TRIAD HIGH SCHOOL

703 East US Highway 40
Troy, IL 62294

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2021-2022 Course Book

Administration

Mrs. Leigh Lewis, Superintendent
Mrs. Kelli Barbour, Principal
Mr. Josh Ackerman, Assistant Principal
Mr. Kenny Deatherage, Assistant Principal
Mrs. Beth Luttrell, Assistant Principal

Course Booklet

This booklet is provided by the Office of Student Services to assist students and parents in making informed decisions about the course offerings at Triad High School.

A counselor will assist the student in selection of classes to meet requirements for graduation and to fulfill future career needs (i.e., college requirements, occupational choices, as well as deficiencies due to unsuccessful classes.) Be sure to note the various course patterns at the back of the booklet.

Students should make an appointment to register for classes in the Office of Student Services. Parental input cannot be overemphasized in this process. We encourage parents/guardians to accompany the student to the registration appointment. Course selections are not final without parental signature. Be sure to be aware of graduation requirements, college entrance requirements, technology course patterns and the requirements for the NCAA Clearinghouse. If you have any questions concerning this process, please contact the **Office of Student Services at 667-5409 ext. 7125**.

Office of Student Services

Jason Kapp (A- Fo), Director of Student Services
Heidi Houchins (Fr-Moo), School Counselor
Kate Brendel (Mor-Z), School Counselor
Vickie Gibson, Secretary, Registrar

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Graduation Requirements

2021-2022 School Year

21.00 credits are required for graduation

Yearbook, Model UN, Color Guard, and Fundamental Study Skills are .25 credits per semester. All other subjects will be given .50 credit per semester.

- **4 Units English**
- **3 Units Math (to include classes below)**
  - **1 Unit Algebra**
  - **1 Unit Geometry**
- **2 Units Science**
- **.50 Units of Consumer Education (Sophomore-Senior Level)**
- **1 Unit U.S. History (Junior Year)**
- **.50 Unit World History (Senior Year)**
- **.50 Unit Civics/Government (Senior Year)**
- **3.0 Units P.E. (PE exemptions explained in # 3 below)**
- **.50 Unit Health (Freshman Year)**
- **.50 Unit Driver Education/Safety**

(All students must have 2 Units of Writing Intensive Coursework, one of which must be a part of English requirements.)

1. One elective credit chosen from one of the following areas: art, foreign language, music or vocational education.
2. Seniors must carry a full load. A full load is FIVE units. (Exception: Students returning for the 9th semester may take a shortened schedule.)
3. A student in grades 9-12, unless otherwise stated, may submit a written request to the "Building Principal" to be excused from physical education courses for the reasons stated below. Exempted students need to take a minimum of five academic classes.
   a. Ongoing participation in marching band.
   b. Ongoing participation in an interscholastic or extracurricular athletic program.
   c. Junior or Senior who needs an academic class for college or graduation.
4. A Carnegie unit of credit is used to compare credits earned from high school to high school. One-hundred twenty (120) hours is the minimum amount of class time for one (1) unit of credit. Triad High School classes meet in excess of one-hundred fifty (150) hours per school year.

Tentative Student Fees

2021-2022 School Year:

Course Fees:

Driver Education	250.00

Non-Course Fees:

Athletics	80.00 (each sport)
Band (Instrument Rental)	30.00
Parking Permit	75.00
P.E. Shirts (2)	17.00
Insurance	TBA
Yearbook	60.00

In addition to the special course fees a $125.00 books and material fee is charged to all students. This fee includes textbook rental and the student handbook/assignment book. The official fees will be announced in July 2021.

General Academic Policies

2021-2022 School Year:

1. A student must carry at least 5 subjects each semester.
2. **Requests to change a class needs to be completed by April 1st of the year students register for classes. Registration for classes is usually completed by mid February. Students can only make changes to their classes they have selected by April 1st of that year.**
3. Schedule changes will not be allowed for the following reasons:
    a. Teacher requests/changes (unless the students has previously failed with the teacher)
    b. Homeroom/Lunch changes
    c. Specific class hour requests
    d. * Other requests will be evaluated by the guidance department.
4. **No schedule changes for either semester will be made after April 1, of the year the student registers, except for failures, low grades, or to transfer from honors to regular classes during the first two weeks of the fall semester.**
5. Ordinarily a student will not be permitted to drop a course in which they are receiving a passing grade.
6. No student will be permitted to take a course without having passed the prerequisite.
7. Incomplete work must be made up within 2 weeks (unless there are extenuating circumstances) or the grade becomes an F.
8. Students will not be permitted to take more than l/2 credit in independent study and 1 credit in correspondence course.

Grading Scale and Weighted Classes

2021-2022 School Year:

Letter	%	GPA	Weighted GPA
A	93-100	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
D+	67-69	1.33	1.33
D	63-66	1.00	1.00
D-	60-62	0.67	0.67
F	59-0	0.00	0.00

- All courses in the course booklet that are labeled with Honors will be considered a weighted class.
- Students will receive an un-weighted GPA and a weighted GPA indicator on their report cards and transcript.
- The weighted GPA will be used to indicate class rank. Class rank is tallied after the first semester of the junior year. It is then re-tallied after the end of each successive semester until graduation.
- For the un-weighted GPA, all course grades will be counted towards the GPA. For the weighted GPA, all course grades except for early bird, summer school, or other classes earned outside the traditional 7 period school day will be included.
- Students who earn a weighted GPA above a 4.0 and take a study hall will have a weight modifier added to the total number of classes taken on their weighted GPA. This is intended to guarantee that with all other factors being equal, the student who takes a study hall will not have an advantage in class rank over one who does not take the study hall.

Recommended Courses for College Admission

1. **American College Test** (ACT) results show that when they are in college, students who have completed a core academic curriculum while in high school SUBSTANTIALLY outperform those who have less academic preparation. ACT considers the following a core academic curriculum:

    - 4 years of English
    - 3 years of social studies
    - 3 years of laboratory sciences
    - 3 to 4 years of mathematics (beginning at a level not less than Algebra I)

2. The admission requirements approved by the **Illinois Board of Higher Education** (IBHE) for high school subjects needed to meet minimum requirements for baccalaureate degree transfer programs in community colleges and baccalaureate degree programs in public universities include:

    - 4 years of English (emphasizing written and oral communication and literature)
    - 3 years of social studies (emphasizing history, government, and civics)
    - 3 years of mathematics (introductory through advanced algebra, geometry, trigonometry or fundamentals of computer programming)
    - 3 years of the sciences (laboratory sciences)
    - 2 years of electives in foreign language or music or art or vocational education

NCAA Courses

Student-athletes must complete appropriate coursework in order to qualify for NCAA programs. The following list of NCAA approved courses offered by Triad are used as a guide for prospective student-athletes seeking NCAA eligibility. Please note that certification of a prospective athlete is case-specific and solely determined by the Eligibility Center. This list serves as a guide only for prospective athletes. Students entering college must complete 16 core courses in high school. ATHLETES: Courses with the NCAA icon are NCAA-approved courses.

ENGLISH	SOCIAL SCIENCE
English I (traditional and honors) English II (traditional and honors) English III English IV AP® English Language and Composition AP® English Literature and Composition Exploring Communication	World Geography World Geography and Affairs Civil War U.S. History (traditional and AP®) Psychology I & II (Traditional & AP®) Ancient to Middle Ages World History Renaissance to WWII World History Modern History American Gov./Civics (traditional and AP®)
SCIENCE	**MATH**
Biology I (traditional and honors) Chemistry I (traditional and honors) Anatomy & Physiology Environmental Science Chemistry II (traditional and AP®) Chemistry 101 Physics	Algebra I Plane Geometry (traditional and honors) Advanced Algebra/Trigonometry(traditional and honors) Algebra IV/Pre-Calculus (traditional and honors) AP® Statistics Calculus (AP® AB/BC)
FOREIGN LANGUAGE	
Spanish I & II French I & II Honors French III & IV Honors Spanish III & IV	

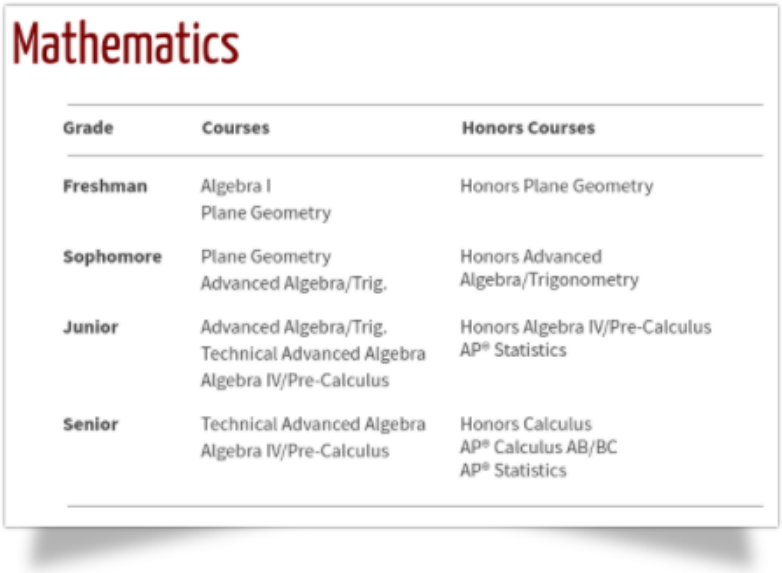
The following is a basic example of NCAA criteria**

Division I: 16 Core Courses	Division II: 16 Core Courses
4 years of English	**3** years of English
3 years of math (algebra 1 or higher level)	**2** years of math (algebra 1 or higher level)
2 years of natural or physical science (including one year of lab science if offered)	**2** years of natural or physical science (including one year of lab science if offered)
1 extra year of English, math, or science	**3** extra years of English, math or science;
2 years of social science	**2** years of social science
4 years of additional core courses (from any category above, or in a foreign language, non-doctrinal religion or philosophy)	**4** years of additional core courses (from any category above, or in a foreign language, non-doctrinal religion or philosophy);

Beginning in August 2015, high school athletes will need a 2.3 GPA to gain immediate access to competition their freshman year of college. NCAA GPA is calculated using NCAA core courses only. Student will also need to successfully complete 10 of the 16 total required core courses before the start of their seventh semester in high school. Seven of the 10 courses must be successfully completed in English, math and science.

Booklet Planning Guide

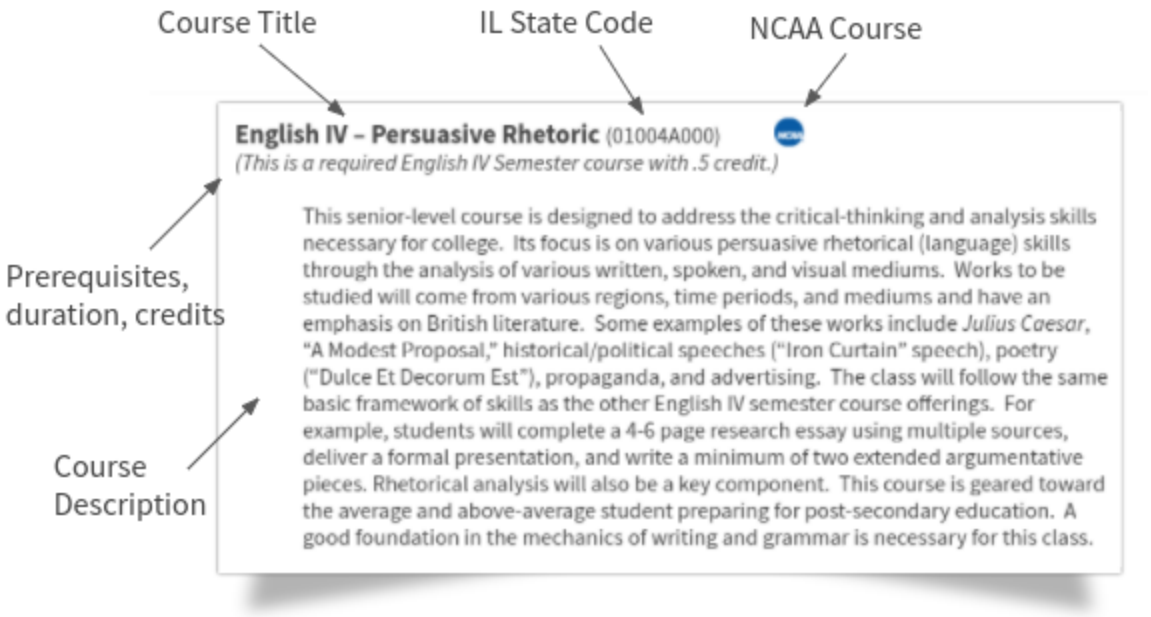
Each academic area is summarized by a course list or chart. Selection charts summarize grade level and course selection opportunities. Course lists provide a quick view of each academic department offerings without specific grade level guides.



Mathematics

Grade	Courses	Honors Courses
Freshman	Algebra I Plane Geometry	Honors Plane Geometry
Sophomore	Plane Geometry Advanced Algebra/Trig.	Honors Advanced Algebra/Trigonometry
Junior	Advanced Algebra/Trig. Technical Advanced Algebra Algebra IV/Pre-Calculus	Honors Algebra IV/Pre-Calculus AP® Statistics
Senior	Technical Advanced Algebra Algebra IV/Pre-Calculus	Honors Calculus AP® Calculus AB/BC AP® Statistics

Below the summarized course list for each department is more details about each course including the course title, CTE number, duration, prerequisites, grade level requirements, and a detailed course description.



Freshman Electives and Dual Credit Options

Electives for Freshmen

Art Fundamentals I
Keyboarding A
Keyboard/Comp Conc
Computer Science
Software Applications
Spanish I
French I

LIFE
Exploring Technology
Intro to Engineering
Designs
Chamber Choir
Concert Choir
Color Guard (1/4)

Band (Early Bird)
Geography/W. Affairs
World Geography
Various Fund.
Electives
Physical Education
Study Hall (No Credit)

Dual Credit through Saint Louis University

AP® English Literature & Composition
AP®Language & Composition
AP®Biology (2nd Semester only)
AP® Calculus AB/BC
Honors Physics
AP® Chemistry

Dual Credit through Southwestern Illinois College

Welding II
Digital Electronics
Manufacturing I & II
Chemistry 101
Foods II
Growth & Development of Children

Illinois State Universities at a Glance

This document provides a summary of minimum high school course requirements for admission of freshman to Illinois public universities.

Follow this link for this complete document and more information:
https://www.iacac.org/wp-content/uploads/At-A-Glance-Charts-2020.pdf

THS Four-Year Planning Guide

Freshman (9th Grade)

Dept.	Course Titles	Credits
English *(Choose One)*	☐ English I ☐ Honors English I	
Math *(Choose One)*	☐ Algebra I ☐ Plane Geometry ☐ Hon. Plane Geometry	
Science *(Choose One)*	☐ Physical Science ☐ Biology I ☐ Honors Biology I	
Health/PE	☐ Health Education ☐ Physical Education	
Electives	☐ _____ ☐ _____ ☐ _____	

Sophomore (10th Grade)

Dept.	Course Titles	Credits
English *(Choose One)*	☐ English II ☐ Honors English II	
Math *(Choose One)*	☐ Plane Geometry ☐ Adv. Alg. & Trig ☐ Hon. Adv. Alg. & Trig.	
Science *(Choose One)*	☐ Biology I ☐ Chemistry I ☐ Honors Chemistry I	
Drivers Ed.	☐ Drivers Education	
Physical Ed.	☐ Physical Education	
Electives	☐ _____ ☐ _____ ☐ _____	

Consumer Ed Req. (10-12)

Dept.	Course Titles	Credits
Business	☐ Consumer Ed	

Junior (11th Grade)

Dept.	Course Titles	Credits
English *(Choose One)*	☐ English III ☐ AP English	
Math *(Select next level course)*	☐ _____	
Science	☐ _____	
Social Studies	☐ U.S. History	
Physical Ed	☐ Physical Education	
Electives	☐ _____ ☐ _____ ☐ _____	

Senior (12th Grade)

Dept.	Course Titles	Credits
English	☐ _____	
Math	☐ _____	
Science	☐ _____	
Social Studies	☐ World History ☐ Civics/Gov	
Physical Ed	☐ Physical Education	
Electives	☐ _____ ☐ _____ ☐ _____	

Visual Arts

Course List

Basic Drawing
Basic Design
Drawing I
Painting I
Printmaking/Graphic Design
Digital Photography
Honors Advanced Studio Art
Remote Art

Basic Drawing – Art Fundamentals

(1st Semester - No prerequisite and all class levels)

This is a basic drawing course which will develop drawing and creative thinking skills. Perspective drawing, still life drawing, contour drawing, life drawing, and rendering skills will be developed through the use of pencil, charcoal, and watercolor mediums. Students will also experiment with clay and copper. Students will be allowed to register for only 1st semester Basic Drawing, but it is strongly advised to take Art Fundamentals for a full year. Students will be required to purchase some basic art supplies.

Basic Design – Art Fundamentals

(2nd Semester - No prerequisite and all class levels)

This course will deal with basic two and three dimensional design. Instruction of the Principles and Elements of Design will enable students to understand color theory and painting, create pen and ink designs and linoleum prints. Students will be allowed to register for only 2nd semester Basic Design, but is strongly advised to take Art Fundamentals for a full year. Students will be required to purchase some basic art supplies.

Drawing I

(1st Semester - Prerequisite - Art Fundamentals full year, one credit with a "B" or better and Sophomore, Junior or Senior class level)

This course builds on the foundation taught in Art Fundamentals. The use of primary media such as pencil, charcoal, ink, and prismacolor will be discovered. This course is

recommended for the student who plans to take additional art courses. Painting will be taken the 2nd semester. Students will be required to purchase some basic art supplies.

Painting I

(2nd Semester - Prerequisite - Art Fundamentals full year, one credit with a "B" or better, completion of Drawing I with a "B" or better and Sophomore, Junior or Senior class level. This course is offered in conjunction with Drawing I, 1st Sem.)

This course builds on the foundation taught in Art Fundamentals. The use of primary media such as acrylics and watercolor will be discovered. This course is recommended for the serious art student who plans to take additional art courses. Students will be required to purchase some basic art supplies.

Printmaking/Graphic Design

(2nd Semester - Prerequisite - Art Fundamentals full year, one credit with a "B" or better and Sophomore, Junior or Senior class level)

The purpose of this course is to expose the student to a variety of printmaking methods including, but not limited to, monoprints, block printing, paper lithography and etching. In each method, the student will produce his work in a limited edition. Students will be required to purchase some basic art supplies.

Digital Photography

(1st semester- Prerequisite- *Art Fundamentals full year, one credit with a "B" or better)*

Digital Photography is a semester long visual arts course that incorporates the art of photography with technology via the digital camera and computer software media. Content covered will include, but is not limited to, Photoshop basics, composition, art history as it relates to digital photography, and strong art and photographic principles. Requirements: A digital SLR camera is recommended, but not required. Students may substitute a cell phone camera in place of a DSLR camera. A grade of a B or higher in Art Fundamentals.

Remote Art*

(High school students who are either new art students or have received a B or above in previous high school art classes)

Remote art will allow students to learn about and create art as a remote/ virtual student. Assignments will all involve the creation and analysis of art. Students will work in graphite, digital media, photography and paint with an emphasis on creative thinking skills. There will be one project based assignment per week given on

Mondays with due dates every Friday. This class may require purchasing or picking up supplies once per semester. Students will need internet access and a chromebook to access instructional materials and must have the ability to upload pictures, etc. on a daily basis. *This course will only be provided if Triad uses a remote learning plan.

Honors Advanced Studio Art

(Semester course - 11-12 grade. Prerequisite must complete all visual arts courses with a "B" and/or have a departmental recommendation.)

This course is a supervised independent study program designed for the most serious art student. This study provides students with the opportunity to develop their artistic skills on a more sophisticated and more subjective level. Students will be expected to work primarily on an independent, self-directed basis. They will become more involved in the development of specialized skills and techniques to create a quality portfolio of their work for presentation. Additional time devoted to art pieces outside of class is expected for each individual enrolled. Students will be required to purchase some basic art supplies.

Business

Course List

Computer Science Essentials
AP Computer Science Principles
AP Computer Science A
Cybersecurity
Consumer Education
Keyboarding and Computer Concepts
Software Applications
Video Production
Accounting I & II
Honors Accounting III & IV
Technical Support Internship
Cooperative Vocational Education
Creating Entrepreneurial Opportunities

PLTW Computer Science Essentials (1) (10152A001)

(Full Year Course - No prerequisite)

Computer Science Essentials is one of three skill-level courses designed to develop computer programming and program design skills through the use of various programming languages such as Visual Basic, C#, Java, and other object -oriented languages.This course exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

AP®- PLTW Computer Science Principles (2) (10152A001)

*(Full Year Course - **Prerequisite is successful completion of** AP®- **PLTW Computer Science Essentials or teacher approval**)*

Computer Science Essentials is one of three skill-level courses designed to develop computer programming and program design skills through the use of various programming languages. CSP is a PLTW course to implement the College Board's new AP®CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing.

AP®- PLTW Computer Science A (3)

(Full Year – Prerequisite is successful completion of PLTW Computer Science Essentials (1) AND **AP®-** PLTW Computer Science Principles (2) OR teacher approval)

Computer Science A (CSA) builds on the basic skills learned in Computer Science Principles (CSP) to teach students Java and authentic AndroidTM app development. Students in this course continue to hone their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent thinking app developers; every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up. PLTW's CSA is designed to cover all learning objectives in the College Board's AP Computer Science A framework, and exceeds the College Board's requirement of 20 hours of lab activity. It is also an example of a CSTA

level 3C course. Activities, projects, and problems are provided to the teacher via the Professional Development tool in the form of student-ready handouts, teacher notes, and supplementary materials including code and slide presentations.

PLTW Cybersecurity (10152A001)

*(Full Year Course - **Prerequisite is successful completion of PLTW Computer Science Essentials or teacher approval**)*

Cybersecurity is one of three skill-level courses designed to develop computer programming and program design skills through the use of various programming languages such as Visual Basic, C#, Java, and other object -oriented languages.Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Consumer Education

(1st or 2nd Semester—Sophomore/Junior/Senior level)

This course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership and the basic functional areas of business. Consumer Education provides the student with the information needed to help him/her as an individual in handling present and future personal economic decisions. The course content deals with the dilemma of the student as a consumer and producer in the American free enterprise system. Included in the course are units of study on installment purchasing, budgeting, comparison of prices, taxes, loan and banking, and the roles of consumers in achieving the goals of the free enterprise system. Students will also be introduced to a wide range of business careers. Concepts may include using the computer while studying applications in business careers, along with communication skills, business ethics, workplace skills, math and problem solving skills. This course fulfills the graduation requirement for Consumer Education.

Keyboarding and Computer Concepts (12005A001)

(1st or 2nd Semester—All levels)

Keyboarding and Computer Concepts is a course designed to develop basic skills in touch keyboarding techniques for entering alphabetic, numeric, and symbol information found on computers and terminals. Students will learn basic formatting techniques that include editing and formatting text and paragraphs, changing fonts, working with headers and footers, cutting and pasting text, creating and using tab keys, and working with multiple windows. Students will learn the basics of Google Chrome. Other topics covered include e-mail basics, file management and organizing within Google Drive..The students will format documents for personal, educational, and business uses. This course prepares students for using technology; they would benefit from Software Applications A and
PLTW Computer Science Essentials.

Keyboarding & Formatting A (12005A001)
(1st Semester – To register for Keyboarding & Formatting A, students must receive a 8th grade teacher recommendation that supports placement into this curriculum)

Keyboarding and Formatting A is a course designed to develop basic skills in touch keyboarding techniques for entering alphabetic, numeric, and symbol information found on computers and terminals. Students will learn to edit and format text and paragraphs, change fonts, work with headers and footers, cut and paste text, create and use tab keys, create labels, and work with multiple windows. Students will format documents such as letters, envelopes, memorandums, reports, and tables for personal, educational, and business uses. During the second half of the course, major emphasis is placed on formatting documents, improving proofreading skills, and increasing speed and accuracy.

Technical Support Internship (TSI) (12053A001)
(Full year - Prerequisite is Sophomore/Junior/Senior status. Completion or concurrent enrollment in Keyboarding A, Software Apps A, Internet Basics, Business Law, Consumer Ed., Web Page Design, Accounting, Video Production, OR Computer Programming. Participation requires Business instructor approval along with submittal of an application.)

The Technical Support Internship is a student-run help desk that prepares students to provide first-line technical support to students, support staff, and teachers. Students are trained to listen, observe, and assess general end-user issues. The hands-on classroom environment gives students the opportunity to learn how to troubleshoot hardware, software, and network problems, as well as process service tickets and inventory stock. Students have individualized career pathways of study that include customer service and leadership, coding in JAVA or Python, Apps, CompTIA A+, MOS (Microsoft Office Specialist), and Google Apps. A summer boot camp is a course requirement – dates will be announced prior to the end of the school year. This course may be repeated and is open to students in grades 10, 11 and 12.

Software Applications (10004A001)
(2nd Semester—All levels. Prerequisite Keyboarding & Consumer Concepts)

Software Applications is an orientation -level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing and management. Students will apply problem -solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases.
Students will learn the basic Microsoft Office applications used in Word®, Excel®, PowerPoint®, and Publisher® as well as cloud-based technology including Google Suite. Using these instructional programs will help students develop the necessary skills to efficiently integrate Microsoft Office applications for personal and business use.

Video Production

(1st and 2nd Semester – Prerequisite is Junior/Senior status, 2nd year participation requires instructor recommendation. There is an application process for selection into this course.)

This is an elective course for students interested in the broadcast video production process. The course introduces the basics of video production utilizing video cameras, still cameras, and video editing equipment. Students study video technologies, basic equipment operation, video composition, basic lighting, audio production, and visual storytelling. Students work in groups to create video projects and the TNT broadcast. Students will participate in the pre-production, production, and post-production stages of video creation, distribution, and evaluation of the TNT broadcast and other special video features.

Accounting I & II (12104A001)

(Full Year—Prerequisite is Sophomore/Junior/Senior status)

Accounting I & II is a course that assists students pursuing a career in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision making. Accounting computer applications should be integrated throughout the course where applicable. In addition to stressing basic fundamentals and terminology of accounting, instruction should provide initial understanding of the preparation of budgets and financial reports, operation of related business machines and equipment, and career opportunities in the accounting field. Processing employee benefits may also be included.

Honors Accounting III & IV (12104A001)

(Full Year—Prerequisite is successful completion of Accounting I & II)

Accounting III & IV is a course that builds upon the foundation established in Accounting I & II. This course is planned to help students to develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they ply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and others. Some students may choose to do specialized accounting computer applications, and others may elect payroll clerk, data processing computer applications. Simulated business conditions may be provided through the use of practice sets. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications.

Cooperative Vocational Education (22153A001)

(Full Year—Prerequisite is Senior status and approval by Cooperative Education Coordinator)

Cooperative Vocational Education (CVE) is a capstone course designed to assist students in the development of effective employable skills and attitudes through practical, advanced instruction in school and on the job. Approximately half of the school day is spent taking classes at school and the other half in on-the-job training supervised by the designated training sponsor and coordinated by the teacher-coordinator. A training plan that identifies training to be provided is developed by the teacher-coordinator with the assistance of the training sponsor and the student-trainee. Students receive 1 credit for this course each semester.

Creating Entrepreneurial Opportunities

(Full Year Course - Grade 12, 1.0 each semester, application and acceptance)

Creating Entrepreneurial Opportunities is a year-long course designed to utilize partnerships that provide an overview of business development and processes. Our local business community partners with area schools to create project-based experiences for students by providing funding, expertise, meeting space, business tours, and one-on-one mentoring. Students visit area businesses, learn from guest speakers, participate in a class business, write business plans, and start and operate their own businesses. Business concepts learned through the experiential CEO class are critical; the 21st century skills of problem-solving, teamwork, self-motivation, responsibility, higher-order thinking, communication, and inquiry are at the heart of a student's development throughout the course. The class meets in local businesses and changes locations throughout the year with 30-40 guest speakers. This helps the students establish a greater appreciation for their areas professional work environments. *The CEO class meets for 90 minutes and starts before the standard school day (7:00am to 8:30am). Because the class meets off campus, students must be able to provide their own transportation. This course requires a one-year commitment.*

Driver Education

Driver Education

(1st or 2nd Semester)

Driver Education is a one-half credit course for one semester. The classroom is one semester and the behind the wheel phase will be scheduled in birthday order and normally begins the semester following the completion of the classroom portion of Driver Education. The classroom phase teaches rules of the road, basic car maintenance, defensive driving skills, and other related car safety subjects. The classroom, simulation, and behind the wheel phase allows students to experience a variety of rural, interstate, and city situations. There is a 9 month waiting period from the time a student receives their permit to when they become eligible to receive their license. Driver Education is required for graduation. Students who move into the district with a valid driver's license from another state may have the option to receive a waiver from the driver education classroom requirement. Students must be 15 years of age by the 10th day of student attendance within the semester and have received a passing grade in at least eight courses during the previous two semesters, including their 8th grade year, to be eligible for Driver's Education. Students will be required to pay a $20 fee for the IL Secretary of State to receive their permit.

English

Course List

Grade	Courses	Honors Courses
Freshman	English I	Honors English I
Sophomore	English II	Honors English II
Junior	English III	AP® Lang. & Comp.
Senior	Basic Writing 1 & 2 Literature of Rebellion Murder, Mystery, & Mayhem WWII Literature Monsters and Villains in Literature & Film Persuasive Rhetoric (Required)	AP® Lang. & Comp. AP® Lit. & Comp.
Electives	(Open to 10-12th Graders)	Drama I & II Exploring Communication Yearbook

Triad's English Department participates in the "writing as a process" approach to composition. All students can expect to participate in various writing projects that adhere to this approach. Furthermore, units in all general, traditional, and honors-level English courses are aligned with Common Core State Standards, which include Reading for Literature, Reading for Informational Text, Writing, Speaking and Listening, and Language.

English I

(Full Year)

English I is a required course for incoming Freshmen not taking Honors English I. English I is designed to acquaint the students with and give them a working knowledge of modern and Shakespearean drama, the short story, the novel, poetry, library usage, practical and applied grammar and usage, vocabulary, writing, and speaking skills.

Honors English I

(Full Year – Prerequisite is a strong A/B earned each semester in 8th grade English)

This course is an accelerated form of English I. Included in this course's activities is the careful analysis of short stories, poems, novels, and drama. **Students enrolled in this course are required to complete a summer assignment.**

English II

(Full Year – Prerequisite is English I)

English II is a required course for all students who have successfully completed a freshman level English course. This course includes world literature units that involve the careful analysis of short stories, drama, poetry, and the novel. The student will study techniques for writing compositions, for doing library research for literature-based projects, and for participating in speaking and listening activities. Students will build upon grammar and usage skills with an eye to improving composition.

Honors English II

(Full Year – Successful completion of Honors English I with a B or higher earned each semester. Those with a C either semester will seek teacher/principal approval. Successful completion of English I with an A both semesters. Recommendations from English I will not be considered until May of freshman year.)

This is an accelerated form of English II. It includes world literature units that involve the careful analysis of short stories, drama, poetry and the novel. Students will review, develop, and strengthen grammar and usage skills as well as participate in literature and author-based language practice exercises with occasional assessment. They will write in a variety of compositional forms ranging from advanced sentence constructions, to paragraphs, to essays. Students will also study techniques for taking notes, doing library-based research projects, and participating in speaking and listening activities. **Students enrolled in this course are required to complete a summer assignment.**

English III

(Full Year – Prerequisite is English II)

English III is a required course for all students who have successfully completed a sophomore-level English course. Critical reading skills acquired in English I and English II and applied to the study of the novel, nonfiction works, drama, and poetry at said levels will be developed further in English III as students study important literary movements in American literature with a variety of short works and two extended texts each semester. Emphasis will be placed on honing analytical skills, developing

coherent written discourse, and studying rules of grammar, usage, and conventions as they apply to writing. Several short pieces of writing as well as longer essays will be assigned each semester. English III will also build on existing research skills, and research writing will be required throughout the year culminating with a 5-7 page argumentative research essay second semester. Speaking and listening skills will be addressed through small and large group discussions as well as formal and informal presentations

Advanced Placement Language & Composition

(Full Year – Successful completion of Honors English II with a grade of a B or higher for each semester. Those with a C either semester will seek teacher/principal approval. Successful completion of English III with an A both semesters. Recommendations from English III will not be considered until May of junior year.)

The AP® Language and Composition course is designed to teach students how to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students will examine these works to determine how successful writers gear their prose toward a specific audience for a specific purpose, and how they organize and structure their ideas and language for a carefully chosen desired effect. In turn, students will learn how to incorporate these strategies and techniques into their own writing as they create well developed, coherent texts of their own based on these readings and other research. While personal and reflective writing will play a role in the course, emphasis will be on expository, analytical, and argumentative writing that forms the basis of academic and professional communication. Students also will learn to move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, and editing. Ultimately, they will learn to read primary and secondary sources carefully, to synthesize material from these texts into their own compositions, and to cite sources using specific professional conventions. **Students enrolled in this course are required to complete a summer assignment.**
Some emphasis in the areas of grammar and usage will be given in preparation for SAT testing in the second semester.
Students taking this course may apply for dual credit with Saint Louis University (English 1500—The Process of Composition, English 1900—Advanced Strategies in Rhetoric and Research) and/or take the AP® exam.

English IV – Persuasive Rhetoric (01004A000)

(This is a required English IV Semester course with .5 credit.)

This senior-level course is designed to address the critical-thinking and analysis skills necessary for college. Its focus is on various persuasive rhetorical (language) skills through the analysis of various written, spoken, and visual mediums. Works to be studied will come from various regions, time periods, and mediums and have an

emphasis on British literature. Some examples of these works include *Julius Caesar*, "A Modest Proposal," historical/political speeches, poetry ("Dulce Et Decorum Est"), propaganda, and advertising. The class will follow the same basic framework of skills as the other English IV semester course offerings. For example, students will complete a 4-6 page research essay using multiple sources, deliver a formal presentation, and write a minimum of two extended pieces. Rhetorical analysis will also be a key component. This course is geared toward the average and above-average student preparing for post-secondary education. A good foundation in the mechanics of writing and grammar is necessary for this class.

English IV – Monsters and Villains in Literature & Film (.5 credit)

(010602A000)

This senior-level course highlights a specific subgenre of literature and film while preparing students for the types of writing assignments they will encounter in college. Specifically, those enrolled in the course will read several Victorian and Gothic texts, with *Frankenstein* and the *Strange Case of Dr. Jekyll and Mr. Hyde* serving as the foundational works. In addition to studying the usual literary elements and devices, film studies further will enhance students' understanding of how meaning is visually constructed and diversified by elements such as camera angles, lighting, eye gaze, point of view, special effects, and other techniques of media production. In addition to composing regular written products, students will complete a comprehensive research-based visual project and formal presentation that demonstrates the content and skills learned throughout the course. This elective is geared toward the average and above-average student preparing for post-secondary education and requires a solid foundation in the grammar and mechanics of writing. Moreover, students should note that film will NOT replace the reading of the written texts.

English IV – Murder, Mystery, and Mayhem (.5 credit)

(01065A000)

This senior-level course deals with the types of writing a student will encounter in college. Persuasive writing and the research writing are emphasized throughout the semester, along with language usage review and sentence completion. Literature studies will focus on the theme of murder, mystery, and deductive reasoning. The literature will be a springboard for writing with multiple sources of non-fiction. The main novel included in the coursework is *And Then There Were None*. Other novels to be used in literary circles are *Hound of the Baskervilles*, *Coffin for Dimitrios, Murder on the Orient Express*, and *On Her Majesty's Secret Service*. The class will follow the same basic framework as the other English IV semester course offerings. For example, students will complete a 4-6 page research essay using multiple sources, deliver a formal presentation, and write a minimum of two extended writing pieces for the purpose of arguments. Literary analysis will be a key component along with attention to the use of rhetorical devices. This course is geared toward the average and above-average students preparing for a variety of post-secondary colleges or universities. A good foundation in the mechanics of writing and grammar is necessary

for this class.

English IV – World War II Literature (.5 credit)

(01062A000)

This senior-level course deals with the types of writing a student will encounter in college. Persuasive writing and research writing are emphasized throughout the semester, along with language usage review and sentence completion. Literature studies will focus on the theme of World War II. The literature will be a springboard for writing with multiple sources of non-fiction. The novels included in the coursework are *Night* and *Plot to Kill Hitler* . The class will follow the same basic framework as the other English IV semester course offerings. For example, students will complete a 4-6 page research essay using multiple sources, deliver a formal presentation, and write a minimum of two extended writing pieces for the purpose of arguments. Literary analysis will be a key component along with attention to the use of rhetorical devices. This course is geared toward the average and above-average student preparing for a variety of post-secondary colleges or universities. A good foundation in the mechanics of writing and grammar is necessary for this class.

English IV – Literature of Rebellion (.5 credit)

(01065A000)

This senior-level course deals with the types of writing a student will encounter in college. Skills needed for persuasive-analytical writing and the completion of a research paper will be reinforced, along with language usage and essay organization. Literature studies will focus on the theme of rebellion and upheaval in British literature and are included as a springboard for writing. Specifically, the literature covered in this class will include *Antigone, Lord of the Flies, Animal Farm, and Dead Poet's Society* as well as other smaller fiction and nonfiction pieces. The class will follow the same basic framework of skills as the other English IV semester course offerings. For example, students will complete a 4-6 page research essay using multiple sources, deliver a formal presentation, and write a minimum of two extended argumentative pieces. Literary analysis will be a key component along with attention to the use of rhetorical devices. This class is geared toward the average and above-average student preparing for a variety of post-secondary colleges or universities. A good foundation in the mechanics of writing and grammar is necessary for this class.

Basic Writing I and II

(.5 credit per semester course)

These senior-level courses are designed specifically for the student who struggles with verbal and written communication and who wishes to hone his or her skills in reading

comprehension, text analysis, writing, and grammar and mechanics. Both content and pacing will deviate from other English IV semester offerings, but students will progress to the expository and research-based writing necessary for entering college. Basic Writing I will include the study of grammar and mechanics, sentence, paragraph, and essay writing. In addition, students will read and analyze both fiction and nonfiction works, including S.E. Hinton's *Rumble Fish*. Basic Writing II will further develop these skills and expand to include public speaking and research-based writing. Those who enroll in these courses can expect to write regularly for a variety of audiences and purposes, with special emphasis on the formal elements of communication.

Advanced Placement English Literature & Composition IV

(Full Year – Prerequisite is completion of Advanced Placement English Language and Composition with a grade of a B or higher earned each semester. Those with a C either semester will seek teacher/principal approval.)

The AP® Literature and Composition course is designed to engage students in the written critical analysis of fiction, nonfiction, poetry, drama, and film. Through close reading of selected texts, students will deepen their understanding of the multiple approaches to engaging and interpreting a text and will come to view the literary elements and techniques (structures, style, diction, tone, imagery, symbolism, character, point of view, etc.) as tools writers use to convey their intended meaning, albeit a meaning that is largely dependent upon the perceptual world of the reader. Rather than limiting the scope of analysis to the formal elements alone, students will learn to analyze texts through multiple schools of literary theory and within the context of specific literary movements. Although the focus clearly is on literature where context is concerned, great emphasis is placed on critical thinking and strong, persuasive writing skills, the crux of one's ability to perform well in college. **Students enrolled in this course are required to complete a summer assignment.** Students taking this course may apply for dual credit with Saint Louis University (ENGL 2650 - Technology, Media and Literature and ENGL 2750 - Film, Culture and Literature) and/or take the AP® exam.

Yearbook

(Full year – Grade 10 or above, full hour course)

Students are selected by the instructor and must have at least a career B average in English and a recommendation from past English teachers. Students should be outgoing, must be willing to work with others, and must be competent writers. Students enrolled will be in charge of writing copy, taking pictures, organizing and producing the school yearbook and other school-centered productions. They will learn interview and presentation skills to accompany the photography and stylized writing skills they will acquire. Yearbook is a year-long course.

Drama I

(1st Semester – Grade 10 or above)

This course is designed for students who wish to expand their knowledge of theater. In addition, all class members will be expected to actively take part in a number of performances. The curriculum begins with the study of the structure of drama and the varieties of drama. Students will be required to take notes and tests, participate in class discussions based on journal entries, and work in groups on cooperative projects. During second quarter, the class will present a play as the major project. All class members must take part in this project, including participating in an evening technical rehearsal and an evening performance.

Drama II

(2nd Semester – Grade 10 or above and successful completion of Drama I)

Building on the information covered in Drama I, this course will continue the study of drama with a unit on the history of drama. Students will be required to take notes and tests, participate in class discussions based on journal entries, and work in groups on cooperative projects. The fourth quarter project will be a performance in which all class members must take part: Students will choose their own skits and/or monologues and prepare their productions for An Evening with Drama II.

Exploring Communication

(1st or 2nd Semester - Grade 10 or above)

This course is designed for students who wish to improve their communication skills through a variety of speaking situations. The curriculum begins with a study of how communication affects our lives. The class will then complete a unit on listening and the use of propaganda. Students will be required to take notes and tests, and participate in class discussions based on journal entries. During second quarter, the students will focus on more formal speeches: speeches to inform and speeches to persuade. Students will learn to organize and deliver these speeches. Students will be required to speak in front of the class on a daily basis.

Family & Consumer Science

Course List

LIFE
Foods & Nutrition I/II
Adult Living
Parenting
Growth and Development of Children

Learning for Independence, Family, and Employment (LIFE) (22207A001)
(9th and 10th grade – one semester course)

This course introduces students to the field of family and consumer sciences and the many career opportunities available in this broad field. The course includes theory and laboratory experiences in the following content areas: Nutrition and culinary arts; textiles and design; family, career, and community leadership development; resource management; human development and life-long learning; facility design, care, and management; and interpersonal relationships and life management skills.

Food and Nutrition I (16054A001)
(Recommended for 10th Grade and higher - 1st Semester)

This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompass': food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning/preserving/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts, including entrepreneurship investigation.

Food and Nutrition II (16054A001)
(10th-12th Grade - 2nd Semester - Prerequisite is "C" or above in Foods and Nutrition I or permission of instructor)

This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompass': food service and preparations management using the decision-making process; meeting basic needs by applying nutrition concepts;

meeting health, safety, and sanitation requirements; maximizing resources when planning/preparing/preserving/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts, including entrepreneurship investigation. A "C" must be obtained from the food safety and sanitation manager test to receive a passing grade for the dual-credit portion of the course. This is offered through Southwestern Illinois College.

Adult Living (19053A001)
(12th Grade - 1st Semester)

This course focuses on the development and wellness of individuals and families throughout the life cycle. Topics include human development and wellness theories, principles, and practices; life cycle expectations and issues, including biological, physiological, social, and psychological needs and concerns of aging adults; community services, agencies, and resources; roles, responsibilities, and functions of families, family members and caregivers; family issues, including ethics, human worth and dignity, change, stress, neglect and abuse, and care of the care-giver; individual and family wellness planning; and fostering intergenerational relationships. Practical experiences related to these topics are included through a variety of activities such as volunteer experiences, service learning, and intergenerational event planning opportunities. Information on a variety of human and family services careers is incorporated throughout the course.
Students will complete their choice of project during the semester. They will be required to either plan a traditional wedding or find a dwelling place to rent, in order to better prepare them for the decisions required when managing these two life events.

Parenting (22204A001)
(12th Grade - 2nd Semester)

Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Students will explore opportunities in human services and education-related careers and develop a career portfolio.
Also, of importance in this course is learning how to guide children's behavior and plan appropriate activities as students interact with infants and preschoolers who visit the classroom several times during the semester. Another opportunity in this course is participating in the Baby Think It Over infant simulator program. Throughout the course, students will examine opportunities for a career in child development, child care or related fields.

Growth and Development of Children (19052A001)
(Grades 10th -12th, no prerequisite, one semester course.)

This course is designed to cover the theories of Erickson, Piaget, Vygotsky, and others as a foundation to understand physical, social/emotional, cognitive, language, and aesthetic developmental milestones in children prenatally to 12 years. The influence of family, community, gender, race, and socioeconomic factors on development will be addressed. Observations in selected early childhood settings will be required. This is a 3-credit dual credit course through Southwestern Illinois College.

Foreign Language

Four-year Course Study in the Following Languages

Spanish
French

Spanish I

(Full Year)

Spanish I is intended to introduce and develop second language skills of listening, reading, writing and interpretive reading. As this course is based on communication, students are expected to be active participants in the class. At the completion of the first year of the study, students are expected to comprehend and produce written and spoken Spanish revolving around vocabulary, grammar and cultural contexts covered during the year. These topics will revolve around self, family and friends, and include cultural and cross-curricular connections. Student control of these functions should be at the Novice Mid level according to the Illinois State Standards/ World Readiness Standards for Learning Languages. Because this study deals with language, students should be concurrently enrolled in English or have passed English with a "C" or better before attempting Spanish I.

Spanish II

(Full Year Prerequisite is "C" in Spanish I during the second semester or teacher recommendation)

Spanish II reinforces and adds to the interpretive, presentational and interpersonal listening, speaking and writing and reading skills developed in Spanish I, while covering additional grammar topics and themes. As this course is based on communication, students are expected to be active participants in the class. Themes are centered around self, family, friends and community, and include cultural and cross-curricular connections . At the completion of the second year of study, students are expected to comprehend and produce written and spoken Spanish revolving around vocabulary, grammar and cultural contexts covered during the year. Student control of these functions should be at the Novice High level (First Semester) and Intermediate Low level (Second Semester) according to the Illinois State Standards/ World Readiness Standards for Learning Language .

Honors Spanish III

(Full Year - Prerequisite is "C" in Spanish II during the second semester or teacher recommendation)

Spanish III class provides the students with an opportunity to continue their study of the Spanish language and culture through the study of authentic Hispanic short stories, magazines, news articles, and literature. Interpretive, presentational and interpersonal skills will be developed in the areas of reading, listening, speaking and writing as in Spanish I & II. Students will increase their ability to interpret short listening passages when delivered at a normal rate. They will engage in both formal and informal conversations across all topics, developing their own personal speaking and writing style.

Honors Spanish IV

(Full Year - Prerequisite is "C" in Spanish III during the second semester or teacher recommendation)

Spanish IV students will reinforce and expand the communication skills they have been building over their first three years of language study. Students will research various topics as part of different units of study. They will read and interpret authentic Hispanic short stories, magazines, and literature. Finally, students will speak and write with greater confidence both formally and informally.

French I

(Full Year)

French I is intended to introduce and develop second language skills of listening, reading, writing and interpretive reading. As this course is based on communication, students are expected to be active participants in the class. At the completion of the first year of the study, students are expected to comprehend and produce written and spoken French revolving around vocabulary, grammar and cultural contexts covered during the year. These topics will revolve around self, family and friends, and include cultural and cross-curricular connections. Student control of these functions should be at the Novice Mid level according to the Illinois State Standards/ World Readiness Standards for Learning Languages. Because this study deals with language, students should be concurrently enrolled in English or have passed English with a "C" or better before attempting French I.

French II

(Full Year - Prerequisite is "C" in French I during the second semester or teacher recommendation)

French II reinforces and adds to the interpretive, presentational and interpersonal listening, speaking and writing and reading skills developed in French I, while covering

additional grammar topics and themes. As this course is based on communication, students are expected to be active participants in the class. Themes are centered around self, family, friends and community, and include cultural and cross-curricular connections . At the completion of the second year of study, students are expected to comprehend and produce written and spoken French revolving around vocabulary, grammar and cultural contexts covered during the year. Student control of these functions should be at the Novice High level (First Semester) and Intermediate Low level (Second Semester) according to the Illinois State Standards/ World Readiness Standards for Learning Language .

Honors French III

(Full Year - Prerequisite for French III is "C" in French II during the second semester or teacher recommendation)

French III class provides the students with an opportunity to continue their study of the French language and culture through the study of authentic French short stories, magazines, news articles, and literature. Students will increase their ability to interpret short listening passages when delivered at a normal rate. They will engage in both formal and informal conversations across all topics, developing their own personal speaking and writing style.

Honors French IV

(Full Year - Prerequisite for French IV is "C" in French III or teacher recommendation)

French IV students will reinforce and expand the communication skills they have been building over their first three years of language study. Students will research various topics as part of different units of study. They will read and interpret authentic French short stories, magazines, and literature. Finally, students will speak and write with greater confidence both formally and informally.

Health

Courses

Health Education

Health Education

(1st or 2nd Semester – 9th grade – required for graduation)

This is a one semester course, taught at the freshman level and required for graduation. As part of the Triad Health Education plan, this course provides the students with a review of previously introduced information in addition to a further examination of specific health issues affecting their present and future health. Students will have opportunities to gain knowledge in the areas of basic anatomy and physiology, nutrition and fitness, tobacco, alcohol and drug abuse, infectious diseases, human growth and development, violence prevention, CPR/AED training, and mental health. Health is taught as something that can be modified with responsible decision making. Therefore, emphasis is placed on aspects that are within the student's control. Through this course, health-related occupations will be surveyed and explored.

Mathematics

Grade	Courses	Honors Courses
Freshman	Algebra I Plane Geometry	Honors Plane Geometry
Sophomore	Plane Geometry Advanced Algebra/Trig.	Honors Advanced Algebra/Trigonometry
Junior	Advanced Algebra/Trig. Technical Advanced Algebra Algebra IV/Pre-Calculus	Honors Algebra IV/Pre-Calculus AP® Statistics
Senior	Technical Advanced Algebra Algebra IV/Pre-Calculus Interm Alg/Stats	AP® Calculus AB/BC AP® Statistics

Please note: In all math classes the teachers will be demonstrating using Texas Instruments calculators. Students choosing to use other brands will be on their own figuring out how to use them. See notes after each class to find the recommended type.

Algebra I

(Full Year)

This course contains the standard topics covered in Algebra. It begins with an exploration of expressions, equations, and functions, rational numbers, solving linear equations and inequalities. Factoring, quadratic and exponential functions, polynomials, rational and radical expressions and equations are all practiced. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended.**

Honors Plane Geometry

(Full Year – 9th Grade) Prerequisite is a "B+ or higher" both semesters in Algebra I or teacher recommendation)

This course contains the standard topics covered in Plane Geometry but moves at a faster pace and is covered in more depth. It begins with points, lines, planes, angles, formal proofs, perpendicular lines, congruent triangles, quadrilaterals, proportion and

similarity, right triangles and trigonometry, circles, and polygons. Area, surface area, volume, coordinate geometry, loci, and transformations are all covered. A continuing review of the concepts taught in Algebra I is included. Freshmen with a D+ or worse will be placed in Algebra I as sophomores. **Required materials for this class are a protractor, a compass, and a graphing calculator. Any version of the TI-84 graphing calculator is recommended.**

Plane Geometry

(Full Year)

This course contains the standard topics covered in Plane Geometry. It begins with points, lines, planes, angles, formal proofs, perpendicular lines, parallel lines, congruent triangles, quadrilaterals, proportion and similarity, right triangles and trigonometry, circles, and polygons. Area, surface area, volume, coordinate geometry, and transformations are all covered. A continuing review of the concepts taught in Algebra I is included. Freshmen completing Plane Geometry with a C or better will continue on to Advanced Algebra/Trigonometry their sophomore year. Freshmen with a C- or worse will be placed in Algebra I as sophomores. **A scientific calculator is required for this class.**

Technical Advanced Algebra

(Full Year – 11th or 12th grade - Prerequisite is completion of Plane Geometry with a passing grade both semesters. This class may be taken concurrently with Technical Geometry during senior year for graduation requirements.)

This course is an introduction to many of the concepts studied in a typical Advanced Algebra and Trigonometry course. Topics studied will include Functions and Graphs, Linear Equations, Solving Equations/Inequalities, Complex Numbers, Exponents and Radical Expressions, Basic Trigonometric Functions, Conic Sections, and introductory Statistics topics. This course is designed for the student who has not always been successful in mathematics, but wishes to take an additional mathematic course in preparation for post-secondary mathematics courses. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended.**

Honors Advanced Algebra/Trigonometry

(Full year - Prerequisite is "C" or better both semesters in Honors Plane Geometry)

This course contains the standard topics covered in Advanced Algebra/Trigonometry at a faster pace and is covered in more depth. The first semester implements the shift from manipulative skills to algebra as a means of representation. Problem solving activities and applications encourage students to model patterns and relationships with variables and functions. In this course students will solve and analyze equations and inequalities with an emphasis on graphing. Exploration of polynomial, exponential, quadratic, and logarithmic functions will be included. Introductions will

be given in the subjects of matrices and conic sections. Second semester will focus on the exploration of trigonometric functions, identities, and graphs. Emphasis in this course will be placed on the use of graphic calculators. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended.**

Advanced Algebra/Trigonometry

(Full Year – Prerequisite is "C" or higher both semesters in Plane Geometry, or teacher recommendation)

This course implements the shift from manipulative skills to algebra as a means of representation. Students explore the language of algebra in verbal, tabular, graphical, and symbolic forms. Problem solving activities and applications encourage students to model patterns and relationships with variables and functions. In this course, students will solve and analyze equations and inequalities with an emphasis on graphing. Exploration of polynomial, exponential, quadratic, and logarithmic functions will be included. Introductions will be given in the subjects of matrices and conic sections. Second semester will focus on the exploration of trigonometric functions, identities, and graphs, probability and permutations. Emphasis in this course will be placed on the use of graphing calculators. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended.**

Honors Algebra IV/Pre-Calculus

(Prerequisite is "C" or better both semesters in Honors Advanced Algebra/Trigonometry)

This course contains the standard topics covered in Algebra IV/Pre-Calculus but moves at a faster pace and is covered in more depth. The first semester covers topics such the nature of graphs of functions, trigonometric identities, trigonometric graphs, and exponential and logarithmic functions. The second semester will focus on topics such as conics, sequences and series, probability, vectors, polar coordinates, statistics and data analysis, limits and derivatives. Emphasis in this course will be placed on the use of graphing calculators. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended.**

Algebra IV with Analytic Geometry / Pre-Calculus

(Full Year – Prerequisite is Advanced Algebra/Trigonometry)

This course is designed for students intending to pursue a career in Science, Technology, Engineering or Mathematics (STEM) who are trying to stay fresh in math to prepare for College Algebra or Pre-Calculus or who plans to move ahead to Calculus to prepare for a math related career. Topics covered include: functions; systems of equations and inequalities; matrices; graphs; finding zeros; solving quadratic, rational, and radical equations; trigonometry; complex numbers; conics; exponential and logarithmic functions; and basic limits and derivatives. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is rec.**

Statistics

(Semester – Prerequisite is Senior Status and completion of Advanced Algebra/Trigonometry)
This course should be taken in tandem with Intermediate Algebra.

This course is designed for students who may pursue a non-STEM (Science, Technology, Engineering, and Mathematics) career. It helps students develop an understanding of the main ideas of statistics and useful skills for working with statistical data. Topics covered include exploring data, modeling distributions of data and describing relationships, designs of studies, probability, confidence intervals, and hypothesis testing. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended.**

Intermediate Algebra

(Semester - Prerequisite is Senior Status and completion of Advanced Algebra/Trigonometry)
This course should be taken in tandem with Statistics.

This course is designed for students who may pursue a non-STEM (Science, Technology, Engineering, and Mathematics) career. It consists of the following topics: real numbers, linear equations and inequalities, graphs of lines and linear inequalities, functions, systems of linear equations, exponents and polynomials, factoring, rational expressions, roots and radicals, quadratic equations, and nonlinear inequalities. Through a mutual agreement, students intending to pursue post-secondary coursework at SWIC may earn placement into College Algebra. Placement will be granted upon successful completion of this course and an exit exam. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended.**

Advanced Placement Calculus AB/SLU Math 1510

(Full Year – Prerequisite is Algebra IV/Pre-Calculus with a grade of "C" or higher both semesters and/or recommendation of the teacher)

This course is designed for students intending to pursue a career in Science, Technology, Engineering or Mathematics (STEM). Limits, differentiation, and integration of algebraic functions as well as trigonometric, logarithmic, and exponential functions. Applications of calculus will also be studied.
This course is ideal for students pursuing business, economics, pre-med, engineering, or other science degrees. Additionally, students who pursue degrees requiring only College Algebra are usually able to satisfy this requirement in high school through SLU's 1818 dual credit option for this course. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended.**
Students taking this course may apply for dual credit with Saint Louis University 2nd semester (Math 1510). Alternatively, credit for Calc I may be earned by successfully passing the AP® Calculus AB exam in May.

Advanced Placement Calculus BC/SLU Math 1510 & 1520

(Full Year – Prerequisite is Honors Algebra IV/Pre-Calculus with a grade of "B" or teacher recommendation)

AP® Calculus BC is designed for the high achiever in mathematics and students who will be going into math related fields such as engineering, actuarial sciences, physics, mathematics, economics, pre-med, or other fields. It is possible for a student to earn credit for two college courses (Calculus I and Calculus II) through taking this class. This course will cover all content from the Advanced Placement Calculus AB course. Additional calculus topics covered will include advanced integration techniques, the calculus of parametric and polar curves, as well as power series of functions. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended**.
For Calculus I credit, students may apply for dual credit with Saint Louis University 1st semester (Math 1510). For Calculus II credit, students may apply for dual credit with Saint Louis University 2nd semester (Math 1520). Alternatively, credit for both courses may be earned by successfully passing the AP® Calculus BC exam in May.

Advanced Placement Statistics

(Full Year – Prerequisite is Junior or Senior status and an "A" or "B" both semesters in Advanced Algebra/Trigonometry, or a "C" or higher both semesters in Honors Advanced Algebra /Trigonometry, or teacher recommendation – this class may be taken concurrently with AP® Calculus or Algebra IV/Pre-Calculus)

This course helps students develop an understanding of the main ideas of statistics and useful skills for working with statistical data. Topics covered include normal distributions, examining relationships, designing samples and experiments, probability models, binomial and geometric distributions, testing for significance, confidence intervals, and using tables to solve statistical problems. These topics are designed to prepare students for the Advanced Placement Statistics examination in May, which all students will have an option of taking. **A graphing calculator is required for this course, and any version of the TI-84 graphing calculator is recommended.**

Music

Courses

Music Theory
Advanced Music Theory
Band
Wind Ensemble
Color Guard
Concert Choir
Honors Chamber Choir

Music Theory

(Eligibility: 10, 11, 12. Prerequisite minimum two years high school participation in chorus/band or teacher approval, offered first semester only)

Music theory is open to any student interested in learning the principles of writing and analyzing elements of music. The elements studied will include the following: intervals, major and minor scales construction, harmony, transposition, voicing, arranging, and ear training and sight-singing. This course is recommended for students who wish to pursue a career in music.

Advanced Music Theory

(Eligibility: 10, 11, 12 Prerequisite successful completion of Music Theory, offered second semester only)

Advanced Music Theory is open to students who are interested in continuing to build their music theory skills beyond Music Theory. Advance Music Theory will be taught in conjunction with Music Theory. Advance Music Theory will build on the skills learned in Music Theory.

Band

(Eligibility: 9, 10, 11, 12 - Full Year)

The Triad Band program offers students the opportunity to further pursue the study of instrumental music. Band offers students marching band, concert band, pep band, jazz ensemble, and small ensemble performances. Triad participates in the IHSA solo-ensemble and organizational contest, as well as state approved marching and jazz activities. The primary goal is to seek the highest level of musical understanding for

music students at Triad High School. Band is a full-year course receiving one unit of credit.

Wind Ensemble

(By audition only, freshmen – senior students)

The Wind Ensemble is the most advanced instrumental experience through the study and performance of advanced high school and collegiate level repertoire for winds and percussion. Music for the Wind Ensemble is soloistic and relies on each student to perform at a high level. Members will be expected to develop their craft through completion of weekly technique classes. Attendance at performances is required. The Wind Ensemble will perform a minimum of four concerts. Enrollment is determined by audition.

Color Guard

(Eligibility: 9, 10, 11, 12 – 1st Quarter)

Color guard is an auxiliary unit of the Triad Knight's Marching Band. Students interested in participating in Color Guard may audition. Non-band students selected for Color Guard will receive a grade and be able to earn .25 credit for their participation during the first quarter of the school year.

Concert Choir

(Open to freshman – senior students)

This choir performs a variety of vocal literature written for mixed voices. Students will participate in four concerts per school year. Students will develop sight reading skills and ear training along with vocal production. Required sectionals are one homeroom per week. Additionally, students may participate in all ILMEA and IHSA activities. A student must maintain a "C" in this course to continue in the choral program. Written homework will reinforce classroom concepts.

Honors Chamber Choir

(By audition only, freshmen – senior students)

This choir performs a variety of vocal literature written for mixed voices. Students will participate in numerous concerts and competitions. Additional required activities include IHSA Solo and Ensemble, IHSA organizational, and the ILMEA All-District and All-State activities. Students will develop sight reading skills and ear training along with vocal production. Required sectionals are one homeroom per week. Written homework will reinforce classroom concepts. The weighted scale for Honors Chamber Choir will be applied to only Juniors and Seniors.

Physical Education

Courses

Physical Education
Athletic Physical Education
Total Body Fitness

Physical Education
(P.E. is required for all girls and boys - except those medically excused by a M.D.)

One full credit is provided per year. Freshman students take one semester of health instead of P.E. Junior and seniors may request an exemption from P.E. if they meet the requirements listed on the graduation sheet. Classes are divided into Freshmen/Sophomores and Juniors/Seniors.

Varsity - Athletic Physical Education
(9, 10, 11, 12)

Varsity - Athletic P.E. is offered for varsity athletes to provide a strict regimen of both in and out of season training including stretching, flexibility training, weight training, and cardiovascular-respiratory conditioning. The athletic director or coach must grant prior approval.

Underclass - Athletic Physical Education – Early Bird
(9, 10, 11, 12)

Underclass - Athletic P.E. is offered for non-varsity athletes and varsity athletes that have a scheduling conflict with Varsity-Athletic PE to provide a strict regimen of both in and out of season training including stretching, flexibility training, weight training, and cardiovascular-respiratory conditioning. The athletic director or coach must grant prior approval.

Total Body Fitness
(10, 11, 12 – Prerequisite is any student who has completed at least one semester of P.E.)

This course is intended for students who are interested in improving their overall fitness level. Students will participate in a wide variety of fitness training programs (e.g., circuit, cross and interval training) to build endurance, strength, flexibility, and cardio respiratory fitness. Students will set realistic, short-term, health-related fitness goals based on individual profiles. Students need to apply training principles—frequency,

intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations will be established on an individual basis. By learning and applying these concepts, students will develop lifelong understanding and good habits for overall health and fitness. Students will participate in written assignments throughout the semester to assess knowledge and understanding of fitness principles learned throughout the course. Team sports will not be a part of the curriculum.

Science

Grade	Courses	Honors Courses
Freshman	Biology I Physical Science	Honors Biology I
Sophomore	Bio I Physical Science Chemistry I	Honors Chemistry I
Junior/Senior	Chemistry II Anatomy & Physiology Environmental Science Chemistry 101 (Dual Credit)	AP® Biology (Dual Credit) AP® Chemistry (Dual Credit) Honors Physics (Dual Credit)

Note: Students may take more than one science class per academic year.

Physical Science

(Full year)

This course is a hands-on introductory class which uses real-world applications to chemistry and physics. Students will learn basic principles to prepare for later courses in science. Concepts will be reinforced with lecture, laboratory work, demonstrations and projects. Topics include: motion, forces, energy, waves, matter and chemical reactions.

Biology I

(Full Year)

This is an introductory course in the life sciences, designed to provide students with a working knowledge of fundamental biological principles, with an emphasis on the importance of the discipline to mankind. The Biology I curriculum is structured around the Illinois Science Storylines. A storyline is a coherent sequence of lessons, in which each step is driven by students' questions that arise from their interactions with phenomena. At each step, students make progress on the classroom's questions through science and engineering practices, to figure out a piece of a science idea. Each step may also generate questions that lead to the next step in the storyline. Together, what students figure out helps explain the unit's phenomena or solve the problems they have identified. A storyline provides a coherent path toward building disciplinary

core ideas and crosscutting concepts anchored in students' own questions.

Honors Biology I

(Full Year)

Honors Biology I is an introductory course to the life sciences designed for high ability and high achieving college bound students with an interest in science. Each unit will include a flipped component with video lecture notes, while in-class lessons include in-depth labs, research extensions, and student presentations. Students will be selected on the basis of previous science, math and English grades and teacher recommendation. Topics taught in this course provide students with a working knowledge of fundamental biological principles including the environment, cell biology, genetics, and biological diversity; and will prepare them for AP biology and college level biology courses. Guest lecturers, discussions of current events and issues, field trips and data collection will further enhance the course. This course will study material in more detail and include more and higher level laboratory experiences.

Chemistry I

(Full Year – Prerequisite is a "C" or above in Algebra both semesters and passed Biology I)

This is an introductory course in chemistry designed to provide students with a working knowledge of elementary chemical theory, chemical and physical properties, mathematical problem solving, and techniques used in the chemistry laboratory. Individual topics include: atomic and molecular theory, properties of solutions and gases, properties of chemical compounds (acids, bases, and salts), and the interactions of matter**. All students are required to have (graphing calculator is prohibited).**

Honors Chemistry I

(Full Year – To register for Honors Chemistry I, a student must have received a strong "A/B" in Honors Plane Geometry and Honors Biology. Teacher recommendations are required for students in non-honors biology/plane geometry. Recommendations will not be considered until May of freshman year.

Honors Chemistry I is a course designed for the college bound student with a strong background in science and math. This course is highly recommended for any student planning to pursue a college major in a science related field. Honors Chemistry I will stress advanced chemical theory, the application of mathematical problem solving to chemistry, and advanced chemical laboratory techniques. Individual topics include advanced atomic and molecular theory, properties of solutions and gases, properties of ionic and molecular compounds, and the chemical activity of matter. This course will emphasize mathematical problem solving. **All students are required to have a calculator (graphing calculator is prohibited).**

Anatomy & Physiology

(Full Year - Prerequisite is Biology I and Chemistry I with a grade of "C".)

Human Anatomy and Physiology
This course is designed for the college bound student, will include a thorough study of human anatomy with an emphasis on physiology. Students will learn the intricate functioning of muscles, circulation, excretion, respiration, digestion, senses, reproduction, and the nervous system. Detailed lab activities and a vertebrate dissection will be used to reinforce the concepts taught in this course.

Environmental Science I & II

(Semester or full year - Junior/Senior standing)

This course provides an introduction to important topics in environmental science. During the first semester, students will gain an understanding of how the world around them works by studying topics such as ecology, natural selection, geology, weather, and population biology. In the second semester, students will explore the impact humans have on the environment. Human population growth, resource use, pollution, and climate change are some of the topics that will be explored. Lab work and field work will be a component of the course. This is a third or fourth year science elective for college bound students.

Chemistry II

(To register forChemistry II, a student must have completed Chemistry I with at least a grade of "C".)

Chemistry II is a course designed primarily for the college bound student interested in enrolling in a second year of high school chemistry. The course covers chemistry including: reaction energy and kinetics, chemical equilibrium, acid-base equilibrium, oxidation-reduction, qualitative analysis, metal coordination chemistry, nuclear chemistry and an introduction to organic. The course will stress laboratory examination of course materials. **All students are required to have a scientific calculator (graphing calculator is prohibited).**

Chemistry 101 (SWIC Dual Credit)

(Full Year – Prerequisite is a "C" or above in Plane Geometry both semesters and passed Chemistry I or Hons Chemistry AND meets SWIC GPA requirements)

Chemistry 101 Dual Credit is designed for the student seeking to enter into the medical field in a technical capacity such as a medical technician or nurse. It is also intended for students seeking degrees not in a science related field that would like to complete their collegiate lab credit early. Fundamental concepts in chemistry through discussion of the structure of matter, atomic theory, simple chemical calculations, the nature of chemical reactions, and introduction to organic chemistry. This course has a strong emphasis on laboratory experiments and techniques. The course is accredited through Southwestern Illinois College and all students that

enroll in the course at Triad must also enroll as a SWIC student. This course takes place over both semesters. **All students are required to have a calculator (graphing calculator is prohibited).**

Advanced Placement Biology (Dual Credit)

(Full Year – Prerequisites are strong A's in Chemistry I/Biology I. "C" or better in Honors Chemistry. "B" or better in Honors Biology.)

Advanced Placement Biology is a junior/senior level course designed to be the equivalent of a semester college introductory biology course usually taken by biology majors during their first year. It is highly recommended for any student planning to pursue a college major in a science related field. This course will give students a solid background in molecules and cells, heredity and evolution, and organisms and populations while providing support and preparation for the rigor of college science courses. Laboratory work that encourages the development of important skills such as detailed observation, accurate recording, experimental design, data interpretation, statistical analysis and operation of technical equipment are an integral part of the AP® Biology experience. Guest lecturers, discussions of current events and issues, field trips and field data collection will further enhance the course, which aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Students may register for dual credit for this course with Saint Louis University for one semester, earning 4 hours of credit (Biology 1240 and 1245 during the 2nd semester). The advanced placement examination (in May) is also an option. Non-science majors can have their college science requirement met by signing up for dual credit. A summer assignment prior to starting this course will be needed to properly prepare for the AP® exam and this course.

Advanced Placement Chemistry (Dual Credit)

(To register for Advanced Placement Chemistry, a student must have had a 'C' or better in Honors Chemistry I.)

Advanced Placement Chemistry is an advanced course designed for the college bound student with a strong background in science and math. This course is highly recommended for any student planning to pursue a college major in a science related field. This course will emphasize advanced chemical laboratory techniques and the application of mathematical problem solving to chemistry. Topics include: thermo-chemistry, electron structure, periodic properties, gases, chemical bonding, molecular geometry, intermolecular forces, kinetics, equilibrium, redox, nuclear chemistry, and biochemistry. **Students are required to have a scientific calculator for this course**. The advanced placement examination (given in May) will be an option for students. For 1st semester, Gen Chemistry I credit, students may apply for 4 hours of dual credit with Saint Louis University with Chem I lecture Chem 1110) and Chem I lab (Chem 1115). For 2nd semester ,Gen Chemistry II credit, students may apply for 4 additional hours of dual credit with Saint Louis University with Chem II lecture (Chem 1120) and Chem II

lab (Chem 1125). Non-science majors can have their college science requirement met by signing up for dual credit.

Honors Physics (Dual Credit)

(Full Year- Seniors Status – "C" or better in Advanced Algebra/ Trig. Juniors who have successfully completed (A or B) in Honors' Advanced Algebra Trig.) This course strongly recommended for biology, chemistry, and pre-med majors as well as engineering.

This course is designed for the student interested in science and math. Topics will cover Classical and Newtonian physics. Laboratory work will be included. **All students are required to have a scientific calculator at their disposal while taking this course.** Students may register for dual credit for this course with Saint Louis University for 4 hours of credit (Physics 1220 during the 2nd semester). Non-science majors can have their college science requirement met by signing up for dual credit.

Social Studies

Course List

Grade	Courses	Honors Courses	Electives
Freshman		Hon Geography & World Affairs	World Geography
Sophomore		Hon Geography & World Affairs	World Geography Civil War
Junior	U.S. History	AP® U.S. History	Civil War Psychology I & II AP® Psychology
Senior	Ancient to Middle Ages W. Hist. Renaissance to WWII W. Hist. Modern History Civics	Honors Ancient to Renaissance World History AP® American Gov./Civics	Civil War Psychology I & II AP® Psychology

U.S. History

(Full Year - Juniors)

U.S. History is required by the State of Illinois for graduation from high school. The first semester covers from colonial times through the Civil War. The second semester covers from Civil War through Vietnam. (This course may have a section as an Early Bird option)

Advanced Placement U.S. History

(Full Year - Juniors – Students must have successfully completed Hon. Eng. II and be enrolled in AP® Lang & Comp or have permission of the instructor)

This course presents U.S. History in a manner appropriate for students with advanced reading levels. Research work and outside reading will accompany course procedures. This course is designed to assist college-bound students who have demonstrated above average ability. Preparation for the advanced placement test will be a part of this course.

Ancient to Middle Ages World History

(One-semester course, Seniors)

Prehistory – Middle Ages: Ancient World History will cover the period of time before people invented systems of writing through the Middle Ages. The course will focus on ancient civilizations and empires that dominated the world throughout antiquity such as ancient Egypt, Asia, Greece, and Rome. After these empires, the transformation of Medieval Europe will be examined. Students will also view the rise of major world religions that transform these civilizations. This course meets the World History requirement for graduation.

Honors World History: Ancient – Renaissance

(One-semester course, Seniors)

Honors World History presents a history of the world civilizations in a manner appropriate for advanced reading levels. This is a social science course intended to prepare students for a college level World History course. Research work and outside reading will accompany in class work. The course will cover the prehistory period of time through the Renaissance, including both western and non-western worlds. Students will examine the historical roots of significant events, ideas, and movements. They will broaden their historical perspectives as they explore ways societies have dealt with continuity and change as exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. This course meets the World History requirement for graduation.

Renaissance to World War II World History

(One-semester course, Seniors)

Renaissance – World War II: Renaissance World History will begin with the "rebirth" of Western Europe during the 1300s and continue to World War II. This course will include the Exploration Age and the expansion that follows and various revolutions that transform the history of the western world. They Will build on these changes that lead up to both World War I and World War II. This course meets the World History requirement for graduation.

Modern World History

(One-semester course, Seniors)

Modern World History will begin with the Cold War (including relevant U.S. domestic & international subtopics such as the Civil Rights Movement, Vietnam War, Cuban Missile Crisis, etc.). This course will also cover the creation of new nations during this time frame and associated struggles of nation-building. Study of regional conflicts will educate students about clashes in places like Rwanda, Northern Ireland and Darfur. Students will also learn about the challenges of poverty, disease and corruption throughout the developing world. The course finishes with an examination of today's world, including the issues of a global economy, environmental concerns and terrorism. This course meets the World History requirement for graduation.

Civics/Government

(One-semester course, Seniors)

Civics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and civics. Topics of discussion will also include current and controversial issues, service learning, and simulations of the democratic process. Students will acquire and learn to use skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Illinois and United States Constitution requirements are part of the first semester's work. Illinois and United States Constitution requirements are part of the American Government. Passing the course and constitution tests are requirements for graduation.

Advanced Placement Government/Civics

(2nd semester course, seniors who have successfully completed AP® US History with a C average or better or have permission of the instructor)

The Advanced Placement course in United States Government/Civics is designed to give students a critical perspective on politics and government. This course includes both the study of general concepts used to interpret United States politics, as well as the analysis of specific examples. It also involves an examination of the various institutions, groups, beliefs, and ideas that make up American civics. Topics of

discussion will also include current and controversial issues, service learning, and simulations of the democratic process. Students will acquire and learn to use skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. Preparation for the A.P. test will be an integral part of the course. Illinois and United States Constitution requirements are part of the course. Passing the course and constitution tests are requirements for graduation.

Psychology in American Society

(1st Semester - Juniors or Seniors with a C average or better)

This course emphasizes the major concepts of psychology, the study of human behavior, sociology, and the study of group behavior. Recommended for above average ability levels, this course will include outside research.

Psychology II

(2nd Semester - Juniors or Seniors - Prerequisite is "C" in Psych. in American Society or higher)

This course presents an advanced look at the study of psychology. The course may be taken only by students who have already taken Psychology in American Society. It is recommended for above average ability level. Research projects are required.

AP® Psychology (04256A000)

(Full Year, open to juniors or seniors. Students must have successfully completed Honors English II and be enrolled in AP® English or have permission from the instructor.)

AP® Psychology covers the material typically covered in a college level introductory psychology course. It also prepares students to take the AP® Psychology exam. Through textbook readings, projects, and online activities that emphasize critical thinking and application, students explore psychology as the science of behavior and mental processes. **Students that have taken Psychology will not be eligible for AP® Psychology.**

Honors Geography and World Affairs

(Full Year - Freshmen and Sophomores) Sophomores will not receive a weighted grade for this class during the 2020-2021 school year.
(Prerequisite is a grade no lower than "B+" earned each semester in 8th grade English & Social Studies)

This is an accelerated course designed to provide students with a working knowledge of geography, current world problems, and current world systems of government. It is designed for students of above average ability and should assist students who are planning to continue education beyond high school. All regions of the world will be studied. Students that have passed World Geography will not be eligible to take

World Geography

(1st Semester - Freshmen and Sophomores)

First semester World Geography is a semester course in which the western hemisphere is featured. The course will study physical, political and cultural geography of this hemisphere. Included will be units on the United States, Latin America, the Caribbean, and some parts of Oceania. It may be combined with second semester World Geography or may be taken separately. **Students that have passed Geography and World Affairs will not be eligible to take World Geography.**

World Geography

(2nd Semester - Freshmen and Sophomores)

Second semester World Geography is a semester course in which the Eastern Hemisphere is featured. The course will study physical, political, and cultural geography of Europe, Africa, Asia, and some of Oceania. It may be combined with first semester World Geography or may be taken separately. **Students that have passed Geography and World Affairs will not be eligible to take World Geography.**

Civil War

(One-semester course-average and above students grades 10-12)

The American Civil War was a defining moment in American history. This course examines the causes of the conflict, the war itself, the period of Reconstruction up to 1877, as well as the meaning of the conflict today. Topics discussed in the course include the political developments in both the north and the south, the question of race and slavery, emancipation, the participation of African Americans in the war, the women's rights movement and the involvement of women in the war, the diplomatic conduct of the war, military developments, and advances in medicine. The social and economic aspects of the war receive as much emphasis as military and political developments.

Model United Nations

*(1st and 2nd Semester - Freshmen through Senior .25 credit per semester. **This is a pass / fail course.)***

This course will require participation in the McKendree UniversityInvitational Model United Nations and hosting a Middle School Model UN Conference. Debate and public speaking and research into current world events will be part of the course. Students will have to register for this course for the half-hour opposite their lunch half-hour. Students participating in Model UN will have to fulfill deadlines set by the advisor. These will include greater amounts of work for those who participate during the school day as opposed to those that are taking it as an extra-curricular activity.

Student Council

(1st and 2nd Semester – Freshmen through Senior)

Student Council will be offered in conjunction with a lunch half-hour. Students who are elected to Student Council by their classmates must register for it in order to participate. This is a non-credit activity. The Student Council plans school events such as Homecoming, Christmas activities, etc. Students must be elected to participate.

Technology Education

Course List

Sequence	Technology Education Courses	Project Lead the Way Courses
Year 1	Exploring Technology (year)	Intro to Engineering Design (year)
Year 2	Production Technology (year)	Principles of Engineering (year)
Year 3	Manufacturing I (year) Welding I (sem)	Digital Electronics (year)
Year 4	Honors Manufacturing II (year) Welding II (sem) Intro to Construction Trades (sem)	Engineering Design and Development (year)

Exploring Technology

(21052A002) (Full Year, Grade 9-12. No Prerequisite)

Exploring Technology is comprised of the following areas: Production, Transportation, Communication, Energy Utilization and Engineering Design but is not limited to these areas only. This course will cover the resources, technical processes, industrial applications, technological impact and occupations encompassed by that system. This class is activity based. Students participate in hands-on activities such as designing and constructing a bridge, building an aerodynamic vehicle, assembling electrical circuitry, constructing a residential model and many other activities that involve problem solving. This is the introductory course in the Technology Education Department and will allow students to pursue more advanced coursework.

Production Technology (13052A001)

(Full Year, Grades 10-12. Prerequisite is Exploring Technology)

Intro to Production Technology is a course designed to foster an awareness and understanding of manufacturing and construction technology. Through a variety of learning activities students are exposed to many career opportunities in the production field. Experiences in manufacturing include metalworking and woodworking materials, processes, tools and equipment, and safety. In construction, students are exposed to site preparation, foundations, building structures, installing utilities, and finishing and servicing structures.

Manufacturing I (13203A005)
(Full Year - Prerequisite is Production Technology)

This course introduces students to the basic mechanical and technical skills common to most fields in the fabrication of metal parts in support of other manufacturing activities. Topics include shop safety, hand and power tool use, the operation and maintenance of precision metal working equipment, precision measurement, quality control, exploring the manufacturing process, instrumentation and blueprint reading. Manufacturing I provides students with the experience of precision machining technology. The class introduces hand tools, measuring tools, and layout procedures. It then transitions into basic machine principles which include safety, operation, and part set-ups for primary and secondary machining operations on conventional machines. Possible dual college credit with SWIC will be offered as part of the curriculum.

Honors Manufacturing II (13203A005)
(Full Year - Prerequisite is Manufacturing I)

This course introduces students to the basic mechanical and technical skills common to most fields in the fabrication of metal parts in support of other manufacturing activities. Topics include shop safety, hand and power tool use, the operation and maintenance of precision metal working equipment, precision measurement, quality control, exploring the manufacturing process, instrumentation and blueprint reading. Manufacturing II concentrates on individual learning units in modern industrial production. The class introduces students to the set-up and operation of a Computerized Numerical Control (CNC) machine tool, which includes 3 axis vertical machining center and 2 axis lathe. It also provides experience in setting work offsets, tool lengths, and operating HAAS CNC equipment. The course then introduces the G and M codes needed to run the CNC machine tool. Students will also learn how to edit programs at the CNC machine tool. Possible dual college credit with SWIC will be offered as part of the curriculum.

Intro to Construction Trades (17002A001)
(One Semester, Grade 12– Prerequisite –Production Technology and Teacher Approval)

This course provides experiences related to the erection, installation, and maintenance of residential buildings and related fixtures. Planned learning activities allow students to understand fundamental principles and methods, and develop technical skills related to carpentry and finish work. Instruction includes safety principles and practices, recognition of standard lumber sizes, foundation layout methods, building concepts and procedures, cost estimating, and blueprint reading. This course will be open to juniors and seniors who have completed Intro to Production Technology. Class will be limited to one section and will require instructor approval to register.

Welding I (13207A001)

(One Semester - Prerequisite is Production Technology)

This course assists students in gaining the knowledge and developing the basic skills needed to be successful in welding technology. Units of instruction include arc, TIG and MIG welding, metallurgy, cutting metal using arc, plasma, and oxy -gas. In addition, students learn the basics of blueprint reading, precision measuring, layout, and production process planning.
Welding I consists of examining modern techniques in which metals are welded, brazed, and cut. Classroom and laboratory learning experience provides students with the theory and practice of gas, electric arc, and special metallic welding processes. Instruction also emphasizes properties of metal, electrode identification, and troubleshooting of weld problems. Students complete welding joint and position welding competencies in gas, arc, and inert gas arc welding as the lab activities.

Welding II (13207A001)

(One Semester - Prerequisite is Welding I and teacher approval)

This course assists students in gaining the knowledge and developing the basic skills needed to be successful in welding technology. Units of instruction include arc, TIG and MIG welding, metallurgy, cutting metal using arc, plasma, and oxy -gas. In addition, students learn the basics of blueprint reading, precision measuring, layout, and production process planning.
Welding II offers the students with advanced welding techniques in stick electrode, metal inert gas arc, and tungsten inert gas arc welding. Each student completes a series of weld joints that are inspected and tested. This course builds on the skills and concepts introduced in Intro to Welding and provides more in-depth skill development in various types of welding. This project based class will be open to seniors who have completed Intro to Welding. Class will be limited to one section and will require instructor approval to register. Students will be required to purchase some materials for projects completed as a part of this class. Possible dual college credit with SWIC will be offered as a part of the curriculum.

Project Lead the Way *(PLTW) is a sequence of courses that provides students with rigorous Science, Technology, Engineering, and Mathematics (STEM) curriculum to prepare them to enter college engineering programs. Go to www.pltw.org or contact Mr. Brendel for more information.*

Foundation Courses:

Introduction to Engineering Design (IED) (21006A001)

(Full Year – PLTW Course #1 – Prerequisite Algebra 1 or higher level math or instructor approval)

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. IED is designed for 9th or 10th grade students. The major focus of IED is the design process and its application. Through hands-on projects,

students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

Principles of Engineering (POE) (21004A001)

(Full Year – PLTW Course #2 – Prerequisite – IED or instructor approval)

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. POE is designed for 10th or 11th grade students. This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

Digital Electronics (DE) (21008A001)

(Full Year – PLTW Course #3 - Prerequisite – IED, POE, or instructor approval)

This is a course in applied digital logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. DE is designed for 10th or 11th grade students. Possible dual credit with SWIC will be offered as a part of the curriculum.

Capstone Course:

Engineering Design and Development (EDD) (21007A002)

(Full Year – PLTW Course #4 – Prerequisite – Completion of IED, POE, AND DE)

This course is an advanced course in which students demonstrate mastery of knowledge and skills from previous pre -engineering courses to develop an original product or machine design. In groups using project -based learning, students research, design, and construct a solution to an engineering problem. Students apply principles developed in the preceding courses and are guided by an industry mentor. Students must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the course. Students are placed in management situations in production operations to develop leadership and entrepreneurship skills. Students are responsible for scheduling, pricing, procuring materials and equipment, and the maintaining of equipment. This is the PLTW capstone course and is appropriate for 12th grade students.

Individualized Education

Course List

English 1-4
Algebra 1A
Algebra 1B
Geometry
Fundamental Chemistry
Fundamental Biology
Practical Law
Consumer Education
Independent Living
Co-op Class
Co-op Job Training
Health
Interpersonal Relationships
U.S. History
Geography
World History
Civics
Family Science
Current Events
Study Skills
EnvisionIt

Fundamental English 1
(Full Year)

This course is designed for incoming freshmen with an IEP. There will be additional instruction in grammar usage, vocabulary, spelling, basic sentence parts, paragraphing, and reading comprehension. This course is designed to parallel that of the English I course with adaptation and additional instruction. The students will have working knowledge of modern and dramas, short stories, novels, poetry, library usage, and basic speaking skills.

Fundamental English 2
(Students with an IEP who have passed 1 year of English)

English 2 is a required course for all students who have successfully completed a freshman level English course. The course will include world literature units in short fiction, drama, poetry and the novel. The student will study techniques for writing compositions, for doing library research for literature-based projects, and for participating in oral activities. Students will build upon grammar and usage skills with an eye to improving composition.

Fundamental English 3
(Students with an IEP who have passed 2 years of English)

Communication skills learned in Fundamental English I and II will be developed further

as students study important literary movements and several texts in American literature. Emphasis first semester will be on strengthening analytical skills and on developing coherent, persuasive written work. A research paper and presentations will be required. Second semester studies include a review of language usage, test preparation and mechanics and the construction of essay responses. Students will also continue to refine reading skills as applied to novels, nonfiction and drama.

Fundamental English 4

(Students with an IEP who have passed 3 years of English)

This course is designed for seniors who are preparing for a business or technical career beyond high school and therefore require a foundation in technical writing. The focus of the course is on various communication processes and the documents necessary for the professional realm. Although there is no emphasis on literature studies, students are expected to read and use informational texts for assignments. Students will produce various work related documents, essays, reports and oral presentations. The final project for this course is a formal proposal that incorporates writing, research and presentation skills.

Fundamental Algebra 1A

(Full Year)

This course is the first of two full year courses that are designed to cover the material in Algebra 1. All algebra topics are presented at a pace appropriate for student ability; students will have small group/individualized instruction. Upon course completion, students will be able to evaluate and simplify expressions, solve multi-step equations and inequalities in one variable, and recognize and graph functions (including transformations). Linear, quadratic, exponential, and other functions will be used to show relationships in real life instances of functions. Students will also be able to apply properties of exponents while adding, subtracting, multiplying and dividing polynomials. Demonstrating slope and graphing lines from slope-intercept form will be used while discussing relationships between parallel and perpendicular lines. Students may be required to demonstrate basic computation skills without the use of a calculator (IEP progress monitor or skills quizzes). Successful completion of this course permits a student to enroll in Fundamental Algebra 1B or Algebra 1. **A scientific calculator or graphing calculator is required for this class.**

Fundamental Algebra 1B

(Full Year)

This course is the second of two full year courses that are designed to cover the material in Algebra 1. All algebra topics are presented at a pace appropriate for student ability; students will have small group/individualized instruction. Upon course completion, students will be able to apply their basic Algebra knowledge to simplify radical expressions and solve radical equations. Students will apply basic computation

skills to add, subtract, and multiply polynomials. Students will also be able to factor polynomials and solve quadratic equations. Non-calculator work may be assigned in class for progress monitoring of IEP goals. Successful completion of this course permits a student to enroll in Fundamental Geometry, Technical Geometry, Plane Geometry (with teacher recommendation), or Algebra 1. **A scientific calculator or graphing calculator is required for this class.**

Fundamental Geometry

(Full Year)

This course is a one year course that is designed to provide students the opportunity to apply their knowledge of algebraic and geometric principles to real life situations. Upon course completion, students will be able to write and use congruence statements to explain/prove relationships among segments, angles and triangles. Students will use correct symbols and language in describing theorems of lines, planes, angles, triangles, and other polygons. Perimeter, area, and volume formulas will be used by students to demonstrate measures needed in applications like painting a home, purchasing flooring, etc. Students will be able to apply basic knowledge of relationships between angle and sides of right triangles by writing and solving equations with basic trigonometric functions. Basic trigonometric functions will also be used for indirect measure calculations. Successful completion of this course permits a student to enroll in Plane Geometry, or Technical Advanced Algebra, or Advanced Algebra/Trigonometry (with teacher recommendation). **A scientific calculator or graphing calculator is required for this class.**

Fundamental Chem I

(Full Year- offered in alternating years) Offered in 2016-2017 school year.

This is an introductory course in chemistry designed to provide students with a working knowledge of elementary chemical theory, chemical and physical properties, mathematical problem solving, and techniques used in the chemistry laboratory. Individual topics include: atomic and molecular theory, properties of solutions and gases, properties of chemical compounds and the interactions of matter.

Fundamental Bio I

(Full Year- offered in alternating years) Offered in 2017-2018 school year.

Fundamental Biology I is an introductory course in the life sciences. It is designed to provide students with the knowledge of fundamental biological principles about the environment, human health, and the biodiversity and interconnectedness of life necessary for making informed decisions as citizens in our democracy. Through discussions, lab experiments, collecting data, and hands-on activities, the students will learn the diversity of life forms, the interrelationships between living things and their environment, and the impact biology has and will have on their daily lives.

Fundamental Practical Law

(1st Semester - No prerequisite–offered in alternate years) Offered 2021-2021

The main objective of this class is to help students gain a realistic understanding of our legal system and increase their knowledge about the law, constitutional rights, and responsibilities.

Fundamental Consumer Education (12001A001)

(Semester – Grades 10-12)

The business and technology curriculum provides instruction that will help students acquire skills and understanding necessary for success in the world of consumerism. Students will receive an overview of multiple aspects of business concerning their role in our economy as a citizen, worker and consumer. In addition, a considerable amount of the curriculum will be dedicated to individual career exploration and development of occupational awareness and strategies.

Fundamental Independent Living

(Full Year)

Fundamental Independent Living is a course designed to prepare students for the day-to-day challenges of adult living. This course is for students interested in learning about life issues that will affect them as they live in the real world. This course allows students to explore successful strategies for living independently in the community and by actively participating in practical day-to-day problem solving. This one-year course is designed for 10-12th grade students. No prerequisites are needed. Regardless of what career path students choose, whether they go to college or start a career right away, this course will help students make the transition from high school to independently living within the community. This course will cover many aspects including career choices, applying and interviewing for jobs, having good health and hygiene, safety on the job, making an effective transition from school to work, being familiar with employer expectations, communicating effectively on the job, resolving conflict, navigating the community and community awareness, budgeting and spending, banking, saving, investing, insurance, etc. This course will allow students many opportunities for community experiences and learning from guest speakers.

Fundamental Co-Op Class (22153A001)

(Full Year - 1 Credit - Juniors and Seniors)

The co-op class fulfills the consumer education requirement and is usually taken in conjunction with co-op job training (CJT). **Course Content - 1st semester:** Learn to find a job, how to thoroughly and accurately complete job applications, prepare for job interviews, write a resume, cover letter, thank-you notes, and make personal contacts of interest for particular jobs. Will also learn how to keep a job - learn appropriate work-related, social and behavior skills, verbal and non-verbal communication skills,

values, manners and attitude, grooming and dressing skills, and safety habits. **2nd semester:** Career Planning - learn about the type of occupation that meets the student's personal needs. The student will: complete interest aptitude and ability inventories, learn the steps for setting career and life goals, learn components for making career decisions, choose appropriate field(s) of interest and research each using library and internet resources, learn resources that are available in the community to assist in finding and keeping a job, and learn how to use mass transportation. This course will meet the consumer education requirement for graduation.

Fundamental Community Job Training (CJT)

(Full Year - 1 Credit - Juniors and Seniors)

When taking CJT, the students are released during the school day to work ten to twenty hours per week participating in work related activities. The work may be at the competitive level with the employer paying wages or may be at an evaluation/training level with sub-minimal wages being paid. Will also learn how to keep a job, and learn appropriate work-related social and behavior skills. It is helpful to be a client of the Division of Rehabilitation Services (DRS) when in this program.

Fundamental Health

(Semester - 9th Grade)

The health course is designed to provide students with an understanding of the positive approaches to "healthful living." Information regarding the body systems, disease, and mental and physical hygiene are studied. Drugs, alcohol, and tobacco use and abuse are discussed. The course includes human sexuality. One-half unit will meet the health graduation requirement.

Fundamental U.S. History

(Full Year)

U.S. History is required by the state of Illinois for graduation from a secondary program. This course will familiarize the students with the history of the United States. The first semester covers the foundation of our country through World War I. The second semester covers from the Roaring 20's through present.

Fundamental Geography

(2nd Semester - offered in alternating years) Offered in 2021-2022 school year.

This is a semester course in which the geography of the world will be featured. This course will study the physical, political and cultural geography of both hemispheres.

Fundamental World History

(One semester course - Seniors)

Prehistory-Fall of the Roman Empire: World History will cover the period of time before people invented systems of writing through the Fall of the Roman empire. The course will focus on ancient Egypt, Asia, Greece, and Rome. Students will also view the rise of major world religions and transform these civilizations. This course meets the World History requirement for graduation.

Fundamental Civics

(One semester course - Seniors)

Civics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and civics. Topics of discussion will also include current and controversial issues, service learning, and simulations of the democratic process. Students will acquire and learn to use skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Illinois and United States Constitution requirements are part of the first quarter's work. Illinois and United States Constitution requirements are part of the American Government. Passing the course and constitution tests are requirements for graduation.

Fundamental Family Sciences

(1st Semester, all grade levels, offered in alternating years) Offered in 2020-2021 school year.

This course is designed to give students a realistic expectation of life after high school. They will explore and discuss what is required to be successful in the world. Students will have an increased awareness and understanding in the areas of nutrition, living alone, support/interventions, family life and parenting. Students will be given the information they need to promote healthy-productive lifestyles.

Fundamental Current Events

(2nd Semester - offered in alternating years) Offered in 2021-2022 school year.

This social studies class will examine current media practices and information gathering techniques. The student will be taught to examine and evaluate accounts of events as they are being reported. Research activities will be required.

Fundamental Study Skills

(No Prerequisites - .25 credit for each semester)

The purpose of this course is to give individualized help to each student while

supporting all areas of the curriculum. A special education staff member will be available to coordinate learning activities and provide assistance so that students can maintain satisfactory progress in all academic endeavors. Students will be required to complete a study skills curriculum, a daily agenda, and a weekly Edline check. This course will be most useful to IEP and 504 students who have the majority of their classes in regular education.

Bridge

In the Bridge Program, students can expect to complete all graduation requirements. Students will need 4 years of academics (Reading/English, Math, Science/Social Studies) for a diploma. The Bridge Program is designed to prepare students for the fundamental curriculum, by providing extra support in the required academic classes.

EnvisionIt

(Semester – Grades 9-10)

EnvisionIt is a curriculum which helps students transition through career awareness and developing future goals. The students will complete an interest survey, learning styles inventory, transition portfolio, career awareness survey, and write goals based on this information. This class will help students transition to post-secondary options and assist in students leading their individualized education meetings (if applicable).

Helpful Numbers and Email Addresses

Triad High School

618-667-8851 Phone
618-667-9608 Fax
703 East Hwy 40
Troy, IL 62294

Administration

Principal	Dr. Rodney Winslow	x7067	rodney.winslow@tcusd2.org
Asst. Principal	Mr. Josh Ackerman	x7072	josh.ackerman@tcusd2.org
Asst. Principal	Mrs. Beth Luttrell	x7063	beth.luttrell@tcusd2.org
Asst. Principal	Mr. Kenny Deatherage	x7068	kenneth.deatherage@tcusd2.org

Student Services

Guidance Director	Mr. Jason Kapp	x7427	jason.kapp@tcusd2.org
Counselor	Mrs. Heidi Houchins	x7426	heidi.houchins@tcusd2.org
Counselor	Mrs. Kate Brendel	x7428	kate.brendel@tcusd2.org
Guidance Secretary	Mrs. Vickie Gibson	x7125	vickie.gibson@tcusd2.org
School Psychologist	Mrs. Kelly Thomason	x7425	kelly.thomason@tcusd2.org
Social Worker	Mrs. Jami Parker	x7123	jami.parker@tcusd2.org
Resource Officer	Officer Kip Heinle	x7077	kip.heinle@tcusd2.org

Department Chairs

CTE Director	Mr. Andy Brendel	x7030	andy.brendel@tcusd2.org
English	Mrs. Beth Perry	x7137	beth.perry@tcusd2.org
PE/Health/Driver Ed	Mr. Michael Smargiassi	x7243	michael.smargiassi@tcusd2.org
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Science	Mrs. Kris Kleeman	x7246	kris.kleeman@tcusd2.org
Social Studies	Mrs. Kelli Barbour	x7141	kelli.barbour@tcusd2.org
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