A Field Experience Involving an Administrative Internship and the Development of a Course Description and Guidelines for North Clay High School

Ray J. Green
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A FIELD EXPERIENCE INVOLVING AN ADMINISTRATIVE INTERNSHIP
AND THE DEVELOPMENT OF A COURSE DESCRIPTION AND GUIDELINES
FOR NORTH CLAY HIGH SCHOOL

BY

Ray J. Green

FIELD EXPERIENCE

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATIONAL ADMINISTRATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1978

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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DEPARTMENT HEAD
A FIELD EXPERIENCE INVOLVING AN ADMINISTRATIVE INTERNSHIP
AND THE DEVELOPMENT OF A COURSE DESCRIPTION AND GUIDELINES
FOR NORTH CLAY HIGH SCHOOL

BY

RAY J. GREEN

B. S. in Ed., Eastern Illinois University, 1971
M. S. in Ed., Eastern Illinois University, 1972

ABSTRACT OF A FIELD STUDY
Submitted in partial fulfillment of the requirements
for the degree of Specialist in Educational Administration at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS
1978
A FIELD EXPERIENCE INVOLVING AN ADMINISTRATIVE INTERNSHIP
AND THE DEVELOPMENT OF A COURSE DESCRIPTION AND GUIDELINES
FOR NORTH CLAY HIGH SCHOOL

As illustrated by the title, this field experience included two major areas: (1) an administrative internship and (2) the development of a high school curriculum guide and the updating of course descriptions for the author's school district.

The administrative internship was established for the purpose of giving the author as much first-hand administrative experience as possible. It involved the author (then a teacher at the high school) working during his preparation period each day in the high school office under the direction of the principal. The various duties performed by the intern and the situations he encountered are recorded in a daily log beginning October 28, 1974, and concluding May 28, 1975. The log is found in Appendix A of the project.

After summarizing several of the activities he took part in and the insights gained from his participation in this program, the author concludes that an administrative internship is the most beneficial way to learn about administrative work in a public school system since it allows the intern to learn and act under the controlled conditions of a supervisor without having to experience the pressure that a full-time administrator would normally encounter.

The second major area of the author's field experience was the updating of existing course descriptions and the development of a curriculum guide in which all courses were changed to a semester basis. The development
of this guide came about as a result of the principal's suggestion to the intern.

The purpose of the new curriculum guide was two-fold. First, the existing course descriptions were badly outdated and students had a difficult time planning a long range course of study. Secondly, the principal, as well as the faculty, saw a definite need to change all courses to a semester basis so that students would be held accountable for passing both semesters if they were to receive a full year's credit. With the help of the high school faculty (each staff member updating the description of his or her particular subject area), the intern was able to develop a usable curriculum guide in which all courses are listed on a semester basis by subject area and numbered accordingly. Each course is assigned the number of credits it carries and all prerequisites required. The entire curriculum guide is found in Appendix B of the project.

The author hopes that the updated curriculum guide will enable students and their parents to plan a more effective course of study at the secondary level. At the end of Appendix B are two sample programs illustrating the type of study plan that could be developed by the student, parents, and guidance counselor through effective use of the curriculum guide.
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ACKNOWLEDGMENTS

Thanks go to my advisor, Dr. Matzner, and to Dr. Shuff for his guidance in helping me set up my program. I also wish to thank Mr. Murbarger, my principal and supervisor, Unit Superintendent Seelman, and members of the high school staff for their contributions toward making this paper possible.
CHAPTER I

PREFACE

Reasons for Making the Study

There were several reasons why this writer developed this type of study. Some were for personal gratification while others were attempts to coordinate and improve students' studies for their final four years in the North Clay Community Unit 25 school system.

The author interprets personal gratification to mean completing his internship and learning as much as possible, with firsthand practical experience, about administrative work; fully utilizing his potential by becoming qualified to accept a desirable position within a school setting if the chance presents itself; and experiencing self-satisfaction once all the requirements are met, thus enabling him to obtain his Specialist degree and to reach a self-imposed goal.

Another important reason for this study is to help students. The author hopes that after this study is completed, his suggestions will be adopted by the district's high school to enhance students' education. Their course outlines and guidance program need to be coordinated more than they have been coordinated in past years.

The study is designed with students in mind. Presently students sign up for what they want with little logic behind their choices. If this study is adopted, it will give students a coordinated four-year guide that they and their parents can understand and which will help them map out a year by year plan so that they, too, may reach for certain goals.
Previously, all the courses were yearly credited courses. There is a certain injustice in this system. If a student achieves good grades the first half year, he can then do very little the last half year and still pass. It is the writer's intention to revise the high school curriculum and to put it on a semester basis, thus ensuring accountability on the student's part for maintaining passing grades the entire year and on the school for bettering its children's education.

Background

The North Clay Unit District is a small rural school district with a student enrollment of approximately 900 K-12. The high school consists of 300 students and 17 faculty members. The author's teaching career began at North Clay High School in 1971. His M.S. in Ed. was obtained through summer school and night courses and the final project of his Specialist program began during the fall of 1974 when he talked to Dr. Matzner and to Dr. Shuff about doing an internship at North Clay High School for his field experience. After this conference, a program was established which included keeping a log of daily activities while assisting the principal one hour per day for the 1974-75 school year. After the program was approved, the high school principal, Mr. Murbarger, called Dr. Shuff to see just what needed to be done. Mr. Murbarger and the intern then talked with Unit Superintendent Richard Seelman and explained the situation. Mr. Seelman approved this project which included working in the office during planning periods and assuming any duties that Mr. Murbarger assigned. It was at this time that the internship actually began.

Scope

After obtaining permission to participate in this field experience, it became a daily obligation of the intern to spend his planning period...
in the office learning as much as possible about administration at North Clay High School.

Generally speaking, each day's activities varied according to the schedule for that particular day. On days the principal was present, many school related topics were discussed. These included developing a master schedule, dividing students into sections, scheduling individual students into their various classes, assigning student lockers, studying the format used for student information, the keeping of attendance records, and the disciplining of students. It was also established that the intern would be responsible for operations when Mr. Murbarger left for meetings, whether it was for a half day or full day. On days that the principal was gone, the intern did not take his driver education students for the in-car phase but spent that time in the office doing whatever was necessary. On these days, additional time was spent working in the office from 9:50 - 10:30 and from 12:40 - 3:30. Duties involved handling the discipline problems that arose, the most frequent being students disrupting a class or those who were trying to skip classes.

Other areas observed on these days were the keeping of daily attendance records, the operation of the school lunch program, and various problems brought to the office by individual teachers. Thus, the duties were as varied as those in the operation of any other typical high school.

North Clay High School had several after school extra-curricular activities. The intern attended as many as possible to gain a better overall picture of the duties and responsibilities of a principal.

During the time spent discussing school related problems, it became apparent that North Clay High School needed a revision of course descriptions because those presently used were outdated. After further discussion with the intern, Mr. Murbarger stated that he and several of the faculty
felt that the high school needed to establish all course offerings upon a semester basis. The need for this change arose from a situation in which some students would do reasonably well their first semester but would do very little work the second semester, since they knew that the two semester grades would be averaged and that they would still pass for the year. Mr. Murbarger suggested that this project be included in the field experience.

Since the teachers perceived a need for this change, it was not difficult to receive support for the project. After-school meetings were set up with the faculty, and a thorough explanation was given to each as to what was needed from them. A deadline was established for the completion of changing their courses from yearly to semester course offerings. As the descriptions came in, they were reviewed by the intern and the principal and then put into final form. This part of the field experience is found in Appendix B in the form of the completed curriculum guide.

**Purpose**

The purpose of this field experience was to allow the intern to gain as much first hand experience as possible about school administration by allowing him to work from one to four hours a day, depending upon the circumstances, in the principal's office and by his attending as many extra-curricular activities as possible. In addition, the purpose of the curriculum revision was to establish a set of guidelines for students and their parents to utilize in order to maximize student learning on the high school level. The guidelines should make the high school curriculum easier to understand for students, parents, and faculty. The end result will be better student planning and a more reflective student transcript based on a semester system.
CHAPTER II
INTRODUCTION TO THE LOG AND CURRICULUM GUIDE

After approval of the field experience, this intern began to keep a daily log covering all activities that related to administrative duties and responsibilities. As the log shows, these activities which occurred throughout the 1974-75 school year were many and varied. It begins on Monday, October 28, 1974, and runs consecutively through the end of school, May 28, 1975.

One of the intern's first duties was to obtain another speaker for an in-service workshop because of the unavailability of the original speaker. The remainder of the school year was filled with working with school related activities and community related activities as they pertained to the school.

A few of the school related responsibilities included (a) handling some student discipline problems such as checking on students who skipped classes, working with the school administration on drug related problems, investigating the usual number of stolen items; (b) supervisory activities such as orderly student movement to and from testing areas during the special freshman, sophomore, and junior testing that occurred during the year, organization and supervision of hearing tests for freshmen and juniors, supervision of two assembly programs, supervision of as many extra-curricular activities as possible, and being in charge of the freshman testing and orientation for eighth grade students; (c) office work, in addition to routine daily procedures, such as ordering some athletic supplies and equipment, ordering various supplies for the
conference basketball tournament, discussing and understanding student attendance records, figuring the average daily attendance (ADA) for one month, observing techniques of fitting student schedules into the master schedule, and working with the school nurse and the principal on student health records when there was an epidemic of measles, chickenpox, and scarletina.

The intern was also able to work with community groups in connection with school related activities such as (a) working with the elementary PTO when using high school facilities for grade school basketball games; and (b) working with the local Chamber of Commerce by coordinating their fund raising activities with the high school junior class for the annual fall festival.

For clarification and expediency, please note that activities listed in the log were those occurring sixth hour each day except when otherwise noted. The terminology "routine office duties" indicates that there was no special occurrence on a particular day other than answering routine telephone calls, student requests, and filling in for the secretary who conducted all school errands during the sixth period. The daily log activities are recorded in Appendix A of this paper.

The other aspect of the field experience was the updating of the course descriptions and student curriculum guide. The existing guide contained many out of date course descriptions, some of which were no longer offered. New courses were not included. Needless to say, students and parents experienced considerable difficulty when trying to use this guide as a basis for planning a four-year program.

In addition to updating all course descriptions, the majority of faculty members, as well as the administrator, felt that course credits should be based upon the semester system instead of the yearly credit.
This is to say that the students would now be required to pass both semesters to gain a full year's credit.

The first step was to explain to all faculty members what was to be accomplished and what would be required from each of them. This was accomplished through a series of after school meetings. The faculty was very cooperative and each gave to the intern an updated course description of what was covered in his or her subject area each semester. They also included the prerequisites for each course. These descriptions were then organized by the intern into the various subject areas, put into sequence by grade level, and assigned credit hours and specific course numbers. The finished product is an alphabetical listing of all courses offered, a complete description of each by semester, prerequisites for each course, grade level at which the course is usually taken, and the credit it carries. A copy of the updated course descriptions and curriculum guide is found in Appendix B of this paper.
CHAPTER III
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This program was a learning experience from the time of internship approval until the final page was typed. The field experience served a two-fold purpose. Primarily, it gave the intern an opportunity to gain first-hand administrative experience by working in the school office each day during his preparation period and then recording all activities in a daily log. Secondly, after the need became apparent, this author, with the help of the high school administration and faculty, was able to complete the task of revising and updating the curriculum guide. This included course descriptions, the assignment of a numbering system, and a suggested change from yearly credits to semester course credits. This portion of the project was an attempt to help students, parents, and faculty obtain a clearer understanding of the high school curriculum. It also presents an opportunity for parents to help their child in choosing a course of study that will prepare him for his future endeavors.

Once the daily log of activities and the curriculum guide had been developed into final form, it was submitted to the Department of Educational Administration for final approval.

Conclusions and Evaluations

In conclusion, the field experience gave this author valuable insight into the many duties and responsibilities of an administrator and afforded him firsthand experience under close supervision before accepting full
responsibility in an actual job situation. The keeping of the daily log was especially helpful in evaluating the field experience, since it offered an opportunity for reflection upon various situations which occurred and the realization of their future importance.

One of the most important things experienced was the "reorientation of thinking" or the ability to observe things from a different perspective...the administrative view of the entire educational process rather than the author's previously limited viewpoint of a classroom teacher.

It would be an impossible task to list everything that was learned from this field experience. Many of the experiences presented lessons now in the subconscious which will probably not be remembered until a similar situation occurs. Then that knowledge will surface and prove valuable in solving any new problems encountered.

The following areas are, of course, not all-encompassing as to the experiences encountered nor are they necessarily the most important, but they do seem to stand out as the most frequently occurring experiences from which the following conclusions were drawn:

**Discipline.** An administrator should develop a procedural process through which to handle all discipline problems that may arise. The author found that discipline problems have a tendency to take up more time than needed if there are no set procedures to follow.

**Decision Making.** It soon became apparent that many of the situations that developed during the course of a school day required quick decision making on the part of the administrator. Perhaps more than any other area, this one became of concern to the intern because so often there are many underlying factors of importance to a given situation. However, the administrator is required to try to make a correct "on the spot" decision
given only surface information. When dealing with school employees and the public in general, an administrator is often given only one side of a problem and that is the view of one particular individual covering his own interpretation of the situation. This individual will expect a correct decision to be made immediately in his favor without weighing any other information as to the opposite point of view. This happens continually, and an administrator must be sure to investigate all sides of a situation before making his decision even though people press for immediate judgments in most situations.

Time Consuming Nature of an Administrative Position. This intern learned quickly that the job of being a school administrator is much more time consuming than everyone thinks. One daily activity was observing and working with student attendance records. A valuable experience was figuring up the ADA (average daily attendance) for a month and observing how the monthly ADA fit into the yearly reports. Another time consuming activity was working with student scheduling and the master schedule.

When one combines the above (which number only a few of the special duties involved) with all the daily routine duties and the many extracurricular activities at which the administrator needs to be present, it becomes apparent how very time consuming the administrator's job is.

In addition to the experiences gained from the actual internship, the development of the updated curriculum guide provided the intern with even more knowledge of the school as a whole. He received an over-all view of the entire school curriculum and, at the same time, learned how each integral part related to and expanded upon the other to form the comprehensive curriculum. The intern also learned how faculty support of any
given project can make the administrator’s job easier. When every individual is cooperative and willing to do his or her part, a job can be accomplished quickly and effectively. The opposite would also be true if the faculty did not lend their support in accomplishing any task.

Recommendations

The author found his program of internship invaluable and would highly recommend it as an effective learning experience for any individual who has aspirations of becoming an administrator. With regard to the additional project of the curriculum revision, this intern recommends it as an effective way to learn much about all areas of subject matter as well as a good opportunity to work with all members of a school faculty toward a common goal. Although the author confined his project to a high school level, he feels that it would be a worthwhile project if another individual were to develop a career education program at the elementary level, thus better coordinating the elementary and secondary levels of education.
APPENDIX A

DAILY LOG
LOG OF ACTIVITIES

OCTOBER, 1974

Monday, October 28, 1974

The high school committee on teacher workshops had received word that the program they had planned on November 19 was cancelled due to the speaker's inavailability on that date. I set out to secure our second choice, a representative from the Olney, Illinois, Mental Health Clinic, who would speak to us about the psychologically disturbed child. Mrs. Cochran, this representative, confirmed the November 19 date and I relayed the information to the in-service workshop chairperson, Assistant Superintendent Roland Jones.

Tuesday, October 29, 1974

This date was previously set aside for the administering of the Junior class statewide testing program. Since this is the first year at our school for our guidance counselor, I was asked to assist in getting students settled in preparation for testing during the beginning of the first hour and right after lunch, the sixth hour.

Wednesday, October 30 through Thursday, October 31, 1974

Usual office procedures - routine office duties.

NOVEMBER, 1974

Friday, November 1, 1974 and Monday, November 4, 1974

Routine office duties.

Tuesday, November 5, 1974

Upon returning from lunch, I noticed three boys smoking right outside the gymnasium door. I gave them a choice of turning themselves in or being called out of class the following hour. Shortly thereafter, I checked with the principal, and they had been in to see him. Their story and mine coincided. Each student was assigned detention which he accepted without objection.
Wednesday, November 6, 1974

Things are usually quiet right after lunch, so I patrolled the halls. I encountered one male student walking the hall without a pass. He had slipped out of band. I took the student to the office and let him tell his side first. Mr. Murbarger asked what I thought; it was my opinion that the student should make up that time after school since he drives to school each day. Discipline resulted in the student staying 30 minutes after school.

Thursday, November 7, 1974

School Nurse Marilyn Lewis came in at the beginning of sixth hour to give a hearing test for those freshman and junior students not previously tested. As soon as she assembled her equipment, I supervised student movement from classes to the cafeteria and back to class. This took all of sixth period and ran into the seventh hour; however, I had to leave at the end of sixth hour.

Friday, November 8, 1974

After discussing the subject with Mr. Murbarger, it was decided that, as an extra learning experience and to give the principal release time, I will supervise all home Freshman/Sophomore basketball games.

Monday, November 11, 1974

Usually the sixth hour, the secretary takes all money to the bank and does various other school errands. Therefore, I fill in for her until she returns. A few calls came in for the principal, and these I forwarded to him.

Tuesday, November 12, 1974

The girl's volleyball team needed uniforms for their athletic contests. I was given permission to contact various sporting goods stores and manufacturers for the best prices. Between the women's physical education instructor and myself, we had already settled on the specifications we wanted; therefore, it was just a matter of sending the manufacturers and sporting goods stores the information.

Our grade school's home basketball games are played at the high school's facilities and the PTO is in charge of selling cold drinks for these games. Their bill was beginning to become rather extensive, so I itemized a list and mailed it to the head of the PTO.

The junior class sponsor (mainly me) worked with the Louisville Chamber of Commerce and the Fall Festival committee in establishing a raffle. It was now time to settle the bills. Mr. Krutsinger came by, and I settled monetary matters with him. We were pleased that this year's ticket sales set an all time high.
Every day, following home grade school basketball games, all empty bottles must be removed and the pop machine refilled. I worked out an agreement with two boys in third hour study hall to take care of this matter regularly. For a free bottle of pop and release from study hall, they eagerly accepted the responsibility.

I checked the pop machine to make sure it was ready for the PTO's use tonight, then took over for the secretary while she ran school errands.

There was only one key to the pop machine, and we needed an extra one; so I made arrangements for another one. I checked to see if the two voluntary students had taken out empty pop bottles for PTO.

The two volunteer students are really doing a good job. The pop machine is filled for the PTO. I filled in for the secretary while she conducted usual school errands.

Teacher's Workshop.

I called Ms. Marie Skelton of the Mental Health Clinic, Flora, Illinois, to double check her speaking date for Health Education. The rest of the hour was spent in routine office work.

As I was returning from lunch near the end of fifth hour, a male student gave me a tip that another student was smoking marijuana in the school's designated smoking area. Before I could react, the bell rang beginning the sixth hour. Now the only thing I could do was to alert the student's teachers so that they could keep an eye on him. I quickly went to the office (the principal was not in) and pulled the student's class card to see what teachers he had the sixth, seventh and eighth hours. Just as I stepped out of the office door, a student arrived wanting the principal. He explained that
the science instructor wanted the principal to come to his room. That
was just where I had started to go; I knew what it was about already.
About that time the principal came in the door and, after I quickly
filled him in, he left for the science room. In approximately 30
seconds the principal returned with the student. The science in-
structor had spotted the drug characteristics right away. Of all the
school personnel, there are only a few of us that are capable of identi-
fying individuals that are under the influence of drugs, and, in my
opinion, our science instructor is extremely knowledgeable about almost
all aspects of drugs and drug abuse.

There were two main reasons why fast action was necessary in this case.
One, a couple of years ago, the history instructor (Mr. Murbarger was
a teacher then) sent a student to the office for incoherency and asking
stupid questions, a sure sign of drug abuse. The student was able to
convince the Superintendent that the only thing wrong with him was
that he didn't get enough sleep the night before. This student pro-
ceeded to his next class, an industrial arts class. It is fortunate
that the teacher noticed his unsteadiness, so he also sent the student
to the office. The Superintendent let the student go home. The
student's parents luckily took their son to the hospital, just in time.
After five days in the hospital, the student came home, lucky to be
alive.

The second main reason was to identify the drug and get medical help.
We questioned the student about his marijuana use and he admitted to
using it. Fortunately, one of us asked him what else he had taken
because marijuana doesn't affect a person as quickly as it seemed to
affect him. He again admitted he had taken five pills also. In just
a short period of time, we found out who gave him the downers (bar-
biturates) and called in student number two. Student two got his
mother's nerve pills before he left home. We were able to trace how
strong the pills were, and by this time the sheriff arrived. The
sheriff had already called the student's guardian and she told him
not to bring the boy back, not even to pick up his personal belongings,
until the drugged effect had worn off. The sheriff took the youngster
and had him examined. It turned out that five pills really sent him
out, and just one more could have been enough to cause death, depending
upon the individual's own body chemistry. The student said he couldn't
function well without pills; he was obviously hooked on barbiturates.

I did not drive the seventh or eighth hours; I stayed with the problem
occurring in the office.

Friday, November 22, 1974

We continued to follow up on all the information we had gathered the
previous day. We were able to identify the students who had passed
along the marijuana and the depressants. From this point on, the
principal handled the problem with parent-student conferences.
Monday, November 25, 1974

Concerning the drug problem, students and parents were told before their child could attend school they would have to appear before the Board of Education. A special meeting was called and the students were suspended until the hearing; then it was the Board’s decision if permanent expulsion was necessary.

I checked and the pop machine was ready for the PTO to use tonight. We had two students transferring from North Clay to Sumner, so I collected their books and made the proper notations of such. While the secretary ran errands, I marked down the absentees for sixth hour on the daily attendance record.

Tuesday, November 26, 1974

Mr. Murbarger and I spent most of the sixth hour talking about the drugged student. He was a ward of the state, coming from the Bowin Center outside Harrisburg, Illinois. This foster home had been his tenth in six years, and he was only 16 years old. Result: He was sent back to the center.

Wednesday, November 27, 1974

I stayed in the office while the secretary ran school errands and while Mr. Murbarger made his rounds.

Thursday, November 28 and Friday, November 29, 1974

No school.

DECEMBER, 1974

Monday, December 2, 1974

While the secretary was on school errands and Mr. Murbarger was making his rounds, I took this opportunity to fill out deficiency slips to students' parents.

Tuesday, December 3, 1974

I stayed in the office answering telephone calls and filling out the remainder of deficiency reports.

Wednesday, December 4, 1974

Clay City High School called about baseball contracts; we settled on a playing date.
Thursday, December 4, 1974

Made sure pop machine ready for PTO. Rest of time was spent in routine office duties.

Friday, December 5, 1974

I checked on my student workers. They had already cleaned up all empty bottles from use the previous night.

Monday, December 9, 1974

I spent most of the hour filling in for the secretary.

Tuesday, December 10 through Friday, December 13, 1974

Routine office duties throughout the sixth period...no special occurrences.

Monday, December 16, 1974

I made sure the pop machine was ready for the PTO tonight and spent the rest of the sixth period with routine office procedures.

Tuesday, December 17, 1974

My volunteer students are really good. Everything is taken care of for the PTO. They gave us the number of cases and bottles used.

Wednesday, December 18, 1974

I sent out another itemized bill to the PTO for the pop they had used.

Thursday, December 19 and Friday, December 20, 1974

Routine office procedures.

Monday, December 23, 1974 through January 1, 1975

School was not in session due to the Christmas holiday vacation.

JANUARY, 1975

Thursday, January 2 and Friday, January 3, 1975

Routine office duties.
Monday, January 6, 1975

I stayed in the office while the secretary ran school errands and then checked to see if the pop machine was ready for the PTO tonight.

Tuesday, January 7, 1975

Most of the hour was filled with the daily routine filling in for the secretary and the boys taking care of the pop machine reported the number of cases and bottles used by the PTO.

Wednesday, January 8, 1975

Today during sixth hour, I noticed the lid to the pop machine had apparently been left open. Upon closer examination, it was obvious that someone had forced his way in by prying open one of the doors. I could automatically narrow it down to within the last 24 hours. It will just take time to catch the guilty party or parties. In my way of thinking, it has to be someone after school, before school, during lunch, or someone in the sixth hour band. However, all one can do now is just observe because I'm sure it will happen again.

Thursday, January 9, 1975

I conducted usual office duties and my students reported that they had the pop machine ready for the PTO. After school I checked the filled-up machine and everything was in order. After basketball practice, I checked the machine again before I went home. Everything was still in order.

Friday, January 10, 1975

Upon arrival at school, I checked the pop machine and still found everything in order. Near the end of the sixth hour the machine was checked and was still all right. Most of my hour was spent in the office filling in for the secretary.

Monday, January 13 through Wednesday, January 15, 1975

I followed the usual daily routine in office work, in addition to keeping constant check on the pop machine.

Thursday, January 16, 1975

While observing a Freshman/Sophomore basketball game tonight, I noticed a student carrying one 16 oz. bottle of Pepsi. Naturally, the students are only supposed to have paper cups. I let it ride until I can check things out; it may be his own.
Friday, January 17, 1975

I spent most of the sixth hour preparing a list of items needed for the Midland Trail Conference Basketball Tournament which will run from Monday, January 20 through Friday, January 24. Since the tournament is held at North Clay's facilities, we take care of the hospitality rooms. I also advised Principal Murbarger what the situation was concerning the stolen pop. I told him I was still gathering data and to hold off a little longer.

Monday, January 20, 1975

No school because of a Teachers Workshop. I prepared the hospitality room for tonight.

Tuesday, January 21, 1975

In addition to taking care of the usual office duties, I took stock of any supplies needed for the tournament and secured them.

Wednesday, January 22, 1975

Routine office duties.

Thursday, January 23, 1975

I secured everything for the hospitality room tonight. Through observation and various connections, I thought I had enough data to put pressure on certain students that I had seen with pop bottles. Several of the students admitted their role and contributed enough money so that the school was reimbursed for all missing pop. They even "donated" enough to cover other losses that might have occurred.

Friday, January 24, 1975

I worked at the usual office duties and secured supplies adequate for the hospitality room tonight.

Monday, January 27 and Tuesday, January 28, 1975

Routine office duties.

Wednesday, January 29, 1975

In addition to my usual office duties, I checked the pop machine (as I have been doing every morning) and it appears that we may have solved the problem but it is too early to tell.
Thursday, January 30, 1975

Usual office procedures.

Friday, January 31, 1975

School was dismissed early today so that everyone on the faculty could work on DLO's (Developmental Learner Objectives).

FEBRUARY, 1975

Monday, February 3, 1975

Usual office procedures.

Tuesday, February 4, 1975

I talked most of the sixth hour with the principal about various school forms and concentrated mainly on student attendance records.

Wednesday, February 5, 1975

During sixth hour a student came in (sent to the office by the instructor) with a rash. I looked at it and it looked like measles. I referred the student to the principal. The student's parents came by to pick him up, and the principal asked the parents to tell us what the problem was when diagnosed.

Thursday, February 6, 1975

I followed the usual routine in the office. A few more students were sent home because of a rash. Our Freshman/Sophomore coach called me at home in the evening. They were about ready to start the game but the scoreboard wouldn't work. I hurried over and secured a fuse to replace the blown one. At half time, one of the ball players came by me and asked what the rash he had was (after playing all of the first half). His parents were there so they took him home.

Friday, February 7, 1975

I again followed through with the usual office duties. Another female student came in all broken out with a rash. I immediately called the school nurse; she was absent. I called her at home, but she had to stay with her daughter who had chicken pox. I tried to find out if we could positively identify what the outbreak was. If it was measles, we had better send several pregnant female students home. There is a danger to an unborn child if the mother contracts the disease. I checked the health records of the seven students who...
had the rash; none of those students had received the preventative vaccine. The school nurse notified the parents of the girls that were pregnant and suggested that they stay home until it was determined what was going around. The nurse also suggested that the pregnant girls have a blood test to determine if they had contracted the disease.

Monday, February 10, 1975

A form was sent to all school children's parents (via the students) explaining the recent outbreak of rashes and encouraging them to take their child to a doctor if a rash should occur so it could be determined what the rash was.

Tuesday, February 11, 1975

I filled in for the principal during the afternoon and for the secretary while she ran school errands. Whenever the principal is gone for the afternoon, I make the announcements over the intercom system.

Wednesday, February 12, 1975

No school.

Thursday, February 13, 1975

As usual, I spent most of the time with routine office duties. The office typewriter broke so I went to the typing room and borrowed a spare one until it could be repaired. I walked into the gymnasium and there were five boys from band shooting baskets. I sent them on their way and relayed the information to the principal.

Friday, February 14, 1975

I received in the mail a form to be filled out in accordance with the recent outbreaks of rashes. (The form is enclosed.) School was dismissed early to work on DLO's.

Monday, February 17 through Friday, February 21, 1975

Most of the week's activities included routine office duties.

Monday, February 24 through Friday, February 28, 1975

Routine office activities.
Monday, March 3, 1975

I filled in for the secretary and spent the rest of the time with the usual routine procedures.

Tuesday, March 4, 1975

Today I figured up part of the average daily attendance for Mr. Murbarger.

Wednesday, March 5 through Friday, March 7, 1975

Routine office duties.

Monday, March 10, 1975

The track coach came in and wanted to know what the chances were of obtaining foam and nets for the high jump and pole vaulting pits. I relayed the message to Mr. Murbarger when he returned, explaining that the Illinois High School Association now required something other than sand or sawdust which we were using.

Tuesday, March 11, 1975

I followed up on the foam and nets for track and looked through several sporting goods booklets to obtain the desired net sizes, the amount of foam we needed and what the total price would be.

Wednesday, March 12, 1975

North Clay Grade School uses our facilities for athletic events. I contacted them to see what they needed so there would not be any duplicate orders, then gave the information to the principal for him to get the go ahead on the order.

Thursday, March 13 through Monday, March 17, 1975

Activities included routine office duties with the exception of Monday when I made announcements at the end of the school day.

Tuesday, March 18, 1975

Mr. Murbarger gave the go ahead to order the foam and nets that were needed for track. This purchase was approved by the Board of Education 3/14/75. Since this order was initiated by high school personnel, our superintendent requested Board approval.
Wednesday, March 19, 1975

In addition to routine office duties, I again made announcements at the close of the school day, since the principal had not yet returned.

Thursday, March 20, 1975

The principal will be gone for the entire day. The periods that I usually drive (third, sixth, and eighth) will be spent in the office. Third hour, while marking down absentees, I noticed one student was marked absent from study hall but had not been reported absent first or second periods. I went to the second hour instructor and found the student was still there finishing a secretarial practice transcript.

During the sixth hour an assembly program was scheduled for 1:00 p.m. When the performers were set up and ready to go, I released the students to the gymnasium via the intercom. I also phoned the Shawnee Booking Agency to clear up a misunderstanding about the May 10 prom.

Eighth hour was quiet. I made all announcements before the dismissal bell.

Friday, March 21, 1975

Usual office duties.

Monday, March 24 through Friday, March 28, 1975

No school. Easter Vacation.

Monday, March 31, 1975

I talked most of the hour with Mr. Murbarger about the format of the curriculum guide.

APRIL, 1975

Tuesday, April 1, 1975

In addition to the usual office procedures, I ordered a load of sand for the track coach.
Wednesday, April 2, 1975

Sixth hour I helped the guidance counselor settle the students and hand out the Iowa test to the sophomores. After they had started the testing, I went to the office and totaled the attendance for the quarter.

Thursday, April 3, 1975

Today I ordered sports equipment—trophies for baseball and basketball, two measuring tapes, one dozen track shoes, and 32-caliber blanks for the track pistol. Next, I traced down a student who went home sick without reporting to the office. The female track coach came into the office in a rather hostile mood because I did not order any girls track shoes. I simply explained to her that I couldn’t read her mind and that if she wanted something specific, she should fill out a requisition form and ask for it specifically.

Friday, April 4, 1975

I performed routine office duties and also ordered the girls track shoes after receiving the go ahead.

Monday, April 7, 1975

Routine office duties.

Tuesday, April 8, 1975

The principal was gone for the afternoon so I spent the sixth and eighth hours in the office and made announcements at the end of the school day.

Wednesday, April 9, 1975

During the activity period, third hour, Jack Thatcher from the Flora Advocate Press wanted to take the pictures of the Junior track members, so I located them for him. During the sixth period it was usual office procedures. After school today I talked to Mr. Venable, the life science instructor, explaining what I needed from him in the way of course descriptions for the curriculum guide. While we were talking, Mr. Venable pointed out another problem the high school would encounter when we added art to the curriculum. With the addition of art, it could cut enrollment in biology by as much as 50 percent. Biology is now a voluntary program and Mr. Venable would like to see it kept that way instead of making it a required course. The problem arising is that since only the top half (grade point basis) of the students are eligible to enroll in biology, half of these students would probably take art, thus cutting biology enrollment in half. I told Mr. Venable I would relay this information to the principal and the superintendent.
It is my opinion that it will be a mistake if art is added to our curriculum at this particular time. The main foreseeable problem is that we just do not have enough physical space for this type of course. The only possible place for it would have to be the cafeteria, and I'm afraid it would be quite a mess.

Thursday, April 10, 1975

The principal left for the afternoon so I took care of the usual office procedures and the announcements at the close of school.

Friday, April 11, 1975

After school, I held a very short teacher’s meeting about the course outlines I needed to complete the curriculum guide.

Monday, April 14, 1975

Routine office duties.

Tuesday, April 15, 1975

Most of the sixth hour was spent with Principal Murbarger discussing Freshman Day for the eighth graders. The principal will be one of the chaperons on the senior trip; therefore, I will handle Freshman Orientation Day. Particulars will be worked out later.

Wednesday, April 16, 1975

Usual office procedure.

Thursday, April 17, 1975

I followed usual procedures part of the hour. A parent called and was in a very hostile mood. She wanted to know why her son failed driver education. I explained, since I was the one who failed him, that her son just didn’t do enough to deserve a passing grade. She wanted to know why she hadn't been notified. It just so happened that I sent a report about her son four weeks after school had started explaining he wasn't passing up to that point. At the nine week interval, report cards were sent out, which she had signed. Another deficiency report was mailed to her during the twelfth week of enrollment and, finally, a semester grade on his report at the end of the course. I explained we do our best to keep parents informed about their child's progress. I'm sure these explanations didn't satisfy her because she complained that things are more difficult than they used to be and that the report cards and the deficiency reports were too difficult to understand.
Friday, April 18, 1975

Nothing unusual happened during the sixth hour. I followed usual office procedures. After school, I helped the janitor remove chairs from the community room in preparation for the junior class play. The principal could not attend the play so I took his place. I took care of all financial aspects, unlocked the office, and took care of depositing the money. Before leaving, I checked to see that everything was locked and secure.

Monday, April 21, 1975

I had a doctor appointment in Decatur today, so I had to leave at noon.

Tuesday, April 22, 1975

I followed usual office procedures while the secretary ran school errands. A phone call came in for Mr. Murharger. Since there were only a couple of minutes left in the period, I relieved him in the classroom.

Wednesday, April 23, 1975

An assembly program was scheduled for sixth hour, so I showed the performers where they could dress and recruited a couple of volunteers to help carry in equipment. During the two-hour early dismissal today, the first thirty minutes was mine to discuss the curriculum guide. I received several course outlines from the teachers and answered questions that others had.

Thursday, April 24, 1975

During the sixth period, a couple of students came to me to request information on E.I.U.'s summer baseball camp. I wrote a brief letter asking for pamphlets and sent it to Eastern's baseball coach.

Friday, April 25 through Tuesday, April 29, 1975

Routine office duties.

Wednesday, April 30, 1975

During the sixth period I carried out the usual office duties. After school, I had a conference with the principal about the eighth grade's orientation for May 5.
Thursday, May 1, 1975

During the sixth period I handled routine office duties and after school worked with the principal on the master schedule for the next school year.

Friday, May 2, 1975

I reviewed the various topics to be covered for eighth grade orientation. Next I made a list of instructors that would be gone Monday and Tuesday as chaperons for the senior trip, and who their substitutes would be. Before school was out I wanted to remind all instructors that Monday we would have eighth grade students in the building all day. After school we worked some more on the master schedule and all substitute teachers were notified. Mr. Murbarger was also going on the senior trip and wanted me to spend most of the day in the office filling in for him. My orientation topics were ready for Monday, and so was everything else, to my knowledge.

Monday, May 5, 1975

As soon as the buses arrived, we tried to have the eighth graders go to the cafeteria; the guidance counselor was there to keep order. Each year the upper classmen want to man handle next year's incoming freshmen. There are several bushes around our school, and it's a tradition that eventually this is where the eighth graders will end up if they fail to go to the cafeteria. Approximately, every five minutes announcements were made for the eighth graders to report to the cafeteria. At 8:20 a.m. someone pulled the fire alarm. It just so happened that an instructor stepped outside his door and knew the cause; therefore, the janitor just shut off and reset the alarm. I was sure that word would soon get around as to who pulled the alarm, so we would just keep our ears open.

At 8:30 a.m. I marked down all the absentees. At this time, all the eighth graders were taking their test. Next I called to find out how one of our instructors was getting along in the hospital and how long he would be out.

Second hour I took my own driver education class. Third hour I went to the cafeteria to see how things were going, and, as usual, talked to the cooks. They were concerned because there had been no arrangements made to replace the senior cafeteria helpers during the fourth and fifth hour lunch periods. It surprised me that it wasn't very hard to find replacements for them; of course, a free lunch was involved.
While the first shift was eating lunch, I took the eighth graders to gymnasium for the first part of their orientation. At 11:40 a.m., after first lunch shift finished, I took them to the cafeteria for their lunch; they had 38 minutes to eat before the second shift began. During this time I went to the office to relieve the secretary while she ate lunch. At 12:05 p.m. I took the eighth graders back to the gym to finish the orientation and to let them ask any questions they wished to ask. The following is a list of topics we covered and talked about:

- The high drop-out rate in the past
- How absence affects grades
- Discipline procedures
- Credits earned each year
- Number of credits required for graduation
- Required program of subjects
- Available extra-curricular activities
- Miscellaneous question and answer period

At the beginning of sixth hour, I took all eighth graders back to the cafeteria to finish their testing. During the seventh hour, the track coach sent a study hall student to want to know if the student could go to the grade school and pick up some track equipment; I allowed him to go. During the eighth hour I recruited six junior study hall students to act as guides to take all eighth graders (in groups of ten) on a quiet tour of the building. Before the end of school, I gathered and made all the announcements.

Tuesday, May 6, 1975

Upon arriving at school, I found the office was already open and there sat the senior trip chaperons. They were all back one day early and I assume, due to student behavior, that the senior trip was cut short. The principal was busy setting up parent-student conferences. After setting up extra chairs in the office, I proceeded to go about business at hand disregarding conferences. By now, word had been passed along about which students had triggered the fire alarm Monday morning. It was narrowed down to two students. I questioned one telling him that the word was out and I wanted to hear his side. He said he did not do it. If he didn't, then it left only one person. I kept him in the cafeteria while I talked to the other student in the coach's office. After questioning, the second student had to admit he had pulled the alarm. I informed the student that in our area one student was arrested and given six months probation for setting off an alarm in school. In this particular case we decided that the student would serve three detention periods after school and two lunch hour detention periods. The lunch hour periods were at his request. I would not let the student serve any more than twenty minutes per day during a lunch hour because he had to have time to eat his lunch.

Third hour I stayed in the office while the secretary went to the bank. Fourth and fifth hour lunch I made the rounds on the school
grounds. Sixth hour a call came in from the Chicago Motor Club. A representative wanted to know if a female student could be present in Springfield to accept her $500 scholarship from Governor Walker. She had won this scholarship in a driver education essay contest. I called her to the phone. During the rest of the day I kept the traffic down in the office and hallways; it was overcrowded now. After school was dismissed, I made a notation of the two students who peeled out of the school driveway and also noted that one student was leaving before the school busses. Evidently he did not turn in his keys to the office that morning (a school policy).

Wednesday, May 7, 1975

Before first hour I noticed student traffic was exceptionally heavy in the office, so I helped reduce it by writing out make-up slips. Third hour I took over Mr. Lewis's class while he joined the parent-student conferences. Sixth hour I took Mr. Murbarger's class releasing him for parent-student conferences.

Thursday, May 8, 1975

Third hour I again filled in for Mr. Lewis enabling him to join parent-student conferences. Sixth hour I followed usual office procedures and filled in for the secretary while she did the school errands. The track coach from Cisne called wanting to change a running date; I checked the schedule and confirmed a new date.

Friday, May 9, 1975

Sixth hour was filled with usual office duties. School was dismissed one hour early, but I couldn't attend the meeting because I was junior class sponsor. The junior prom is tomorrow night (Saturday, May 10) and I had to get the students started on the decorations; we started at 2:10 p.m. and left at 10:30 p.m.

Saturday, May 10 and Sunday, May 11, 1975

Saturday I supervised the completion of decorations; Saturday night I took the major responsibility in supervising prom activities. Sunday afternoon students met to clean up the gym and we worked from 3 to 5:30 p.m.

Monday, May 12, 1975

I followed usual office procedures, and, in addition, straightened out all unpaid junior class bills.
Tuesday, May 13 and Wednesday, May 14, 1975

Personal circumstances necessitated my being absent these two days. I attended the funeral of my sister-in-law who was killed in an automobile accident May 12.

Thursday, May 15, 1975

Today I figured up approximately how many after school hours would be required for completion of all driver education students.

Friday, May 16, 1975

Routine office duties filled most of sixth hour. Since there was quite a bit of hallway traffic, I checked to see if most students had proper passes.

Monday, May 19, 1975

Routine office duties.

Tuesday, May 20, 1975

While Mrs. Cox was fitting students into the master schedule, I watched what she was doing and asked questions. After school I attended a meeting that the Superintendent called to discuss the athletic budget, rules and regulations.

Wednesday, May 21, 1975

Since it's nearing the end of school, students are getting frisky. I noticed more noise than usual in the hall by the band room, stepped around the corner, and confiscated three water pistols from students having a water fight. In five minutes I went back and took two more (which made the second one from one of the students).

Thursday, May 22, 1975

The fire alarm was set off just as the bell rang. Via word, I found out which student it was and let the principal handle this one.

Friday, May 23, 1975

The seniors were practicing for graduation this afternoon; so I helped to keep the noise to a minimum.
Monday, May 26 and Tuesday, May 27, 1975

Routine office duties.

Wednesday, May 27, 1975

During the teacher workshop today I prepared final grades and helped the secretary record them until 5:15 p.m.

Thursday, May 28, 1975

Students had a half day of school; the last half of the day I cleaned up my desk and left for the summer.
APPENDIX B

CURRICULUM GUIDE
AGRICULTURE

INTRODUCTION TO AGRICULTURAL CAREERS 101 ½ credit Grade 9, 10

Prerequisite: none

This course is the basic and exploratory course offered to ninth and tenth grade students interested in an agricultural career. Accompanying the major units of animal science, plant and soil science, and agricultural mechanics is occupational information to help the student become occupationally oriented so that occupational and educational planning can be started. Shop will cover tool care and woodworking.

INTRODUCTION TO AGRICULTURAL CAREERS 102 ½ credit Grade 9, 10

Prerequisite: Introduction to Agricultural Careers 101

This second semester is a continuation of the areas mentioned in the first semester.

ADVANCED PLANT SCIENCE 201 ½ credit Grade 10

Prerequisite: Introduction to Agricultural Careers 101 and 102

This course covers the areas of plant genetics, growth functions, crop production, etc. It is designed for sophomores, juniors, and seniors interested in production and related careers.

AGRICULTURAL CHEMICALS 202 ½ credit Grade 10

Prerequisite: Introduction to Agricultural Careers 101 and 102

This course covers the production, use, application, and selection of such chemicals as fertilizers, herbicides, insecticides, etc. It will also deal with sales of these chemicals. The class will be open to sophomores, juniors, and seniors interested in production, chemical supplier, and other related careers.
SMALL ENGINES 201 ½ credit  Grade 10

Prerequisite: Those students following a planned sequence shall receive preference.

Small Engines will cover the parts, functions, and theory of both 2 and 4 cycle engines as well as the actual tune-up, overhaul, and general maintenance of small engines. The last part of the class will cover shop work on tune-ups and overhauling small engines. This class is open to sophomores, juniors, and seniors.

INTRODUCTORY WELDING AND ELECTRICITY 202 ½ credit  Grade 10

Prerequisite: Those students following a planned sequence shall receive preference.

This class will introduce students to the theory of welding and electrical power and will give them the foundation knowledge and skills necessary for the more advanced areas offered. The class is open to sophomores and juniors.

CONSERVATION, ECOLOGY, AND AGRICULTURE 301 ½ credit  Grade 11

Prerequisite: Junior standing

This course is designed with all of Agriculture in mind and the rural communities. All types of environmental degradation will be discussed and possible improvements considered as well as their economic influence. This course is designed for juniors and seniors interested in the environmental problems.

ADVANCED ANIMAL SCIENCE 301 ½ credit  Grade 11

Prerequisite: Introduction to Agricultural Careers 101 and 102

The first semester will cover the feeding, ration formulation, disease prevention, production techniques and systems, and marketing of animal products.

ADVANCED ANIMAL SCIENCE 302 ½ credit  Grade 11

Prerequisite: Advanced Animal Science 301

The second semester is primarily for the study of animal genetics and breeding systems. Also covered is evaluation of livestock for breeding and marketing for slaughter, both on the hoof and slaughtered.
ADVANCED WELDING 301

½ credit Grade 11

Prerequisite: Introductory Welding and Electricity 202

The first semester of this course will cover welding with both oxy-acet. and arc welders. During this time, skills will be developed to make each student able to correctly select electrodes and weld in any position.

ADVANCED WELDING 302

½ credit Grade 11

Prerequisite: Advanced Welding 301

The second semester will continue areas covered the first semester and other types of metal work will also be covered. In addition, shop projects will be constructed.

ADVANCED ELECTRICITY 301

½ credit Grade 11

Prerequisite: Introductory Welding and Electricity 202

The first semester of Advanced Electricity will be devoted to learning activities and experiences for training students in using, troubleshooting, selecting, maintaining, and installing electrical wiring materials and equipment including specialized controls.

ADVANCED ELECTRICITY 302

½ credit Grade 11

Prerequisite: Advanced Electricity 301

The second semester will be devoted to learning activities and experiences designed to provide instruction in the selection, use, care, and maintenance of electric motors. Included are the circuitry, troubleshooting, repair, and adjustment and controls of electric motors. Students will receive practical experience in the school.

AGRICULTURAL POWER AND MANAGEMENT 401

½ credit Grade 12

Prerequisite: Introduction to Agricultural Careers 101 and 102

This course will cover care, maintenance and adjustment of production and supply equipment. Part of this class will be actual diagnosis of problems and repair of these in the shop.
AGRICULTURAL SUPPLY AND SERVICES 402  ½ credit  Grade 12

Prerequisite: Introduction to Agricultural Careers 101 and 102

This course is designed to prepare students to take their place in the business world. The first part will cover the types of business and ownership agreements of all types. The remainder of the course will cover economic principles and their use in the business world.

CO-OPERATIVE EDUCATION 401 and 402  2 credits  Grade 12

Prerequisite: Senior standing; each student must have successfully completed one of the vocational sequences.

This course is designed for senior students in the vocational programs. Co-op provides the student with supervised part-time employment in the community with related in-school activities. It enables students to apply knowledge and skills in an actual work situation and provides a gradual transition from school to everyday work situations.
ART

ART 101 - Drawing and Design  
1/2 credit  Grades 9, 10, 11, 12

Prerequisite: none

This course is designed for the student who may or may not have a background in art. The course would be divided into two sections: drawing and design. Drawing would be broken down into lessons of perspective, line and form, texture and shading, and composition in still life, landscape, and figure drawing. Design would introduce the student to aspects of commercial art with emphasis on lettering and color and design in advertising layout.

ART 102 - Painting and Crafts  
1/2 credit  Grades 9, 10, 11, 12

Prerequisite: Art 101

This course will be broken into two sections: beginning painting and crafts. It will be necessary to have had Art 101 where the basic concepts of color are covered. The mixing of paints and the versatility of acrylic paints will be explored. In the crafts section, such crafts as macrame', weaving, and dyeing will be examined.
BUSINESS EDUCATION

CONSUMER EDUCATION 201

202

1/2 credit Grade 10

Prerequisite: none

A course dealing briefly with the analysis and understanding of basic economic principles. Major emphasis is placed upon helping the student understand his role in the marketplace and what his capabilities are in his own situation. Topics such as banking, shopping, budgeting, and insurance are included.

PERSONAL TYPING 201

1/2 credit Grades 10, 11, 12

Prerequisite: none

This course provides the student with basic knowledge and skill in typing for his individual use. Topics and skills of major importance are basic mastery of keyboard, tabulation, postal cards, personal and business letters, and manuscripts.

TYPING 201

1/2 credit Grades 10, 11, 12

Prerequisite: none

Emphasis is placed on mastering the keyboard, developing correct typing techniques, and developing a combination of speed and accuracy. Course content includes the fundamentals of vertical and horizontal centering, tabulation problems, short memorandums and personal notes. Emphasis is also placed on memorizing the rules and mathematical procedures necessary for figuring line spacing, centering, tab problems, etc.

TYPING 202

1/2 credit Grades 10, 11, 12

Prerequisite: Typing 201

In addition to refining techniques to constantly improve speed and accuracy, emphasis in course content deals with personal and business letters, composition, outlines, report manuscripts, number, capitalization and punctuation rules and applications, proofreading and rough draft materials, and periodic production measurement of all of the above.

The entire year of Typing I provides the student with a general knowledge of typing to serve his personal needs as well as providing a foundation for advanced typing.
ACCOUNTING 301  
\[\frac{2}{3} \text{ credit} \] Grades 11, 12

Prerequisite: none

The first semester of this one-year course deals with the accounting cycle in its simplest form. Debit and credit; journalizing transactions; posting; simple worksheet, income statement, balance sheet. A service business and a merchandising business are both introduced. The checking account and bank reconciliation is also included.

ACCOUNTING 302  
\[\frac{2}{3} \text{ credit} \] Grades 11, 12

Prerequisite: Accounting 301

A continuation of the first semester, part II involves the completion of a simulated business practice set for a merchandising business. Payroll systems, an introduction to data processing, and using special journals to record transactions will be included. Overall, the student should gain a knowledge of the basic aspects of an accounting system in addition to keeping records for his personal and business use.

ADVANCED TYING AND OFFICE MACHINES 301  
\[\frac{1}{2} \text{ credit} \] Grades 11, 12

Prerequisite: A minimum grade of "C" in Typing 202

After a series of assignments to review the major phases of Typing 202, students begin a more detailed plan of work which deals, in depth, with the following areas (which are a more complicated and advanced study of areas begun in Typing 201-202): Tabulation skill applications, manuscripts, special types of business letters, various business forms (such as memos, invoices, etc.) business tables, employment letters, forms, etc., and periodic production testing over the above areas.

ADVANCED TYING AND OFFICE MACHINES 302  
\[\frac{1}{2} \text{ credit} \] Grades 11, 12

Prerequisite: Advanced Typing and Office Machines 301

Students begin individual units on the available types of office machines such as various types of adding machines, calculators, duplication machines, and manual and electric typewriters. They also follow a schedule of continued typewriting assignments which includes additional business forms (ex. purchase orders, telegrams, etc.) more tabulated business reports, financial reports, manuscripts, communication forms, typing on special size stationery, a brief introduction into financial, government, legal, and technical typing, and periodic review of the same types of problems done the first semester. Employment procedure forms are reviewed close to the end of the course, and throughout semester II, periodic testing for speed and accuracy, as well as production testing, is done. During the entire course of Advanced Typing and Office Machines, a workable knowledge of the more common types of office machines is given to the student who plans to major in business or office work. This, of course, includes advanced study in specialized areas of typewriting.
BUSINESS LAW 301  ½ credit Grades 11, 12
Prerequisite: none
The business law course is to familiarize the student with the basic concepts of law as it applies to business transactions in everyday life, and their rights and duties under the law. Contracts, bailments, buyer and seller (rights and duties), and debtors and creditors are some of the topics to be covered in the course.

SHORTHAND 301  ½ credit Grades 11, 12
Prerequisite: Completion of Typing 201-202, "C" in English
The basic shorthand alphabet is introduced with emphasis on reading textbook outlines first, then on writing with the development of correct form and reading from one's own shorthand outlines with speed and accuracy. During the first semester, the principles of shorthand theory are presented with periodic written tests to determine accuracy. The mailable transcript is introduced.

SHORTHAND 302  ½ credit Grades 11, 12
Prerequisite: Shorthand 301
During the second semester, reading one's own shorthand outlines is emphasized. The main emphasis is placed on developing the ability to take unfamiliar dictation and to transcribe it with a high degree of speed and accuracy. Testing is done through various methods including some review theory tests, measuring the ability to turn out neat and accurate mailable letters, and periodic speed--dictation--transcription tests which must be passed with a minimum of 60 w.p.m. for three minutes with accuracy in transcription at 95% to pass the shorthand course.

SECRETARIAL PRACTICE 401  1 credit Grade 12
Prerequisite: "C" in Advanced Typing and Office Machines
"C" averages in English and Shorthand I
In addition to shorthand and typing improvement, the basic office tasks and necessary skills are introduced. Class discussion centers around the above, along with the study of various types of abilities, personal qualities, etc., necessary to succeed in business. Various business letters (styles, punctuation, etc.) are covered, and the more common types of letters are written. Business reports and manuscripts, financial reports and statements, and legal documents are introduced. Written tests, as well as practical application problems in class, are given over the above areas covered in the textbook.
SECRETARIAL PRACTICE 402  

1 credit  Grade 12

Prerequisite: Secretarial Practice 401

During the second semester, in addition to the regular shorthand improvement program, emphasis is placed on a study of the mails, telephone procedures, duties as a receptionist, filing and records control, travel and shipping, data processing, financial duties and forms, and, at the conclusion of the course, occupational information covering employment forms, interviews, and the correlation of job to individual.

The entire Secretarial Practice course prepares a student to either further his business education or to successfully adapt himself to a business position after high school graduation. Throughout the entire year, a higher degree of skill is developed in shorthand and typewriting. The mailable letter is emphasized and periodic dictation—transcription—speed tests are given with a high degree of speed and accuracy required in transcription. Shorthand and typewriting skills are combined in the many areas covered during both semesters. Additional use of office machines is also included in various types of activities.
DRIVER EDUCATION

DRIVER EDUCATION 201 and 202  \( \frac{1}{2} \) credit Grade 10, 11

Prerequisite: none

Driver Education is a semester course. The numbers 201 and 202 designate which semester the student is enrolled.

The classroom phase and behind-the-wheel phase are required of all students for graduation. Students are usually scheduled the semester prior to reaching their sixteenth birthday. The classroom work includes a minimum of thirty hours, plus a minimum of six hours of driving time and twelve hours of observation in the automobile.

The driver permit costs the student $8. The driver's license will be issued without additional cost if the test is taken and passed within one year from the date the driving permit was issued.

Students must have a social security number to be issued a driver permit.
ENGLISH

ENGLISH 101  1/2 credit Grade 9

Prerequisite: none

A review and study of grammar and basic composition skills including sentence structure, paragraph structure, and short themes, reports, and letters. An introduction to the study of literature includes short stories and a novel. Spelling and vocabulary work will be an integral part of the grammar study. A unit on the use of the library will be studied.

ENGLISH 102  1/2 credit Grade 9

Prerequisite: English 101

This is a continuation of the study of literature, grammar, vocabulary, and composition begun in the first semester. Emphasis will be placed on the study of poetry, the short story, and the novel in literature; in composition, longer writing assignments, such as short stories and book reviews, will be stressed; reviews in grammar will be used to sharpen the students' composition skills when deemed necessary. Again, vocabulary and spelling work will be an integral part of the entire semester study of grammar.

ENGLISH 201  1/2 credit Grade 10

Prerequisite: English 101 and 102

The emphasis in this course is placed on two different areas of English: grammar and literature. The first half of the semester will be devoted to various aspects of grammar and its usage. The last half will cover literature concentrating on the short story and poetry. The student will also be required to make two book reports and keep a vocabulary notebook.

ENGLISH 202  1/2 credit Grade 10

Prerequisite: English 201

This course will follow the basic layout of English 201. Again it will be divided into grammar and literature sections. The first half of grammar will concentrate on different forms of writing, including the paragraph
and the theme, and the mechanics of writing. The second part will direct
attention to speaking and listening. The literature section of this course
will include readings of a play by Shakespeare and a contemporary play and
at least one novel. The student will also be required to make two book
reports and keep a vocabulary notebook.

**ENGLISH 301**

½ credit Grade 11

Prerequisite: English 201 and 202

Language arts and American literature are covered in alternating units.
In both areas, particular stress is placed on vocabulary study and compo­
sition skills. The class, as a whole, reads one American novel, and the
individual student (choosing from several suggested classifications)
reads and reviews two additional books.

**ENGLISH 302**

½ credit Grade 11

Prerequisite: English 301

Continuation of first semester work. Individual student reads and reviews
two more books.

**ENGLISH 401**

½ credit Grade 12

Prerequisite: English 301 and 302

Placing particular emphasis on his own individual style, the student in
this class strives to communicate correctly, clearly, effectively, appro­
priately. He reviews a complete course in grammar and studies English
literature. He reads, with the rest of the class, one English novel and
reads and reports individually on two other books.

**ENGLISH 402**

½ credit Grade 12

Prerequisite: English 401

Continuation of first semester work. Individual student reads and reports
on two more books.

**ENGLISH COLLEGE PREP 401**

½ credit Grade 12

Prerequisite: English 301 and 302

Work here is very similar to work in English 401, the chief difference
being more in-depth concentration on composition writing.
ENGLISH
COLLEGE PREP 402

1/2 credit  Grade 12

Prerequisite: College Prep 401

Once again, work here is very similar to work in English 402, the chief difference being the writing of a research paper.
Physical Education is required all four years unless excused for medical reasons. Each student must have two credits in physical education at the time of graduation. Therefore, the courses would be numbered, by semester, as follows: Physical Education 101, 102; 201, 202; 301, 302; 401, 402. Each year receives \( \frac{1}{2} \) credit.

Health Education is required as a part of 9th grade physical education. The class meets every other day for a full year as a part of the freshman physical education course.

Health is a study of the functions of the human body with emphasis on personal hygiene. Also included is environmental health through the relationship of the individual and the community.
HOME ECONOMICS

HOME ECONOMICS ORIENTATION 101 ½ credit Grade 9

Prerequisite: none

This course is designed to introduce the student to various areas of home economics and related occupations. Units which shall be included are clothing selection and construction techniques, basic child care, health occupations, selection and preparation of foods, personal care and relationships with others, management, basic interior design, and career opportunities in all of these areas. This course will cover basic techniques and later sequential courses will provide expanded information and skills.

HOME ECONOMICS ORIENTATION 102 ½ credit Grade 9

Prerequisite: Home Economics Orientation 101

The second semester is basically a continuation of Home Economics Orientation 101.

CLOTHING PRODUCTION AND SERVICES 201 ½ credit Grade 10

Prerequisite: Home Economics Orientation 101 and 102

Emphasis is placed on acquiring skills which are acceptable in the production area of the course and the increased speed which is necessary at the production level of clothing. A solid working knowledge of fabric, finishes, design, etc., will be required of the student as would be necessary to work in a fabric shop, clothing factory, etc. Maintenance of clothing will include laundry techniques, mending, patching, darning, alteration, etc.

FOOD PRODUCTION, MANAGEMENT, AND SERVICES 202 ½ credit Grade 10

Prerequisite: Home Economics Orientation 101 and 102

This course will offer the student advanced techniques of food preparation and selection as necessary for entry into a food service occupation. Nutrition, menu planning, buying of food, table setting and service will be emphasized.
HEALTH OCCUPATIONS ORIENTATION 201 ½ credit Grades 10, 11, 12

Prerequisite: Home Economics Orientation 101 and 102

This course is designed to orient students to the occupational opportunities in the health field. It is designed to better prepare the students to enter the on-the-job training program at the junior and senior level in the health area. Other students will be admitted only by consent of instructor. The course combines classroom work and field trips to various health care institutions for actual observation of health related occupations. (This course is a joint agreement class with another area school.)

CHILD DEVELOPMENT AND GUIDANCE 301 ½ credit Grades 11, 12 (also available to 10 if enrolled in Health Occupations program)

Prerequisite: Home Economics 101 and 102

The growth and development of the child will be explored and students will have an opportunity to observe children and actually care for them at various levels. Personality and personal relationships with children will be studied to help students in their guiding and disciplining of children. An acquaintance with job opportunities available in the child care service areas is also included.

INTERIOR DESIGN 302 ½ credit Grades 11, 12

Prerequisite: Home Economics 101 and 102

This course emphasizes interior design of houses and furnishings in the home in the areas of consumer skills. It is designed to prepare students for entering the interior decoration fields and for acquiring jobs in appliance stores, etc. Students will prepare and analyze floor plans, select wall and floor coverings, etc. Jobs available in the housing field will be discussed. Much of the course is developed for the individual student needs and interests.

COOPERATIVE EDUCATION 401 ½ credit Grade 12

Prerequisite: Home Economics 101 and 102 and sequence of courses leading up to work experience preferred.

Cooperative education is taught by the agriculture teacher, but students from all vocational areas are included in the co-op program. Jobs are available in the area for students interested in any of the
programs listed in the Home Economics program. Related classes are taught as described in a sequential program. Students who are interested in an area are placed, if possible, in the area of their choice.

**COOPERATIVE EDUCATION 402**

\[ \frac{1}{2} \text{ credit Grade 12} \]

Prerequisite: Completion of Cooperative Education 401

Cooperative Education 402 is a continuation of the work program begun in Coop 401.

**FAMILY LIVING AND CONSUMER HOMEMAKING 401**

\[ \frac{1}{2} \text{ credit Grade 12} \]

(Special Contract)

Prerequisite: Junior or Senior standing

Students enroll in this course for the entire year, but one semester is devoted to family living and the other semester is consumer homemaking. During this first semester, students will study personality, getting along with others and family, dating, marriage, marriage adjustments, marriage failure and adjustment.

**FAMILY LIVING AND CONSUMER HOMEMAKING 402**

\[ \frac{1}{2} \text{ credit Grade 12} \]

Prerequisite: Family Living 401

During this second semester, students concentrate on consumer homemaking and study money management and buying of goods and services for the family. As a result of this course, the student will be able to buy goods and services in the best way to utilize his income to the best advantage for him or his family. He will be able to live within his income.

**OCCUPATIONAL SEWING PRODUCTION AND MANAGEMENT 401**

\[ \frac{1}{2} \text{ credit Grade 12} \]

(In-school training experience)

Prerequisite: Home Economics Orientation 101 and 102 and Clothing Production and Services 201 and 202

This course will be conducted in the home economics department. The community will be alerted to the fact that the class will be seeking work in the area of clothing repair, alterations and construction. Instruction in the areas of making draperies, slip covers, and re-upholstering will also be included for those students interested in interior design type of work experience. The students will then carry
out the work under the guidance of the home economics instructor. Records and forms will be designed and kept by the class members to acquaint them with the many forms and records which one has when he obtains a job or operates a business.

**OCCUPATIONAL SEWING PRODUCTION AND MANAGEMENT 402 ½ credit Grade 12**

Prerequisite: Home Economics Orientation, Clothing Production and Services and Occupational Sewing Production and Management 401

This second semester is a continuation of projects begun and additional products related to Occupational Sewing Production and Management 401.
INDUSTRIAL ARTS

INDUSTRIAL EXPLORATION 101

Prerequisite: none

The first semester of this Industrial Arts course offers introductory exploration into the fields of drafting and woodworking technology.

INDUSTRIAL EXPLORATION 102

Prerequisite: Industrial Exploration 101

The second semester of this full-year course offers introductory exploration into the fields of electrical and metalworking technology.

DRAFTING TECHNOLOGY 201

Prerequisite: Industrial Exploration

Drafting Technology is designed to acquaint each student with the various aspects of drafting which includes sketching, dimensioning, multiview projection, sectioning, pictorial drawing, woodworking drawing and sheet metal development.

WOODWORKING TECHNOLOGY 202

Prerequisite: Industrial Exploration

In Woodworking Technology, each student is instructed in the safe use and care of the major woodworking machines and power tools. Each student is required to complete a major woodworking project which must meet specific requirements designated by the instructor.

METALWORKING TECHNOLOGY 301

Prerequisite: Industrial Exploration

Metalworking Technology includes welding, sheet metal work, foundry and machine metalworking with emphasis on machine metalworking. Each student is required to complete a variety of projects in the above areas.
ELECTRICAL TECHNOLOGY 302  
\(\frac{1}{2}\) credit  Grade 11, 12  
Prerequisite: Industrial Exploration  
Electrical Technology is a basic electrical course requiring little previous electrical knowledge. It is designed to acquaint each student with all aspects of basic electricity and introduces them into electronics.

ADVANCED WOODWORKING 401  
\(\frac{1}{2}\) credit  Grade 12  
Prerequisite: Senior standing and completion of Drafting and Woodworking  
This advanced course in woodworking is designed to enhance the student's skill in all areas of woodworking with emphasis on machine maintenance and set up, as well as projected design and construction.

ADVANCED WOODWORKING 402  
\(\frac{1}{2}\) credit  Grade 12  
Prerequisite: Advanced Woodworking 401  
This second half of Advanced Woodworking is a continuation of the first semester's work.

BUILDING TRADES 400  
2 credits  Grade 12  
Prerequisite: Senior standing and completion of junior level industrial courses in the woods and construction areas of instruction  
This course provides training in the following areas of the building trades: carpentry, masonry, painting concrete work, roofing and dry wall, plumbing, landscaping, house wiring, and house construction. This program emphasizes practical learning experiences with the class participating in the construction of a house.
MATHEMATICS

PRACTICAL MATHEMATICS 101  ½ credit  Grade 9

Prerequisite: Approval of guidance counselor

The first semester of Practical Math includes a review of the basic skills—addition, subtraction, multiplication, and division. Practical application of these skills dealing with everyday problems is included.

PRACTICAL MATHEMATICS 102  ½ credit  Grade 9

Prerequisite: Practical Mathematics 101

The second semester continues presentations made in the first semester and covers a brief introduction to algebra and geometry. The practical mathematics course meets the math requirements.

ALGEBRA 101  ½ credit  Grade 9

Prerequisite: none

The structure of the real number system is emphasized, and functions are introduced early in the course. Sets, open sentences, problem solving, and directed numbers are covered in this first semester.

ALGEBRA 102  ½ credit  Grade 9

Prerequisite: Algebra 101

This course is a continuation of the first semester and includes areas of factoring, graphs, and quadratic equations as main topics.

GEOMETRY 201  ½ credit  Grade 10

Prerequisite: Algebra 101 and 102

Modern study of the basic structure of geometry with emphasis on deductive reasoning, angle relationships, perpendicular and parallel lines, triangles, and similar polygons are covered in the first semester.
GEOMETRY 202  \( \frac{1}{2} \) credit Grade 10

Prerequisite: Geometry 201

Circles, constructions and loci, coordinate geometry, areas of polygons, circles, and solids are main topics covered this second semester.

ALGEBRA II AND TRIGONOMETRY 301  \( \frac{1}{2} \) credit Grade 11

Prerequisite: Algebra I and Geometry

The beginning of the course provides a review of basic terminology, notation, concepts, skills, and applications of elementary algebra. Then more extensive work is provided in set theory, solution of equations, factoring, rational and complex numbers, and quadratic relations including conic sections.

ALGEBRA II AND TRIGONOMETRY 302  \( \frac{1}{2} \) credit Grade 11

Prerequisite: Algebra II and Trigonometry 301

Areas covered in the first semester are followed by logarithms, trigonometric functions and identities, circular functions, series, sequences and progressions, matrices and determinants, permutations, combinations and probability.

SENIOR MATH 401  \( \frac{1}{2} \) credit Grade 12

Prerequisite: Algebra I, Geometry, Algebra II

The beginning of the course presents important mathematical concepts to be used during the rest of the year—sets, elementary logic, properties of the real number system, mathematical induction and vectors. A comprehensive treatment of analytic geometry and trigonometry in two and three dimensions uses a vector approach. Circular functions and their inverses are a major topic.

SENIOR MATH 402  \( \frac{1}{2} \) credit Grade 12

Prerequisite: Senior Math 401

Fundamental ideas of the calculus (limit, continuity and derivative) are used to illuminate discussions of the graphing of various functions and relations. The course concludes with matrices and probability.
MUSIC

BAND 101 through 402  
1/4 credit per year

Prerequisites: Participation in Junior Varsity Band or arranged lessons in Freshman and Sophomore years.
Necessary proficiency on instrument and satisfactory scoring of Junior Varsity proficiency test.

Band is offered yearly with each year carrying 1/4 credit. The numbers 101 through 402 designate which year and semester the student is enrolled.

The course includes preparation for marching band, basketball band, concert and contest bands as well as Baccalaureate throughout the year. Band meets five days per week unless arranged otherwise.

CHORUS 101 through 402  
1/4 credit per year

Prerequisite: none

Chorus is offered yearly for a full year with each carrying 1/4 credit. The numbers 101 through 402, like Band, designate the year and semester the student is enrolled.

Chorus is open to all students from all four grade levels. A student must earn one full credit for it to count toward graduation. The purpose is to develop the students' vocal musicianship through performance. Students participate in State Solo and Ensemble Contest in March and Illinois Music Educators Association Festival at Charleston in November. The students are required to perform in two concerts per year plus provide the music for Baccalaureate.

GENERAL MUSIC 301  
1/2 credit Grade 11, 12

Prerequisite: Junior or senior standing or permission of instructor if freshman or sophomore

General Music is a related arts course which scans all the arts with special emphasis on music. The course deals with the arts of other
times and cultures as well as that of 20th Century America. The influence of culture upon art is a concept which is stressed. Each student is required to make an oral presentation of at least ten minutes in length which pertains to some aspect of the arts.

GENERAL MUSIC 302  \( \frac{1}{2} \) credit Grade 11, 12

Prerequisite: General Music 301

The second semester of General Music is a continuation of 301.
GENERAL SCIENCE 101  
\[\frac{1}{2} \text{ credit Grade 9}\]

Prerequisite: none

The basic purposes of this class are to acquaint the student with the fundamentals of astronomy, the physical nature of the Earth, chemistry, the nature of living things, and ecology. The course is designed to help the student understand science and his or her place in relationship to the modern view of Science.

GENERAL SCIENCE 102  
\[\frac{1}{2} \text{ credit Grade 9}\]

Prerequisite: General Science 101

This class is designed to continue the development of a basic study of science and includes such topics as weather and climate, energy, heat, light, magnetism, electricity, and communication.

PHYSICAL SCIENCE 101  
\[\frac{1}{2} \text{ credit Grade 9, 10}\]

Prerequisite: Physical science is designed especially for students who have previously demonstrated scholastic aptitude and might enroll in an advanced science course.

The first semester of Physical Science deals with a study of the elementary principles of chemistry.

PHYSICAL SCIENCE 102  
\[\frac{1}{2} \text{ credit Grade 9, 10}\]

Prerequisite: Physical Science 101

The second semester involves a study of the elementary principles of physics and earth science.

BIOLOGY 201  
\[\frac{1}{2} \text{ credit Grade 9, 10}\]

Prerequisite: General Science, Physical Science, or recommendation of 8th grade science teacher.
The purpose of this course is to acquaint the beginning biologist with the science of living things. Areas covered are the cell and its components, the chemistry of life, microbiology, genetics, and an introduction to plants.

**BIOLOGY 202**

\[ \frac{3}{4} \text{ credit} \quad \text{Grade 9, 10} \]

**Prerequisite:** Biology 201

This class studies the higher plants, invertebrates, vertebrates, and ecological relationships. During this course the student performs a dissection of a clam, a grasshopper, a frog, and a fetal pig. Emphasis is placed on knowledge of the structures and classifications of both plants and animals.

**BIOLOGY 301-302**

\[ 1 \text{ credit} \quad \text{Grade 10, 11, 12} \]

**Prerequisite:** Biology I and permission of instructor

This class is designed to aid the advanced student in Biology in preparing for a college curriculum of Science. The course is individualized so that each student can develop at his or her own rate and is independent to allow the student to seek out areas of interest or necessity. The course is designed for students entering Nursing, Medical-Technology, Science teaching, Medicine, Pharmacy, Dentistry, or other science-related fields.

**CHEMISTRY 301**

\[ \frac{3}{4} \text{ credit} \quad \text{Grade 11, 12} \]

**Prerequisite:** Algebra I; Simultaneous enrollment in Algebra II recommended

This first semester of chemistry is a comprehensive course in general chemistry which covers principles of inorganic chemistry.

**CHEMISTRY 302**

\[ \frac{3}{4} \text{ credit} \quad \text{Grade 11, 12} \]

**Prerequisite:** Chemistry 301

This second semester covers principles of organic and descriptive chemistry.

Chemistry is designed to allow excelling students to enroll in advanced general chemistry at the college level.
SOCIAL STUDIES

WORLD HISTORY 201  ½ credit  Grade 10, 11, 12

Prerequisite: none

The first semester of World History will be the story of man's progress from pre-historic times to the Renaissance.

WORLD HISTORY 202  ½ credit  Grade 10, 11, 12

Prerequisite: World History 201

The second semester of World History will be the study of man's progress from the Renaissance to present times.

AMERICAN HISTORY 301  ½ credit  Grade 11

Prerequisite: Junior standing

The first semester of American History is a survey of the history of the United States through the administration of U.S. Grant. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, territorial expansion, sectionalism, the issues resulting in the Civil War, and the reconstruction of the South. Required reading in addition to the textbook: April Morning, Frederick Douglas, and Across Five Aprils. One in-depth research project is also required.

AMERICAN HISTORY 302  ½ credit  Grade 11

Prerequisite: American History 301

The second semester of American History includes a survey of the history of the United States from 1865 through the present time. Emphasis upon the economic and political development of the United States, the causes and results of World War I, the prosperity and depression of the times, the involvement of the United States in World War II, post-war events, and modern day history. Required reading in addition to the textbook: Giants in the Earth and The Jungle. Two book critiques are also required.
AMERICAN PROBLEMS 401 and 402  ½ credit  Grade 12

Prerequisite: Senior standing

American Problems is a one-semester course that is offered both semesters of the senior year. 401 or 402 indicates which semester the student is enrolled in the course.

The American Problems course is basically what the title indicates... problems of America. Since these problems change from time to time, and sometimes from day to day, a great deal of emphasis is placed on current events. Some subject areas that are generally covered are: crime and delinquency, the spread of communism, race relations, pollution, the draft, and the population explosion. A small portion of time is devoted to a brief introduction to the study of psychology. Books usually read are Alas, Babylon and Black Like Me.

POLITICAL SCIENCE 401 and 402  ½ credit  Grade 12

Prerequisite: Senior standing

Like American Problems, Political Science is a required one-semester course for seniors. Again, 401 and 402 indicate the semester that the student is enrolled in the course.

The course is required of all seniors who must make a passing mark on the Federal Constitution, State Constitution, Declaration of Independence and the Flag before receiving a certificate of graduation. Political Science is a study of governmental principles, procedures, structure, functions and problems with discussion of citizens' rights, duties, and responsibilities. Required reading is Animal Farm. One research project about some facet of government is required.
SPANISH

SPANISH 101  
1/2 credit  Grade 9, 10, 11, 12  
Prerequisite: Basic knowledge of English grammar desired  
Beginning Spanish is language study with major concentration on pronunciation, comprehension and grammar structure. Also included is an introduction into understanding the Spanish peoples and their cultures.

SPANISH 102  
1/2 credit  Grade 9, 10, 11, 12  
Prerequisite: Spanish 101  
Spanish 102 is a continuation of Spanish 101 covering Chapters 10-18 in the textbook.

SPANISH 201  
1/2 credit  Grade 10, 11, 12  
Prerequisite: Spanish 101, 102 with at least a "C" average in those courses  
This course is a continuation of Spanish 101 and 102 with gradually increasing emphasis on speaking the language fluently, better comprehension, and more reading and writing of the language. This course, as well as Spanish 202, will be conducted as much as possible in the foreign language. The work will cover chapters 1-7 in text.

SPANISH 202  
1/2 credit  Grade 10, 11, 12  
Prerequisite: Spanish 201  
The second semester of Spanish 202 covers chapters 8-14 in the textbook.
SAMPLE PROGRAM FOR COLLEGE BOUND STUDENT

Student Goal: Teacher education

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Recommended Electives</th>
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<tbody>
<tr>
<td>English I</td>
<td>Spanish I</td>
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<tr>
<td>Algebra I</td>
<td>Geometry</td>
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<tr>
<td>Science</td>
<td>Typing I</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>Choice of two or three of:</td>
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<td></td>
<td>Advanced Typing</td>
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<td></td>
<td>Biology</td>
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<td></td>
<td>Algebra II</td>
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<td></td>
<td>Chemistry</td>
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<tr>
<td>American History</td>
<td>World History</td>
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<tr>
<td>English III</td>
<td>Available vocational electives</td>
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<tr>
<td>Physical Education</td>
<td></td>
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<tr>
<td>Driver Education/Consumer Education</td>
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<td>English College Prep</td>
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<td>Choice of two or three of:</td>
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<td>Trigonometry</td>
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<td>Physics</td>
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<td></td>
<td>Biology II</td>
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<td></td>
<td>Any available vocational elective</td>
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<tr>
<td>American Problems/Political Science</td>
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<tr>
<td>Physical Education</td>
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</table>
SAMPLE PROGRAM FOR NON-COLLEGE BOUND STUDENT

Student Goal: Secretarial work

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Recommended Electives</th>
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</thead>
<tbody>
<tr>
<td>English I</td>
<td>Home Economics (or)</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Spanish I (or)</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Art</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>Typing I</td>
</tr>
<tr>
<td></td>
<td>Geometry (or preferred elective)</td>
</tr>
<tr>
<td>English II</td>
<td>Advanced Typing</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Shorthand I</td>
</tr>
<tr>
<td>Sophomore level</td>
<td>Accounting I (if taking one extra course)</td>
</tr>
<tr>
<td>Driver Education/Consumer Education</td>
<td>Secretarial Practice (includes Advanced Shorthand)</td>
</tr>
<tr>
<td></td>
<td>Accounting I or II (depending on level taken previous year)</td>
</tr>
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<td></td>
<td>Cooperative Education in the Business field if available</td>
</tr>
<tr>
<td></td>
<td>and will fit into the student's course schedule</td>
</tr>
</tbody>
</table>

- English I
- Algebra I
- Physical Science
- Physical Education and Health

- English II
- Physical Education
- Driver Education/Consumer Education

- English III
- American History
- Physical Education

- American Problems/
- Political Science
- Physical Education

- Junior level
- Senior level