP Choir (Tutors)</td>
<td>MU220</td>
<td>*</td>
<td>Yes</td>
<td>1</td>
<td>10, 11, 12</td>
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</tbody>
</table>
COURSE DESCRIPTIONS:

BEGINNING GUITAR
MU250
Year: 9, 10, 11, 12
Credit: 1
This course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences.

INTERMEDIATE GUITAR
MU300
Year: 10, 11, 12
Credit: 1
This class is designed for the intermediate guitar player who has successfully completed Beginning Guitar or equivalent. Skills learned in Beginning Guitar will be reviewed and put into practice. Students will learn different styles, periods, and cultural prospects of playing the guitar (e.g. jazz, bebop, funk, bluegrass, flamenco, samba, etc.). Students will learn appropriate technique to distinguish prior knowledge towards an intermediate/advanced skill level (e.g. scales, improvisation, vibrato, slides, bends, hammer-on/off, mutating, pedals). Additionally, music theory and aural skills is an important anchor in Intermediate Guitar. Students will also study music composition and song writing as needed for individual application.

HONORS AMERICAN MUSIC
MU950
Dual Credit
Year: 11, 12
Credit: .5
This Dual Credit course explores American music, including blues, jazz, folk, R & B, Hip Hop, classical, and more. No formal music training is necessary. This course teaches students how to listen to music and how to analyze musical characteristics, traditions, and social/cultural contexts surrounding the music. The course will look at the historical context and evolution of American music. Students can elect to take the course as a college credit course through Moraine Valley Community College.
Completion of this course with a grade of A, B, or C will qualify students for Dual Credit at MVCC.
(MUS106 – Introduction to American Music)
BAND

Course Descriptions:

BEGINNING BAND / ORCHESTRA
MU100
Year: 9, 10, 11, 12
Credit: 1
Beginning Band/Orchestra is open to all students with little or no previous experience in instrumental music. Students are not required to have an instrument. Students enrolled in a band/orchestra course will receive a grade based on daily class work, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. In this course students will:
• understand and demonstrate knowledge of basic music theory concepts
• apply understanding of music concepts to performance on a string, woodwind, brass or concert percussion instrument
• rehearse daily under the direction of the teacher
• perform in concerts as set by the teacher

JAZZ BAND
MU610
Year: 10, 11, 12
Credit: 1
This course is open to advanced instrumental music students. The limited instrumentation will be filled by auditions with the instructor. Students enrolled in this band course will receive a grade based on daily class work, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. In this course, students will:
• rehearse music of the major big bands under the direction of the instructor
• perform in concerts and festivals as set by the instructor
• demonstrate sight-reading skills as a musician
• demonstrate an understanding of jazz phrasing, articulation, and improvisation
• understand and demonstrate knowledge of music theory concepts
• demonstrate knowledge of major composers and music history

Students enrolled in Jazz Band must be enrolled in Wind Ensemble and Symphonic Band. This class is offered during zero hour, which meets from 7:00 – 8:00 a.m.
Prerequisite: Approval of the teacher
SYMPHONIC BAND
MU300
Year: 9
MU310
Year: 10, 11, 12
Credit: 1

Symphonic Band is open to all students with one or two years of experience on an instrument of the concert band. Students enrolled in a band course will receive a grade based on daily class work, homework, tests, and rehearsals, in addition to rehearsals and performance outside the class schedule. In this course students will:

- rehearse daily under the direction of the teacher
- perform in concerts, parades, and football and basketball games as set by the instructor
- demonstrate sight-reading skills as a musician
- understand and perform all major scales and the chromatic scales
- understand and demonstrate knowledge of music theory concepts
- demonstrate knowledge of major composers and music history

Enrollment is by audition and teacher approval.

Students enrolled in Symphonic Band will participate in the Marching Band and Pep Band.

WIND ENSEMBLE
MU600 – General
MU900H - Honors
Year: 10, 11, 12
Credit: 1

Wind Ensemble is open to all students with at least three years of experience on a concert band instrument. Students enrolled in this band course will receive a grade based on daily classwork, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. In this course students will:

- rehearse daily under the direction of the teacher
- perform in concerts, parades, football, and basketball games as set by the teacher
- demonstrate sight-reading skills and musical expression
- understand and perform all major scales and understand relative minor scales
- understand and demonstrate knowledge of music theory concepts
- demonstrate knowledge of major composers and music history

Enrollment is by audition and teacher approval. Students enrolled in Honors will be expected to participate in the Illinois Music Education Association along with Honors special assignments.

Students enrolled in Wind Ensemble will participate in the Marching Band and Pep Band.
**Orchestra**

**Course Descriptions:**

**CADET ORCHESTRA**

MU650  
Year: 9, 10, 11, 12  
Credit: 1  
Cadet Orchestra is an intermediate level orchestra open to students with at least one year of experience on an orchestral string instrument. Students enrolled in Cadet Orchestra will receive a grade based on daily classwork, homework, tests, and rehearsals in addition to rehearsals and performances outside the class schedule. Enrollment is open to any student with at least one year of instruction on violin, viola, cello, or bass. In this course students will:

- rehearse daily under the direction of the teacher
- perform in concerts as set by the teacher
- understand and demonstrate knowledge of fundamental music theory concepts
- perform music of an intermediate difficulty level
- analyze and interpret music and performer/listener responses
- connect and relate music to personal experience and knowledge

**CHAMBER ORCHESTRA**

MU700 – General  
MU920H - Honors  
Year: 10, 11, 12  
Credit: 1  
Chamber Orchestra is an advanced level orchestra. Students enrolled in the Chamber Orchestra will receive a grade based on daily classwork, homework, tests, and rehearsals in addition to rehearsals and performances outside the class schedule. Enrollment is by audition and director approval only. In this course, students will:

- rehearse daily under the direction of the teacher
- perform in concerts as set by the director
- demonstrate sight reading skills as a musician
- understand and perform all major scales and the chromatic scales
- understand and demonstrate knowledge of music theory concepts

Students enrolled in Honors will be expected to participate in the Illinois Music Education Association along with Honors special assignments. Enrollment is by audition and teacher approval.

**CONCERT ORCHESTRA**

MU400  
Year: 9, 10, 11, 12  
Credit: 1  
Concert Orchestra is an intermediate-advanced level orchestra that serves as a bridge between Cadet Orchestra and Chamber Orchestra. Students enrolled in Concert Orchestra will receive a grade based on daily classwork, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. Enrollment is by audition and director approval only. In this course, students will:

- rehearse daily under the direction of the teacher
- perform in concerts as set by the director
- understand and demonstrate knowledge of intermediate level music theory concepts
- analyze and interpret music and performer/listener responses
- connect and relate music to personal experience and knowledge

Enrollment is by audition and teacher approval.
Vocal Music

Course Descriptions:

BEGINNING CHOIR
MU120
Year: 9, 10, 11, 12
Credit: 1
Beginning Choir is designed for all students who have no previous formal education in the art of singing at Argo High School. There is no prerequisite for this course. At the end of this course students will:

- understand basic musical terminology
- sight-read primary manuscripts
- sing through part music
- perform at concerts and programs each semester

CONCERT CHOIR
MU320
Year: 10, 11, 12
Credit: 1
Concert Choir is designed for students who have had some previous formal education in the art of singing at Argo High School. Students enrolled in a chorus course will receive a grade based on daily class work, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. In this course students will:

- comprehend advanced theoretical terms
- sight read difficult manuscripts
- sing four-part music
- perform at concerts and programs each quarter
- demonstrate knowledge of major composers and music history

Prerequisite: Singing Audition and Teacher Recommendation

CHORALE
MU620 – General
MU910H - Honors
Year: 10, 11, 12
Credit: 1
Chorale is designed for all advanced singers. Previous choral experience is required to enroll in this course. Students enrolled in a chorus course will receive a grade based on daily class work, homework, tests, and rehearsals, in addition to rehearsals and performances outside the class schedule. In this course students will:

- show knowledge of and apply music theory
- perform complex popular and classical musical form
- perform at concerts and programs each semester
- demonstrate knowledge of major composers and music history

Students enrolled in Honors will be expected to participate in the Illinois Music Education Association along with Honors special assignments.

Prerequisite: Singing Audition and Teacher Recommendation
LEAP CHOIR – TUTORS  
MU220  
Year: 9, 10, 11, 12  
Credit: 1  
Students will be given the opportunity to provide peer tutoring to exceptional learners within the existing fine arts curriculum. At the completion of this course students will be able to:  
  • understand the diversity and needs of exceptional learners  
  • learn to work collaboratively with peers within a general education curriculum  
  • understand basic musical terminology  
  • sing through part music  
  • perform at concerts and programs each semester

SHOW CHOIR  
MU640  
Year: 10, 11, 12  
Credit: 1  
Show Choir is designed for experienced singers who like to dance. Students are required to have at least two years of previous chorus experience. Students will be expected to participate in competitions, after school practices, and performances as a necessary part of their grade. In this course students will:  
  • sing a variety of pop, R&B, Blues and Show Tunes  
  • study advanced music theory and composition of music  
  • study and develop aural skills  
  • demonstrate knowledge of composers and music history

Prerequisite: Singing Audition and Teacher Recommendation
Physical Education

The mission of Argo Community High School’s PE/Health/Driver Education department is to promote knowledge and experience of health-related fitness and self-responsibility to empower skillful decisions for a functionally independent and socially healthy lifestyle.

Suggested Physical Education Sequence

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td>Modified Individual Fitness</td>
<td>Wellness</td>
<td>Wellness</td>
<td>Wellness</td>
<td>Wellness</td>
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<td>LEAP (SE)</td>
<td>LEAP (SE)</td>
<td>LEAP (SE)</td>
<td>LEAP (SE)</td>
</tr>
<tr>
<td></td>
<td>PE1 (No Health)</td>
<td>ELL Drivers Ed</td>
<td>Yoga</td>
<td>Yoga</td>
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<tr>
<td></td>
<td>ESS Health</td>
<td>Gateway PE</td>
<td>Advanced Yoga</td>
<td>Advanced Yoga</td>
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<td>ELL Health</td>
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<td>Gateway PE</td>
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<td>Walking for Wellness</td>
<td>Walking for Wellness</td>
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<tr>
<td>Core Curriculum</td>
<td>Health / PE 1</td>
<td>PE 2 (Drivers Ed)</td>
<td>Individual &amp; Team</td>
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<td>Team Sports</td>
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<td>Sports</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Racquets &amp; Recreational Sports</td>
<td>Racquets &amp; Recreational Sports</td>
</tr>
<tr>
<td>Intense Individualized Fitness</td>
<td>Health / PE 1</td>
<td>Athletic Weight Training</td>
<td>Athletic Weight Training</td>
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<tr>
<td></td>
<td>PE 1 / Health</td>
<td>(Drivers Ed)</td>
<td>Fitness Fusion</td>
<td>Fitness Fusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Drivers Ed)</td>
<td>(Drivers Ed)</td>
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<tr>
<td>Leadership</td>
<td>Health / PE 1</td>
<td>Athletic Weight Training</td>
<td>LEAP (Tutors)</td>
<td>Introduction to Sports</td>
</tr>
<tr>
<td></td>
<td>PE 1 / Health</td>
<td>(Drivers Ed)</td>
<td>Fitness Fusion Leader</td>
<td>Medicine</td>
</tr>
<tr>
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<td></td>
<td>Junior Leadership</td>
<td>LEAP (Tutors)</td>
</tr>
<tr>
<td>Medical Field</td>
<td>Health / PE 1</td>
<td>Athletic Weight Training</td>
<td>Introduction to Sports</td>
<td>Introduction to Sports</td>
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<td>PE 1 / Health</td>
<td>(Drivers Ed)</td>
<td>Medicine</td>
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<td>Anatomy/Physiology 1, 2, &amp; 3</td>
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</table>

All physical education activities are open to both male and female students. All students in activity classes will participate in physical fitness testing in the fall and spring. Freshman students will participate in selected activities based upon a core curriculum designed according to the school’s facilities and the needs of the student. Sophomore, juniors, and seniors will participate in a broad program of activities.
PHYSICAL EDUCATION EXEMPTION POLICY

It shall be the policy of District 217 that students in grade level 3 (Junior) and 4 (Senior) may request exemption from physical education for the following reasons (See Board Policy 6:310 for guidelines regarding waivers).

1. The student is determined to be participating in varsity interscholastic athletics/marching band as certified by the appropriate district personnel.
   a. All athletes/marching band members who qualify for the P.E. exemption will be enrolled into a study hall for the duration of the athletic season only.
   b. Athletes/marching band members will be assigned to a study hall during their competitive season.
   c. Student/athletes that are not in season will be in P.E. class.
   d. Any exempted student on an athletic waiver who drops or is dropped from the sport for any reason other than injury will immediately be withdrawn from a study hall and returned to P.E. class.
   e. The student/athlete’s grade will be determined by the time spent on P.E. class.
   f. All exemptions must be done in the first two weeks of the term.
   g. Students must be enrolled in a class that is NOT progressive (Individual Wellness, Health Club PE, Individual/Team Sports).

2. The student provides written evidence from an institution of higher education that a specific course not included in existing state or ACHS minimum graduation standards is required.
   a. All requests for physical education exemption under this proviso will be screened on an individual basis between the student and his/her counselor.
   b. All requests should be made at the time of enrollment prior to the year which the waiver is sought.
   c. The student must provide documentation that a particular course is required to allow the student to enter the school of his/her choice by the means available: written documentation from the institution of higher education; use of the GIS; current catalogues. In addition, the student must provide evidence of having applied to the institution and paid the application fee.
   d. See Board Policy 6:310 for additional requirements.

3. The student lacks insufficient course credit on one or more courses required by state statute or local school board policies for graduation. Students who have failed required courses, transferred into the district with deficient credits or who lack credits due to other causes will be eligible to apply for this exemption. This exemption may only be granted if the waiver allows the student to enroll in a sufficient number of courses to graduate with his/her class and does not apply to P.E. deficiencies.
   a. A and B under exemption #2 apply to this provision.
   b. See Board Policy 6:310 for additional provisions.

Each request for exemption for P.E. instruction is to be verified and eligibility determined on a case-by-case basis by school district staff. Forms are available in the P.E. office, Room 207. Every student excused from P.E. course requirements will be provided with a schedule which meets minimum school day requirements. Exceptions must be appealed with the Assistant Principal.
Course Descriptions:

ADVANCED WEIGHT TRAINING
PE500
Year: 11, 12
Credit: 1
This course is designed for students who desire the essential knowledge needed to participate in an intensive fitness program. Students will demonstrate the basic intermediate and advanced essential skills to actively participate in weight training, aerobic, and anaerobic activities. At the completion of this course, students will be able to:

- correctly use free weights
- actively participate in aerobic activities
- demonstrate improvement in strength, flexibility, and endurance
- state the relationship between various exercises and the effects on the body
- state a variety of training techniques
- state rules and safety procedures
- demonstrate progression to achieve the next level class

Prerequisite: C or better in PE and/or previous course.

ADVANCED YOGA
PE411 / 412
Year: 11, 12
Credit: 1
Students will participate in a 45-minute activity each day. Within each class, students will learn a series of basic intermediate poses and sequences using proper, controlled movements, and form that helps improve overall physical fitness. These poses and sequences will progress throughout the semester as the students’ progress. Students will also be required to keep a weekly journal of self-reflection and physical, mental, and emotional progress throughout the class. Students will be able to:

- improve core strength, flexibility, balance, coordination, and posture
- improve overall academic performance while improving focus, enhancing learning capacity and creativity
- reduce stress and release tension
- further explore the mind body connection
- transition the elements of yoga into lifetime activities
- transition physical improvements into an improvement of physical fitness scores
- transition the improvement of mental and emotional stress into increased academic functioning and increased test scores
- identify anatomical benefits and contradictions of poses and sequences

Prerequisite: B or better in Yoga
ANATOMY/PHYSIOLOGY 1
PE531
Year: 11, 12
Credit: .5
This semester course is an advanced level, intensive study of the human body as it pertains to movement, lifetime fitness, and function. This course will study anatomy and physiology at the cellular, tissue and system level. It will be located in a classroom setting. The target students are those interested in the health fields (nursing, medicine, physical therapy, etc.). It may be taken in place of the regular Physical Education requirement. This is intended to be an intense, rigorous, academic course. At the completion of this class students will be able to:
• apply practical decision-making skills concerning the human body
• demonstrate and analyze various movement concepts and applications
• know and apply the physiological principles and components of health-related fitness
• describe the interrelation between the skeletal and muscle systems as it relates to movement

A Student cannot enroll in this course if the student has attained a D or F in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)
Prerequisite: C or better in Health

ANATOMY/PHYSIOLOGY 2
PE534
Year: 11, 12
Credit: .5
This semester course is very similar to Anatomy/Physiology I. These courses do not have to be taken in sequence. This intense classroom course fulfills the PE requirement and is open to Juniors and Seniors who are interested in entering a health profession. This semester course also deals with the human body as it pertains to movement, lifetime fitness, and function. Level II deals specifically with the cardiovascular, nervous and endocrine systems, the sense organs, and respiration. At the completion of this class students will be able to:
• apply practical decision-making skills concerning the human body
• know and apply the physiological principles and components of health-related fitness
• explain the relationship between various systems of the body as it pertains to exercise and movement
• explain the specific physiological problems associated with various diseases

A Student cannot enroll in this course if the student has attained a D or F in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)
Prerequisite: C or better in Health
ANATOMY/PHYSIOLOGY 3
PE535 / 536
Year: 11, 12
Credit: .5
This semester course is an advanced level, intensive study of the human body as it pertains to movement, lifetime fitness, and function. This course will study anatomy and physiology at the cellular, tissue and system level. It will be located in a classroom setting. The target students are those interested in the health fields (nursing, medicine, physical therapy, etc.). It may be taken in place of the regular Physical Education requirement. This is intended to be an intense, rigorous, academic course. At the completion of this class students will be able to:

- apply practical decision-making skills concerning the human body
- demonstrate and analyze various movement concepts and applications
- know and apply the physiological principles and components of health-related fitness
- describe the interrelation between the skeletal and muscle systems as it relates to movement

A Student cannot enroll in this course if the student has attained a D or F in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)
Prerequisite: C or better in Health

ATHLETIC WEIGHT TRAINING AND CONDITIONING
PE210 / PE510
Year: 10, 11, 12
Credit: 1
This course is open to recognized athletes who wish to be in an intensive physical education program. Students are permitted to take this course for a total of six semesters and advancing from Level 1 to Level 4. Sophomore students in PE210 will still take 9 weeks of driver education. Students will actively participate in weight training, aerobic and anaerobic activities. This is not a body building class. Prerequisite: Consent of teacher or PE Department Chair is required.

At the completion of this course, students will be able to:

- correctly use free weights
- actively participate in aerobic activities
- demonstrate improvement in strength, flexibility, and endurance
- state the relationship between various exercises and the effects on the body
- state a variety of training techniques
- state rules and safety procedures
- demonstrate progression to achieve the next level of class

Prerequisite: Student must have completed the entire season of a sport the previous year and have consent of teacher, coach, or PE Department Chair.
If a student athlete fails to complete the current season as met by the prerequisite, they will be re-assigned to a Physical Education course as deemed appropriate by the Department Chair.
CERTIFIED NURSING ASSISTANT PROGRAM
PE992
Year: 12
Credit: 1
This course is Dual Enrollment course through Moraine Valley Community College. The program is an approved Illinois Department of Health course for students wishing to obtain a job as a Certified Nursing Assistant (CNA). This course will cover the skills in basic anatomy, medical terminology, communication skills, safety, infection control, and patient rights. The curriculum also includes proper management of patient hygiene, mobility, and taking vital signs. In the lab, students must master 21 patient care manual skills mandated by the Illinois Department of Public Health. The clinical experience provides students with the opportunity to perform supervised practice of required clinical skills, including bathing, feeding and transfer of patients, within the clinical setting. Upon completion of this course and passing the state competency exam, students can obtain a job as a CNA, enabling them to work in the field while continuing their Nursing studies. Successful completion of this course will earn 7 college credits at MVCC.
Please note: This course is taught at MVCC and students must provide their own transportation. This course also includes Saturday clinical sessions. Students must be in senior standing and complete the pre-application process. **Moraine Valley Community College tuition fees apply.

EMERGENCY MEDICAL SERVICES
PE995
Year: 12
Credit: 1
This is a Dual Enrollment course through MVCC. This course is for students intending to go into either an EMT or Fire Fighter program after high school. This course will provide instruction to prepare the students to take the Emergency Medical Technician-Basic (EMTOB) Exam offered through the Illinois Department of Public Health. This course emphasizes skills necessary to provide emergency medical care at a basic life support level. Sixty hours of clinical experience is included in course requirements, including time assigned to emergency room, obstetrical, ambulance, and dispatch units. Upon completion of this course and the state competency exam, students can obtain a job as an EMT or continue their education in the EMS or Fire Services program at MVCC. Successful completion of this course will earn 8 college credits at MVCC for EMS 101 – Emergency Medical Technician. Please note: This course is taught at MVCC and students must provide their own transportation. Students must be in senior standing and complete the pre-application process. There is tuition and additional fees are required for students enrolled in this course.

FITNESS FUSION
PE520
Year: 11, 12
Credit: 1
This course is open to individuals entering their junior or senior year who are interested in achieving or maintaining a high level of fitness. This class will consist of aerobic exercise, running and calisthenics, as well as information on principles of diet, exercise, and fitness. Individual fitness profiles and logs will be kept gaining an overview of one’s fitness levels. At the completion of this course, students will be able to:
• participate in a high-level fitness routine
• demonstrate an understanding of those fitness, exercise, and diet principles included in the class
• assess their own individual fitness levels through class tests and measurements
• construct their own aerobic routine and fitness program
This course includes 3 weeks of water aerobics.
FITNESS FUSION LEADER
PE530
Year: 11, 12
Credit: 1
This course will allow the individual who has successfully completed at least 1 year of Fitness Fusion to assist a Fitness Fusion instructor while serving in a leadership capacity. This course may be repeated and is contingent upon Department Chair’s recommendation and is open to Juniors and Seniors. At the completion of this course students will be able to:
- participate daily in all class activities
- assist the instructor in leading and demonstrating exercises
- aid in the recording of fitness testing and in the organization of fitness profiles
- motivate and encourage classmates
- demonstrate a cooperative attitude toward leadership within the class activities

FITNESS FUSION WITH DRIVER EDUCATION
PE220
Year: 10
Credit: 1
This course includes 9 weeks of driver education and 27 weeks of aerobic fitness. This class will be conducted just like the Fitness Fusion class for juniors and seniors. This class will consist of aerobic exercise, running and calisthenics, as well as information on principles of diet, exercise, and fitness. Individual fitness profiles and logs will be kept gaining an overview of one’s fitness levels. At the completion of this course, students will be able to:
- pass the R/R written test with 80% accuracy
- understand the IPDE process involved in buying, insuring, and maintaining a motor vehicle
- participate in a high-level fitness routine
- demonstrate an understanding of those fitness, exercise, and diet principles included in the class
- assess their own individual fitness levels through class tests and measurements
Note: Driver Education Classroom may not be repeated if failed during the school day. It will be available on weekends and/or summer. Payment of the fee ($150) will be required each time a student enrolls in Driver Education. Students may not take BTW more than twice. Students must successfully pass eight credits before they begin the behind-the-wheel portion of Driver Education and be in good standing with the Dean’s office. Students cannot fail any part of PE220 or exceed the absence or no dress limit in order to take the classroom portion.

GATEWAY PE
PE240
Year: 11, 12
Credit: 1
This course is designed for students in 11th or 12th grade who have failed a PE activity class and need to recover credits. In this class, students will be given the opportunity to successfully recover .5 PE credit with the support of the Physical Education Department Chair. Please note: This class WILL NOT swim.

HEALTH
PE103 / 104
This 18-week course includes topics in sex education, drug awareness, nutrition, disease, and personal awareness. This ½ credit offering is for freshmen and those students who have not fulfilled the Health requirement for graduation. At the completion of this course, students will be able to:
- discuss various health related concepts (i.e. sex education, mental health, smoking, alcohol, and drugs) and make intelligent decisions regarding their own personal health.
- Maintain or improve their total health, namely the interaction of their physical, mental, and social well-being.
- Develop a positive self-image
HEALTH CLUB PE
PE440
Year: 11, 12
Credit: 1
This semester class is designed for students interested in an advanced self-directed individual physical education setting. The class will be open to juniors and seniors only, who have permission from the department chair and recommendations from two physical education teachers. In addition, the student must have earned grades of B or higher in their prior year. A student will not qualify if he/she has a medical restriction. (Prior enrollment in Weight Training or Individual Wellness is encouraged). The student will meet with the instructors to individualize fitness goals and set an assessment plan. A journal with fitness goals and workouts must be utilized on a daily basis.

INDIVIDUAL TEAM SPORTS
PE360
Year: 11, 12
Credit: 1
This course is open to both juniors and seniors. Both juniors and seniors must take 3 weeks of swimming and weight-training/conditioning every year. The other activities include 30 weeks of interrelated individual team sports. At the completion of this course, students will be able to:

- improve their performance on the Physical Education 1 and 2 objectives

Driver Education classroom is not included in this course.

INDIVIDUAL WELLNESS EDUCATION
PE340
Year: 9, 10, 11, 12 (Adaptive)
Year: 11, 12, (Fitness
Credit: 1
This course for juniors and seniors involves cardiovascular activities. It may be taken in place of the regular physical education requirement and can be repeated. Students who chose not to participate in the elective inter-related activities may opt for this individualized fitness program utilizing the school’s latest fitness equipment. Freshmen and sophomores can only take this class if participation is limited due to medical reasons. At the completion of this course students will be able to:

- participate in fitness related activities
- demonstrate an understanding of related fitness concepts and principles
- assess their own individual fitness levels through class tests and measurements
- provide student with an opportunity to become first aid and CPR certified

Driver Education Classroom is NOT included in this course.

INTRODUCTION TO SPORTS MEDICINE
PE545 / 546
Year: 11, 12
Credit: .5
This semester course is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields. This course includes classwork and practical hands-on application of the following areas: prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures, nutrition, sports psychology, anatomy and physiology, fitness/conditioning, and sports medicine careers. Through the semester, students will be required to engage in field experience as part of the class. Upon completion of this course students will be certified in first aid/CPR and be able to apply different taping, wrapping and bracing techniques for athletic injuries. They will also have an opportunity to work under the direction of the Head Athletic Trainer at Argo.
JUNIOR STUDENT LEADERSHIP PROGRAM
PE600
Year: 11
Credit: 1
The purpose of this course is to teach students to be student leaders in the physical education department. Students will be taught leadership skills, good citizenship skills, sports officiating, and fitness/wellness leadership strategies. This course will also expose students to career opportunities in the fields of PE, Health, the fitness industry, and related professions. After completion of this course, students will have the opportunity to serve as Senior Student Leaders in the PE department.

LEAP PE (Students)
PE020
Year: 9, 10, 11, 12
Credit: 1
This course is designed to help students develop new skills to keep a fit and active lifestyle. Students in this course will participate in modified activities pertaining to team sports, individual sports, leisure activities, and fitness conditioning.

LEAP PE (Tutors)
PE060
Year: 11, 12
Credit: 1
Students will be given the opportunity to provide peer tutoring to exceptional learners within the existing physical education curriculum. At the completion of this course, students will be able to:

- understand special conditions and needs of exceptional learners
- work responsibly with exceptional learners
- teach related sport skills in the proper progressive stages

Prerequisite: Consent of PE Department Chair is required. PE600 is recommended.

MEDICAL TERMINOLOGY
PE551 / 552
Year: 11, 12
Credit: .5
Medical Terminology is a fast-paced class that parallels the speed of a college level course. It introduces a variety of medical terms used in health-related fields. Emphasis is on the analysis and building of medical terms using Latin and Greek prefixes, roots, and suffixes. Medical vocabulary, abbreviations, and anatomical terms are stressed. This course is a requirement for many of the associates degree health sciences programs at Moraine Valley Community College and other colleges.

A Student cannot enroll in this course if the student has attained a D or F in a previous Physical Education medical course. (Anatomy, Sports Medicine, Medical Terminology)
Prerequisite: C or better in Health
Completion of this course with a grade of A, B or C will qualify the student for dual credit at MVCC (MRT-110-Medical Terminology)
PHYSICAL EDUCATION

PE101 / 102
Year: 9
Credit: .5
Freshmen students have 18 weeks of activities. Those activities include 3 weeks of swimming; 3 weeks of weight training and condition; 12 weeks of interrelated physical activity. At the end of this course, students will be able to

- correctly use various apparatus on the universal machines
- be able to state the relationship between a resting activity pulse rate and the effect of exercise on recovery time
- improve motor skills
- state rules and safety procedures.
- exhibit sportsmanship, teamwork, and tolerance

PHYSICAL EDUCATION 2 WITH DRIVER EDUCATION

PE200
Year: 10
Credit: 1
This course includes 9 weeks of driver education classroom and 27 weeks of physical activity, which includes 3 weeks of swimming, 3 weeks of weight training and conditioning, 21 weeks of interrelated physical activity. At the completion of this course, students will be able to:

- improve their performance on the Physical Education 1 objectives
- pass the Rules of the Road written test with 80% accuracy
- understand IPDE process involved in buying, insuring, and maintaining a motor vehicle

Note: Driver Education Classroom may not be repeated if failed during the school day. It will be available on weekends and/or summer. Payment of the fee ($150) will be required each time a student enrolls in Driver Education. Students may not take BTW more than twice. Students must successfully pass eight credits before they begin the behind-the-wheel portion of Driver Education and be in good standing with the Dean's office. Students cannot fail any part of PE 2 or exceed the absence or no dress limit in order to take the classroom portion.

RACQUETS & RECREATIONAL SPORTS

PE550
Year: 11, 12
Credit: 1
This course is designed for those who like to become a better racquet player. Whether you are a member of the tennis or badminton team or just someone who has played and enjoyed racquet sports casually, this class will give you an opportunity to experience various racquet sports. Attention will be focused on proper footwork, hand-eye coordination, stroke technique, rules of the games, as well as offensive and defensive strategies for game play. A variety of racquets will be used to develop the necessary skills to become a better racquet player. At the end of this course, student will be able to:

- actively participate in various racquet sports
- use correct footwork during play
- increase eye-hand coordination
- demonstrate their knowledge of the rules of each game played
SELF DEFENSE / EMPOWER PE
PE580
Year: 11, 12
Credit: 1
This course addresses the student’s physical and social-emotional needs through self-defense training combined with classroom instruction. It is designed to promote awareness, recognition, reduction, and avoidance of aggressive behavior and actions directed toward us and others. Students will develop the skills and understanding for defense against an aggressor with emphasis on avoiding and escaping an attack.

At the completion of this course students will be able to:
- understand the theory and practice of self-defense
- avoid violence and unsafe situations
- identify the difference between healthy and unhealthy relationships
- recognize the influence of media on culture
- have awareness of resources both in school and the community
- participate in various fitness activities

1 Year Maximum Enrollment

SENIOR LEADERSHIP
PE601
Year: 12
Credit: .5
Upon completion of Junior Leadership PE and recommendation by instructor, senior students will serve as a student leader in PE I (Freshmen Activity) or PE II (Sophomore Activity/Sophomore Fitness Fusion) course. During Senior Leadership, students will support the instructor by leading warm-ups, through demonstration, leading small group practice, oversee fitness testing and will assist instructor as needed in class.

Prerequisite: B or better in Junior Leadership and recommendation from Junior Leadership teacher.

YOGA
PE401 / 402
Year: 11, 12
Credit: .5
A combination of Pilates and yoga will allow students to improve flexibility, coordination, balance, posture, core muscle strength, and muscle tone. Results will also aid in relief of muscular, emotional, and mental tension, stress reduction, enhanced memory and learning capacity, heightened focus and creativity, and increasing willpower. The students will be able to:
- improve core strength, flexibility, balance, coordination, and posture
- improve overall academic performance while improving focus, enhancing learning capacity and creativity
- reduce stress and release tension
- understand the mind body connection
- transition the elements of Pilates/yoga into lifetime activities
- transition physical improvements into the betterment of physical fitness scores
- transition the improvement of mental and emotional stress into increased academic functioning and increased test scores

Students can only take Yoga 2 semesters before moving to Advanced Yoga. Must be at ELL Level 3 or ELL Level 4.

Must have a C or better in previous PE courses. 2 Semester Maximum Enrollment.
WALKING FOR WELLNESS
PE: 380
Year: 11, 12
Credit: 1
This course is designed to provide an opportunity for students to develop a fitness workout plan through the activities of walking and other low-impact aerobic exercise. Flexibility, cardiovascular endurance, muscular endurance, muscular strength and THR will be emphasized. Students will be introduced to a form of exercise that is a lifelong fitness activity that can be performed virtually anywhere. Emphasis will be place on developing an individual level of performance within course guidelines. This course will assist students in setting and achieving personal fitness goals while providing a non-competitive setting in PE. This course will support a transition from sport-based activities to lifetime fitness-based activities, in which all students can participate. Students on medical or modified PE will be able to enroll in this course. This course will be available to junior and senior students who have successfully completed PE 1, PE2, Health, and Driver Education requirements.
Science and technology are an essential and integral part of today’s world. Regardless of post-secondary plans, we believe that all Argo graduates should understand the process of science, so they will be empowered to make good decisions based on evidence. The science staff is committed to helping our students become scientifically literate; it is our goal to provide challenging coursework that will help all learners develop the skills of observation, communication, self-reflection, critical thinking, and skepticism.

### Suggested Science Sequence

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<td>Biology</td>
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| **Students may take AP Chemistry as sophomores pending successful completion of the Chemistry Jump Course in the summer before 10th grade.**

Class of 2021, and 2020: The two (2) year Science requirement must include 1 Life Science credit and 1 Physical Science credit. Beginning with the Class of 2022, the graduation requirement includes 2 years of Science, with no specific requirement for Life and Physical Science.

**Life Sciences**
- Biology
- AP Biology
- Medical Biology

**Physical Sciences**
- Earth Science
- Physics
- Chemistry
Course Descriptions:

AP BIOLOGY
SC980
Year: 11, 12
Credit: 1
This course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The following are Big Ideas:

- the process of evolution explains the diversity and unity of life
- biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis
- living systems store, retrieve, transmit, and respond to information essential to life processes
- biological systems interact, and these systems and their interactions possess complex properties

This course requires a teacher recommendation

AP CHEMISTRY
SC990
Year: 10, 11, 12
Credit: 1
The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks. These units include:

Unit 1: Atomic Structure and Properties
Unit 2: Molecular and Ionic Compound Structure and Properties
Unit 3: Intermolecular Forces and Properties
Unit 4: Chemical Reactions
Unit 5: Kinetics
Unit 6: Thermodynamics
Unit 7: Equilibrium
Unit 8: Acids and Bases
Unit 9: Applications of Thermodynamics

Recommended: Semester grades of “A” or “B” in both semesters of Honors Chemistry or teacher recommendation. Sophomores may take this class if they have received an “A” or “B” in Honors Physics and successfully complete the Chemistry Jump Course in the summer after 9th grade. Juniors and Seniors do not need to take the Chemistry Jump Course.
AP PHYSICS C - MECHANICS
SC975
Year: 12
Credit: 1
AP Physics C: Mechanics covers the Big Ideas of a typical calculus-based, introductory college-level physics sequence. It is designed to prepare students for future advanced work in the sciences and engineering. Students will develop critical thinking and reasoning skills, as defined by the AP Physics C: Mechanics Learning Objectives. Concurrent enrollment in AP Calculus is required, as is two semesters of prior physics courses. Topics of study include:

- use kinematic equations to predict motion
- apply Newton's laws to predict and describe motion
- apply the laws of conservation of linear and angular momentum to analyze the motion of objects and systems of objects
- trace the flow of energy through a system
- describe oscillations of pendulums, springs, and orbiting objects

Recommended: Grade of B or higher in previous Physics class – concurrent enrollment in AP Calculus or successful completion of the AP Summer Bridge class. Students who will not be concurrently enrolled in AP Calculus must take AP Summer Bridge to learn the math necessary for this course.

BIOLOGY
SC630
Year: 11, 12
Credit: 1
This lab-based course encompasses ideas from all courses such as energy and matter and draws on the student’s knowledge of scientific inquiry/lab skills. The major concepts covered in this course include:

- evolution as a unifying theme
- chemical basis of life
- flow of energy in an ecosystem
- the use of molecular building blocks for growth and reproduction
- the storage, retrieval, and transmission of genetic material
- analyzing and writing a conclusion based on either qualitative or quantitative data

Recommended: SC620 or equivalent credit in Chemistry

CHEMISTRY
SC620
Year: 10, 11, 12
Credit: 1
Students will draw upon their knowledge of physics and will build a foundation for modern biology. This course covers topics such as, specific heat capacity, atomic structure, electronic structure, ionic and molecular compounds, stoichiometry, properties of solids and liquids, gases, solutions, acid-base chemistry, and reaction rates. The students must keep a lab notebook. At the end of this course students will be able to:

- execute chemical lab investigations and keep a lab notebook
- use algebraic functions to describe trends in scientific data
- interpret scientific data and draw reasonable conclusions from observations
- draw connections between chemistry, physics and biology
CHEMISTRY JUMP COURSE
SC333SUM
Year: 2
Credit: 1 Elective
This course is intended for self-motivated, high achieving students who are interested in taking AP Chemistry without having first taken Honors Chemistry. This 10-week summer course covers the basic information needed to be successful in AP Chemistry. Topics include; nomenclature, atomic structure and periodic trends, chemical reactions, bonding, stoichiometry, structure and properties, gas laws, solutions, acids and bases. **Students will complete the majority of the work on their own using the online Canvas course and** will meet with the teacher once per week to complete labs, ask questions, and take tests. In addition, the teacher will be available to answer questions via email on a daily basis.
Successful completion of this course is required in order to enroll in AP Chemistry as a sophomore. Credit will be awarded on a pass/fail basis after a student has met the following criteria:
- all homework assignments, quizzes, labs, and tests have been completed
- overall course grade of 70% or higher
- attend at least 9 out of the 10 class sessions

This course does not fulfill a science requirement but does earn elective credit. If the student withdraws or does not successfully complete the course, he/she will be automatically enrolled in Honors Chemistry at the start of the next academic year.

Fees: Summer school tuition

CHEMISTRY OF FOODS (SUMMER SCHOOL)
SC700
Year: 9, 10, 11, 12
Credit: 0.5 (Physical science or CTE credit)
In this course, students investigate the chemical components and physical properties of foods. This course involves laboratory experiences in both Science and Family and Consumer Sciences and is led by teachers from both departments. Students will gain an understanding of food science as well as an awareness of health, nutrition and culinary science principles. Science topics include: unit conversion, temperature conversions, elements/compounds/mixtures, chemical reactions, heat transfer, acid/bases, percent yield relating to meal planning. Scientific processes are utilized as students explore the physical and chemical properties of food and science cooking applications. This course is appropriate for students who are interested in a hands-on application of scientific principles to the study of cooking and nutrition.

EARTH SCIENCE
SC340
Year: 11, 12
Credit: 1
Earth Science is designed as a one-year course. Eight units of study are tied together through a set of enduring topics that are emphasized throughout the course. The topics below are designed to address three-dimensional learning standards including disciplinary core ideas, cross cutting concepts, and science practices:
- Space Systems: What is Earth’s place in the universe? What makes up our solar system?
- History of Earth: How has the Earth and life on it changed over time?
- Earth Systems: How does water influence Earth’s surface? How do major Earth systems interact?
- Weather and Climate: What factors interact and influence weather and climate?
- Human Sustainability and impact: How can natural hazards be predicted? How to human activities affect Earth’s systems?
FORENSIC SCIENCE
SC500
Year: 12
Credit: 1
The purpose of this lab-based course is to gain experience in the most common investigative techniques currently used by forensic scientists, crime scene investigators, and other law enforcement agencies; and to develop an understanding of the scientific concepts which serve as a basis for these techniques. At the end of this course students will be able to:
- secure and document a crime scene
- collect and evaluate DNA, blood, hair, fibers, and other trace evidence
- chemically analyze unknown substances that might be found at a crime scene
- use methods in forensic anthropology and psychology to evaluate evidence
Prerequisite: 3 years of science

HONORS CHEMISTRY
SC920
Year: 10, 11, 12
Credit: 1
Honors Chemistry is a rigorous, fast paced, lab-based course with an emphasis on calculations and explanation. This course covers various topics, including: specific heat capacity, atomic structure, electronic structure, ionic and molecular compounds, stoichiometry, properties of solids and liquids, gases, solutions, acid-base chemistry, simple reaction rates and equilibrium, redox reactions, nuclear chemistry, and organic chemistry. The course is designed to prepare the students for both college chemistry and AP Chemistry. The students must keep a lab notebook. At the end of this course students will be able to:
- explain phenomena on the macro- and molecular-level
- execute chemical lab investigations and keep a lab notebook
- understand the mathematical relationships in chemistry
- draw connections between various topics
Recommended: Completion of Honors Physics with a grade of A or B, or teacher recommendation.

HONORS PHYSICS
SC810
Year: 9
Credits: 1
At the end of this lab-based course students will be able to:
- execute lab investigations
- understand how physics relates to the world and universe around us
- use mathematical equations to predict motion
- apply Newton’s laws to everyday situations
- gather evidence to support conservation of energy
- use mathematical models to predict electrostatic forces
- understand the nature of waves, including sound and light.
Recommended: Students should be concurrently enrolled Honors Algebra 1 or Honors Geometry with a PSAT 8 math score of 440 of better. This class uses more mathematical computations and reasoning than SC610 Physics 1st.

MEDICAL BIOLOGY
SC650
Year: 11, 12
Credit: 1
This lab-based course is designed for students who want to enter a medical profession. Students will gain knowledge in fundamental topics in human biology and how they pertain to the medical field. There will be a heavy emphasis on cellular biology, genetics, disease, immunology, evolutionary biology, and bioethics.
Recommended: C or higher in Chemistry
PHYSICS 1st
SC610
Year: 9
Credits: 1
At the end of this lab-based course students will be able to:
- execute lab investigations
- understand how physics relates to the world and universe around us
- use mathematical equations to predict motion
- apply Newton’s laws to everyday situations
- gather evidence to support conservation of energy
- use mathematical models to predict electrostatic forces
- understand the nature of waves, including sound and light.

PHYSICS WITH ROBOTICS
SC615
Year: 9
Credit: 1
This introductory physics course is intended for 9th grade students who may be interested in a technology-related career such as engineering, computer programming, automotive technology, software or game development. Students will learn important concepts in physics such as kinematics, Newtonian mechanics, energy transformations, momentum, gravitation, electricity, waves, light, color and sound. At the same time, students will also learn how to program a simple robotic device in order to model and explore physics concepts.
By the end of this year-long course, students will be able to:
- demonstrate understanding of kinematics, Newton’s laws, energy, momentum, electricity, and waves.
- write and edit code in order to solve an engineering problem
- design and test mathematical models
- analyze, interpret, and communicate data effectively

AP SUMMER BRIDGE PROGRAM
This is a summer course that is designed for students who wish to take an AP science class, but who may not have met the requirements printed in the course catalog. Each Advanced Placement science course (AP Biology, AP Chemistry, and AP Physics) will have its own Summer Bridge class. The course will focus on reviewing and strengthening essential skills from the corresponding Honors classes.
Students who have met the prerequisites for their chosen AP class are also encouraged to take this summer course as a means to enrich or refresh their knowledge. Students who take and pass the proficiency test may choose to opt out of the Summer Bridge Program.
In order to successfully complete the Summer Bridge class a student must:
- attend all classes (no absences, tardiness, or early departures)
- complete all labs, activities, and summer homework assignments
Social Science

As a department, we inspire students to examine the history and roots of customs, institutions, beliefs, and prejudices. We empower students to critically read, think, collaborate, and write so they acquire analytical skills, an understanding of the diverse world around them, and an understanding of how to perform the duties of citizenship. With these skills and knowledge, students are empowered to create a positive future for themselves and their community.

Social Science Sequences:
Below are two of the main sequences Argo students follow in their Social Science studies. The department offers a variety of electives and encourages students to take courses outside of the following sequences. The department encourages all students to take at least one AP course in their 4 years. Social Science offers many choices with the hope that students choose courses that match their interests.

Students who plan to attend a 4-year college are strongly encouraged to take 3 or more years of Social Science courses.
College-bound students are strongly encouraged to take Economics or AP Economics
All Students are encouraged to take an AP Social Studies at least once in their four years. Students who earn a 3 or higher on the AP test are guaranteed to receive college credit if they attend an Illinois public college.
COURSE DESCRIPTIONS:

AFRICAN AMERICAN HISTORY
SS041
Year: 10, 11, 12
Credit: .5
This course traces the history of African Americans and their contributions to society. Class topics include the study of African history, the roots of slavery, colonial history, abolitionist movement, Civil War, Reconstruction, segregation, Civil Rights Movement, contemporary society, and the contributions of African Americans to American society. Through a variety of teaching strategies, students will be able to:
- gain a sense of cultural awareness and identity
- develop historical thinking skills
- improve geography skills
- increase reading comprehension and writing techniques

AP HUMAN GEOGRAPHY
SS990
Year: 9
Credit: 1
This course will cover the distribution, creations, and impacts of human populations around the globe. The course includes the study of population, culture, language, religion, political, and urban geography, agriculture, industry, and economic development and change. Students will gain a working knowledge of many geographic models and concepts and be able to apply them to real-life situations both globally and locally. The course focuses on the following skills: geographic questioning, analysis, and drawing conclusions. AP Human Geography is a year-long course designed to be similar to an introductory one-semester college course. The course focuses on AP literacy skills to help students be successful in future social science AP courses. Freshmen choosing the honors track are strongly encouraged to enroll in this course. Prerequisite: Department Chair Approval

AP MICROECONOMICS
SS920
Year: 11, 12
Credit: .5
This Advanced Placement course is a semester course focusing on microeconomics. The class is open to qualified juniors and seniors. This course fulfills the Consumer Education requirement for graduation. The Advanced Placement Exam is a required part of this course. Students will be able to demonstrate knowledge of:
- basic economic concepts including the nature and functions of product markets, factor markets, market failure, and the role of the government
- measurement of economic performance, national income and price determination, financial sector, inflation, unemployment, stabilization policies, economic growth, productivity and international trade and finance

The Advance Placement Exam is a required part of this course.
Prerequisite: Department Chair approval
AP PSYCHOLOGY
SS910
Year: 11, 12
Credit: 1
The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals.
- the course adheres to the College Board’s AP Psychology curriculum
- students will study the psychological facts, principles, and phenomena associated with each of the major subfields within psychology and the method psychologists use in their science and practice
- the major aim of this course is to provide each student with a learning experience equivalent to that obtained in most college introductory psychology courses
- this course has been specifically designed to prepare students to successfully complete the AP exam
- the course is open to all students but students who have taken Intro to Psychology and/or are working towards an honors diploma are strongly encouraged to enroll in this course

The Advanced Placement Exam is a required part of this course.
Prerequisite: Department Chair approval

AP UNITED STATES HISTORY
SS990
Year: 11, 12
Credit: 1
This advanced placement course is for accelerated students and meets the graduation requirement for United States History. In addition, this course has been specifically designed to prepare students to successfully complete the AP exam. At the end of the course, students will be able to:
- demonstrate mastery of the analytical skills of United States history
- demonstrate mastery of the application skill of United States history
- analyze primary source historical documents
- develop writing skills specific to document analysis, history, and the AP exam

*This course fulfills the graduation requirement of one year of United States History as established by the State of Illinois.
The Advanced Placement Exam is a required part of this course.
Prerequisite: Successful completion of one year of Social Science credit and department Chair approval.

AP WORLD HISTORY
SS980
Year: 10, 11, 12
Credit: 1
The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. These themes include: (1) Interaction between Humans and the Environment; (2) Development and Interaction of Cultures; (3) State-Building, Expansion, and Conflict; (4) Creation, Expansion, and Interaction of Economic Systems; and (5) Development and Transformation of Social Structures. Four historical thinking skills are stressed throughout the course and upon completion, students will be able to:
- craft historical arguments from historical evidence
- reason chronologically
- compare, contrast, and place material in context
- historically interpret and synthesize

The Advanced Placement Exam is a required part of this course.
Prerequisite: Department Chair approval required
CIVIL AND CRIMINAL LAW
SS001/002
Year: 10, 11, 12
Credit: .5
This elective course is for .5 credit and is offered to students during either semester. At the end of the course, students will:

- be alert to the growing presence of law in all the common activities of daily life
- demonstrate understanding and have respect for the law
- synthesize the intent, fact, ambiguities, and controversy that make up state statutes and federal legislation as interpreted by our courts
- function as citizens aware of the law and apply concepts of law to situations in daily life
- examine criminal law so that lessons may be applied to solutions of social problems, operation of our courts and future legislation

ECONOMICS
SS391/392
Year: 11, 12
Credit: .5
Economics prepares students to understand the major components of the American economic system. The course will examine the effects of society and politics on economic trends in the USA and international markets. Economics is a course about people who are buying, selling, hiring, farming, building houses, starting families, working jobs yet to be created, and trying to make their lives better. Students will be able to

- understand personal finances
- understand the global economy, media news concerning economic issues and world events

This course satisfies the requirement of Consumer Education for graduation as established the State of Illinois.

GOVERNMENT & CIVICS
SS311/312
Year: 11, 12
Credit: .5
American Government provides an overview of the US Constitution and the foundations of national and state government. It is a blend of political science, government, and civic curricular goals. Students will learn how to get involved and understand the political process. Students will engage in simulations. Students will debate and discuss controversial current events. This course has significant reading and writing expectation. Students will study and analyze:

- the US Constitution, Declaration of Independence, Bill of Rights, and the State of Illinois Constitution
- political ideology
- the electoral process, policymaking, Constitutional interpretation
- current events
- structure of the federal, state and local governments

*This course meets the graduation requirements for Government and Civics as established by the State of Illinois.

Prerequisite: US History
HUMAN GEOGRAPHY
SS150
Year: 9
Credit: 1
Human Geography is a course designed to help you better understand our constantly changing and complex world. The course will examine geography through the physical, political, and cultural perspective through the five basic geographical themes of location, place, human-environment interaction, movement, and region. The course will focus on non-fiction reading, analysis, writing, and research skills.

PSYCHOLOGY
SS011/012
Year: 11, 12
Credit: .5
Psychology is the study of behavior and mental processes. This is a survey course that introduces students to the foundations of psychology, scientific methodologies, and psychological theories used to study humans and animals. This class is designed to foster a better understanding of intrapersonal and interpersonal relationships. Outside of the field itself, psychology is useful for students interested in education, management, law and law enforcement, medicine and healthcare, human resources, and advertising.

RACE, GENDER, & CLASS
SS021/022
Year: 11, 12
Credit: .5
Throughout this sociology course, students will examine the ways in which race, gender, and class shape the institutions of family, education, the legal system, immigration, citizenship, as well as the economy. The course will cover a range of racial and ethnic groups and their relationship to power. The course will use sociological concepts to examine American society and its inequalities based on race, gender, and class. This course is a discussion-based, interactive course that works to develop student thinking, argumentative, research, and speaking skills.

UNITED STATES HISTORY
SS300
Year: 10, 11, 12
Credit: 1
This is a one-year required course for all students. At the end of this course, students will:
- analyze the formation of the United States from exploration and discovery through the formation of the US Constitution
- demonstrate comprehension of documents basic to US History and its early development
- discuss concepts of expansion and development of a truly American culture from the nation’s beginning to the present time.
- research the development of the US into a world power
- formulate ideas regarding the multicultural contribution of European, African, and Asian people to American history.
- apply economic and political concepts of American heritage to reflect accurate insights and decision-making

This course fulfills the graduation requirement of one year of United States History as established by the State of Illinois.
The focus of World History is on events from pre-history to the present. The class will study the beginnings of civilization, classical civilizations, cultures in contact, the Middle Ages, the Renaissance, exploration, and expansion of European countries, absolutism and world revolutions, industrialization and nationalism, the world at war, and finally the contemporary world. Reading strategies, common cores standards, critical thinking, and historical writing techniques will be utilized in order to better understand the historical process. Stress is placed on study skills, note taking devices, and strategies to improve student achievement across the curriculum. Upon completion of this course, the students will:

- understand events, trends, personalities, movements, geography, and political, economic, and social systems shaping the history of the world
- apply themes of history to compare and contrast the development and achievements of civilizations
- utilize skills such as sequencing, interpreting, identifying cause and effect, and making inferences to better understand history

This World History survey course serves as a foundation course for social studies.

*Students earning below a “C” in an honors class or in an AP class must obtain permission from the Department Chair to continue in honors classes. 
ARGO ACTIVITIES

STUDENT ACTIVITIES
Dr. William Toulios  Assistant Principal of Student Activities, Operations, and Alumni Relations  708-467-5524
Ms. Lauren Dergance  Activities Secretary  708-467-5525

Activities Department Philosophy
In maintaining a “home away from home” atmosphere, ACHS provides an array of activities tailored to the talents, interests and needs of its students. ACHS adheres to the belief that Academics + Activities = Excellence. Since involvement, fun, and excitement are the keys to spirit at Argo, all students are encouraged to be involved in at least one activity. Any student interested in joining a club or activity should see the activity sponsor or stop in the Student Activities Office. All students in activities must be eligible according to IHSA, SSC and school guidelines.

ACADEMICS

AMBASSADORS
Argo Ambassadors is an organization for students who are interested in working with students with special needs. Members are given the opportunity to work with students with special needs as well as learning about career opportunities in this field.

CHESS
Chess is a competitive activity within the IHSA and SSC. Students learn the skills of chess competition.

CULINARY CLUB
Culinary Club is an after-school activity where students will be able to learn first-hand what it takes to be a professional caterer producing food in large quantities with cost control in mind. Competitive students will have a safe place to practice for various competitions leading to scholarship and networking opportunities.

ENVIRONMENTAL CLUB
The focus of this club is to raise community awareness about sustainable living. The club will focus on educating the students and staff about reducing consumption, and recycling and reusing materials. The club will be involved with community clean ups and promoting the school’s recycling program. This will be done through videos, announcements, signs and more. The club will work with the school’s recycling program to work toward the goal of a “Green School”.

FOREIGN LANGUAGE CLUB
Foreign Language Club participates in activities relative to Spanish and French. This group takes local field trips and holds social events related to the language membership. Membership is open to all students interested in foreign language.

INTERNATIONAL STUDENTS CLUB
Students from other countries or students who are interested in other countries share intercultural activities, i.e., participate in local field trips.

MATHLETES
This group competes with 12 other schools within the SSC organization in mathematics competition. Each year five to ten tournaments are held.

NATIONAL HONOR SOCIETY
This is a national organization of students proven to have a high academic ability and to be highly respected and involved in the school and community service. Members are inducted twice during the year.

SCHOLASTIC BOWL
Scholastic Bowl is a competitive activity within the IHSA and SSC. Students compete in general knowledge areas in a round by round competition. This program is open to all students at ACHS.
SPEECH TEAM
This group competes with 12 other schools within the SSC organization in speech competition. Each year five to ten tournaments are held.

STRIIVE
STRIIVE works toward a more accepting environment for all people, regardless of orientation or gender identity, through education, support, social action, and advocacy.

SPORTS RELATED ORGANIZATIONS

A-CLUB
The A-Club is an organization for those who have earned a varsity letter. The purpose of this club is to promote school spirit and assist at school events.

MAROON CREW
The Maroon Crew is an organization in revitalizing and promoting school spirit and supporting and attending athletic and activity events

SPECIAL OLYMPICS
Argo Special Olympics is a chapter of the Special Olympics, which provides exercise through sports and competitions. In order to compete, students must receive instructional support services from the Educational Support Services Department. The basketball team in the fall focuses on team skills, and the track team in the spring focuses on individual skills. All students are welcome to volunteer in assisting the athletes and coaches.

STUDENT GOVERNMENT

FRESHMAN CLASS BOARD
The Freshman Class Board is designated to carry out the activities of the class. These include participation in the Homecoming Parade among other miscellaneous activities. This organization is open to all freshmen and officers are elected in the fall.

SOPHOMORE CLASS BOARD
The Sophomore Class Board is designated to carry out the activities of the sophomore class. These include the acquisition of class rings. This organization is open to all sophomores and officers are elected in the spring.

JUNIOR CLASS BOARD
The Junior Class Board is designated to carry out the activities of the junior class. These include participation and operation of prom, among other activities. This organization is open to all juniors and officers are elected in the spring.

SENIOR CLASS BOARD
The Senior Class Board is designated to carry out the activities of the senior class. This organization is open to all seniors and officers are elected in the spring. During the year, the Senior Class Board sponsors the Powder Puff Game, float building, senior shirt sale, Senior Banquet and graduation.

STUDENT COUNCIL
Student Council is an organization made up of elected officers, representatives and interested students. This organization promotes school spirit and activities, in addition to representing the student body in the school’s decision-making process. All students are encouraged to attend Student council meetings and participate in council activities.

STUDENT MEDIA

ARGOLITE (Yearbook)
The Argolite is a yearly publication. The students help determine layout, theme, photo selection and composition. Membership is open to juniors and seniors.
ART CLUB
Art Club provides opportunities for students to practice develop and learn various art techniques. Students will have opportunities to visit art museums, galleries and exhibits.

MAROON (Newspaper)
The Maroon is the student newspaper. It is produced monthly throughout the school year. The staff is responsible for the writing, photography, artwork and layout design. Membership is open to all students with an interest in journalism.

RADIO
WARG is a 500-watt FM broadcast radio station operated by the students of ACHS. The primary format is Alternative Music, modeled after college stations throughout the country. Our broadcast area covers the southwest side of Chicago and reaches as far south as Orland Park. Students can gain experience in student management, news, local affairs, promotions, radio theatre, sports broadcasting, engineering and program development. Schedules can easily work around other activities that students are involved in. The station can be found at 88.9 FM, and broadcasts on a daily basis.

PERFORMANCE GROUPS

DRAMA CLUB/THESPIANS
The purpose of the Drama and Thespian Club is to provide student leadership for the theatre programs at ACHS. Membership is gained through accumulation of ten points earned through dedication and participation in various aspects of the productions during the year.

BAND PROGRAMS
The Band Program consists of four bands and the Jazz Band. These groups perform for athletic competitions, many community affairs, plus their own in-house concerts: Beginning Band, Wind Ensemble, Concert Band, Varsity Band, and Jazz Band.

WINTER PERCUSSION
The percussion program performs with the marching band at athletic competitions, community affairs, marching band competition, WGI competition, and percussion competitions.

FLAGS
The Flags perform with the marching band at athletic competitions, community affairs, and marching band competitions.

VOCAL MUSIC
The Vocal Music Program consists of three choral groups. These groups perform for community affairs plus local in-house programs. 1) Ebullience Show Choir 2) Intermediate Choir and 3) Beginning Choir.

FALL PLAY FESTIVAL
This production is held in mid-November. Auditions are early October and are open to all interested students. The production takes four to five weeks to prepare.

WINTER PLAY/CONTEST
This production is held at the end of February or beginning of March. Auditions are open to all interested students. Either a cutting of this show or a one-act play is entered into competition with other schools in our conference.

ALL SCHOOL MUSICAL
Annually the Drama and Music Departments of ACHS combine their efforts and talents to produce a musical show. Auditions for the show are held in February and the production is presented in May. This production is open to all students.

STUDENT GROUPS
BLACK STUDENT ASSOCIATION
LATINX
MUSLIM STUDENT ASSOCIATION
RISE
STUDENT ATHLETICS

Dr. Nicholas Browder, CAA      Director of Athletics     708-467-5520    nbrowder@argohs.net
Ms. Paris Townsell       Athletics Secretary   708-467-5521                ptownsell@argohs.net

Philosophy

Argo Community High School District 217 views the student extracurricular program as providing a worthwhile and rewarding learning experience for the participants. Participation is considered an extension of, but separate from, the regular school day educational program. The curriculum program is a right afforded every student, however participation in the extracurricular program is a privilege and carries certain requirements and expectations beyond those of the regular classroom setting.

The goal of the extracurricular program is to allow all students the opportunity to grow athletically, but also in the following areas: self-discipline, academic commitment, citizenship, responsibility, teamwork and competitiveness. We strive to provide a safe learning environment to challenge and support all students to perform at their best at all times. The skills and characteristics gained through participation in athletics will better prepare all students for life after high school.

Students will need to complete the following steps to participate in athletics at Argo Community High School.
  1. Complete online registration. Registration link located at http://il.8to18.com/Argo.
  2. Current physical (dated within last 395 days).

2020-2021 Athletic Start Dates & Coaches Contact

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Boys &amp; Girls Cross Country</td>
<td>Boys Basketball</td>
<td>Badminton</td>
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<tr>
<td>August 2020</td>
<td>November 2020</td>
<td>March 2, 2020</td>
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<tr>
<td>Head Coach: Mary Bergman</td>
<td>Head Coach: Pat Maietta</td>
<td>Head Coach: Todd Evans</td>
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<tr>
<td><a href="mailto:mbergm@argohs.net">mbergm@argohs.net</a></td>
<td><a href="mailto:pmaietta@argohs.net">pmaietta@argohs.net</a></td>
<td><a href="mailto:tevens@argohs.net">tevens@argohs.net</a></td>
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<tr>
<td>Dance</td>
<td>Girls Basketball</td>
<td>Baseball</td>
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<td>November 2020</td>
<td>March 2, 2020</td>
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<tr>
<td>Head Coach: Dawn Palmer</td>
<td>Head Coach: Dan McCarthy</td>
<td>Head Coach: Russ Nowak</td>
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<tr>
<td><a href="mailto:dpalmer@argohs.net">dpalmer@argohs.net</a></td>
<td><a href="mailto:dmccarthy@argohs.net">dmccarthy@argohs.net</a></td>
<td><a href="mailto:mnowak@argohs.net">mnowak@argohs.net</a></td>
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<tr>
<td>Football</td>
<td>Boys Bowling</td>
<td>Girls Soccer</td>
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<tr>
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<td>March 2, 2020</td>
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<tr>
<td>Head Coach: Tim Connelly</td>
<td>Head Coach: Scott Lee</td>
<td>Head Coach: TBD</td>
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<tr>
<td><a href="mailto:tconnelly@argohs.net">tconnelly@argohs.net</a></td>
<td><a href="mailto:sleee@argohs.net">sleee@argohs.net</a></td>
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<tr>
<td>Boys &amp; Girls Golf</td>
<td>Girls Bowling</td>
<td>Softball</td>
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<td>March 2, 2020</td>
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<tr>
<td>Head Coach: Katie Smith</td>
<td>Head Coach: Robert Markatos</td>
<td>Head Coach: Andrew Corbin</td>
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<tr>
<td><a href="mailto:ksmith@argohs.net">ksmith@argohs.net</a></td>
<td><a href="mailto:rmarkatos@argohs.net">rmarkatos@argohs.net</a></td>
<td><a href="mailto:acorbin@argohs.net">acorbin@argohs.net</a></td>
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<tr>
<td>Sideline Cheer</td>
<td>Competitive Cheer</td>
<td>Boys Tennis</td>
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<tr>
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<td>October 2020</td>
<td>March 2, 2020</td>
</tr>
<tr>
<td>Head Coach: Caryanne Amesquita</td>
<td><a href="mailto:cheercoach.cary@gmail.com">cheercoach.cary@gmail.com</a></td>
<td>Head Coach: Taylor Loux</td>
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<tr>
<td></td>
<td><em><strong>Spring Tryout</strong></em></td>
<td><a href="mailto:tloux@argohs.net">tloux@argohs.net</a></td>
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<tr>
<td>Boys Soccer</td>
<td>Competitive Dance</td>
<td>Boys Track &amp; Field</td>
</tr>
<tr>
<td>August 2020</td>
<td>October 2020</td>
<td>January 20, 2020</td>
</tr>
<tr>
<td>Head Coach: Carlos Marquez</td>
<td>Head Coach: Dawn Palmer</td>
<td>Head Coach: Scott Ball</td>
</tr>
<tr>
<td><a href="mailto:cmarquez@argohs.net">cmarquez@argohs.net</a></td>
<td><a href="mailto:dpalmer@argohs.net">dpalmer@argohs.net</a></td>
<td><a href="mailto:sball@argohs.net">sball@argohs.net</a></td>
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<td>Girls Track &amp; Field</td>
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<td>November 2020</td>
<td>January 20, 2020</td>
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<tr>
<td>Head Coach: Carla Murray</td>
<td>Head Coach: Carla Murray</td>
<td>Head Coach: Eva Manzke</td>
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<tr>
<td><a href="mailto:swim2soccermom@sbcglobal.net">swim2soccermom@sbcglobal.net</a></td>
<td><a href="mailto:swim2soccermom@sbcglobal.net">swim2soccermom@sbcglobal.net</a></td>
<td><a href="mailto:emanzke@sd104.us">emanzke@sd104.us</a></td>
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<tr>
<td>Girls Tennis</td>
<td>Wrestling</td>
<td>Boys Volleyball</td>
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<td>November 2020</td>
<td>March 9, 2020</td>
</tr>
<tr>
<td>Head Coach: Taylor Loux</td>
<td>Head Coach: Matt McMurray</td>
<td>Head Coach: Ryan Skendzel</td>
</tr>
<tr>
<td><a href="mailto:tloux@argohs.net">tloux@argohs.net</a></td>
<td><a href="mailto:mmcmurray@argohs.net">mmcmurray@argohs.net</a></td>
<td><a href="mailto:rskendzel@argohs.net">rskendzel@argohs.net</a></td>
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<tr>
<td>Girls Volleyball</td>
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<td>Boys Water Polo</td>
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<tr>
<td>Head Coach: Adam Tinken</td>
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<td>Head Coach: TBD</td>
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<td><a href="mailto:atinken@argohs.net">atinken@argohs.net</a></td>
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<tr>
<td>Girls Water Polo</td>
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<td>March 2, 2020</td>
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<td>Head Coach: Milosh Lukovic</td>
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<td><a href="mailto:mlukovic@argohs.net">mlukovic@argohs.net</a></td>
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2020 Summer School Courses

Director of Summer School: Brett Lettiere
Phone: (708) 467-5559
Email: blettiere@argohs.net
www.argohs.net

Session 1
June 1st – June 20th

Session 2
June 22nd – July 9th

In-class school days run Monday through Thursday between 8:00 am and 1:30 pm

Registration:
• Course offerings will be posted to the summer school website
• Online Registration opens online January 27, 2020
• Walk-In Registration is available Monday through Friday – 7:30 am – 3:30 pm, starting March 2nd

School Buses (Routes available on Summer School Website):
• 7:00 am morning route (Monday - Thursday)
• 1:30 pm – afternoon route (Monday – Thursday)

Credit Recovery:
• Math – English – Social Science

Enrichment
• Art – English – Science – Social Science
Title 1 School-Parent Compact

SCHOOL-PARENT COMPACT

Argo Community High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Argo Community H.S. will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
   Curriculum will be reviewed on a yearly basis and guides will be developed and shared with students and parents. Instruction is provided in a variety of forms (team-taught and direct taught) and at a variety of levels, based on student achievement levels.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held at least once during the year (in the fall)

3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: At six-week intervals and more frequently by teachers and counselors.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: via email, PowerSchool access, Open House and Parent-Teacher conferences, phones.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: upon request

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Participating, as appropriate, in decisions relating to my children’s education
- Promoting positive use of my child’s extracurricular time
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on advisory groups
Other School Actions to Support Parents:

Argo Community H.S. will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

2. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A program, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Argo High School is schoolwide; all parents are invited.

3. Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

4. Provide to parents information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

5. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

6. Provide to each parent, via PowerSchool, an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

7. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
WORK SHEET
Courses Needed for

English:

________________________________ (Course Title and Number)       __________________________________ (Course Title and Number)

Math:

________________________________ (Course Title and Number)       __________________________________ (Course Title and Number)

Science:

________________________________ (Course Title and Number)       __________________________________ (Course Title and Number)

Social Science:

________________________________ (Course Title and Number)       __________________________________ (Course Title and Number)

P.E.:

________________________________ (Course Title and Number)       __________________________________ (Course Title and Number)

Elective:

________________________________ (Course Title and Number)       __________________________________ (Course Title and Number)

ALL STUDENTS MUST ENROLL IN SIX CLASSES.