

# Galena High School Course Description Guide 2023~2024



# Table of Contents

Overview & Programs of Study	4
Registration Procedures	5
Schedule Changes	6
Graduation Requirements & Information	7-9
Grade Level States/Grade Point Scale	10-11
Recommended Course Sequences	12-13
Advanced Placement Coursework	14
Alternative Credit	15
Online/Dual Enrolled/Dual Credit Information	16-23
Options after Graduation	24-25
Testing Participation	26-27
NCAA Participation	28
Career Clusters	29-30
Mathematics Sequence Flow Chart	31
English Sequence Flow Chart	32
Course Listing	33-37
Agriculture	39-43
Art & Media	44-46
Engineering	47
English	48-52
Family & Consumer Science	53-55
Foreign Language/Seal of Biliteracy	56-58
Industrial Education	59-60
Mathematics	61-63
Music	64-65

Health, Wellness Fitness & Driver's Education	66-67
Science	68-70
Social Studies	71-75
Career & Technical Education Academy CTE	76-90

## Successful Careers Happen When You Plan For Them!

You have some choices in selecting courses to take in high school. Not everyone needs exactly the same courses to achieve their career goals. A Program of Study lays out the courses you must or should take in high school so you are ready to pursue college or your career. By knowing what courses you need in high school that will prepare you to successfully complete the college credential you want, you can avoid wasting tuition money.

The best choices are made by students who carefully study this information and explore their career goals and post high school plans with their parents/guardians. Students should design a flexible four-year program of study by the time they conclude eighth grade, making changes in high school as new ideas and information emerge. The Course Description Guide is intended to support this process by providing parents/guardians and students with a brief description of course offerings, procedures and policies.

It is the responsibility of the student, with the approval of his/her parents/guardians, to select courses that meet the graduation requirements and that are relevant to their future goals. The counselor will meet with the student each year in high school to provide guidance and finalize the student's program. Students are encouraged to choose courses carefully and commit to their choices. Since choosing the right courses often requires making difficult decisions, it is suggested that you follow the steps listed below. Hopefully this information will prove helpful to you in the decision-making process. Please read and study all procedures and policies and the entire Course Description Guide and talk with your high school counselor as needed.

Choosing a career is a big decision—planning for your future is not something you do once. It's a continuous process. Devoting proper time to planning your schedule will start your journey to a successful and enjoyable year. Ultimately the selection of one's life work is about the identification of one's self, values, interests, gifts and passions. It's a process that evolves over time. We are here to help you begin to figure it out!

## Program of Studies, Career Pathways & Career Clusters

There are many choices for you to consider and it all depends on what you want to do in the future. When selecting your high school program, it is extremely important to do some careful planning as to the direction you want to follow. While many subjects and classes are required, you have the opportunity to choose from many other electives. By taking time to give serious thought to your future, you should be able to make some intelligent decisions about your courses, and not over- or under-schedule yourself in the process.

Programs of study are sequences of courses that incorporate a progression of secondary and postsecondary elements, this includes both academic and career and technical education content. Career Pathways are multi-year programs of academic and technical study that prepare high school students for a full range of post-secondary options. Career Clusters are groups of occupations and industries that have a set of foundational knowledge and skills in common. There are 16 nationally recognized clusters and within them there are multiple career pathways.

Developing a “Four Year Program of Study” provides you with a sequence of study. It is an opportunity to develop, monitor, and manage your educational plan through a structured, systematic individual planning system. This process begins in middle school and is monitored every year by your school counselor. By selecting a career pathway, you can create a distinct educational plan of study that can follow from secondary to postsecondary education and finally to the workplace.

## Registration Procedures

This curriculum guide has been prepared to assist you in two ways: registration for the 2023-2024 school year and future program of study planning. Program of studies are designed to assist in creating a sequence of academic and career technical coursework that leads to postsecondary degrees, or industry recognized certificate or credentials. Within programs of study, career pathways exist that relate to student vocational and educational objectives, interests and abilities.

Attention should be given to prerequisites (completion of prior courses) and the grade level required for each course. Students should give considerable thought to the courses selected in order that the proper number of sections can be provided to accommodate as many student requests as possible.

***Remember that course selection may be limited and your schedule may not always reflect your primary choices.***

Students are urged to seek assistance from parents/guardians, present teachers, and the school counselor in determining those courses that will best prepare them for their future educational and/or occupational goals. Parents/guardians are also invited and encouraged to call the counselor for an appointment, or to ask questions.

After you have completed your online course requests, complete your paper form and return it to the school counselor's office. A copy of the students course requests will be emailed to the parents. Parents should then review the requests and communicate any questions or concerns to the counselor. The order in which you select your classes on the Course Selection Form will not necessarily be the order they appear on your schedule. With few exceptions, you will not receive credit for a course you have previously passed.

## Schedule Changes/Adding & Dropping Classes

All students are encouraged to complete all classes in which they are enrolled. Students will register for the upcoming year courses at the end of the first semester. ***Any schedule changes must be completed before the end of the current school year. Students are not able to change schedules throughout the summer so choose your classes wisely!***

Schedules may be adjusted for the following reasons: a) administrative need or logistical error, b) failure of prerequisite class, c) completion of summer school, correspondence or online credit for credit recovery. Once a semester begins, a teacher may realize that a student is misplaced due to ability level. In this situation, schedule changes may be made whenever possible upon the teacher's request, along with parent/guardian and administrative approval. At all times, the goals of the student and the advice of the counselor will be kept in mind. If there is not a consensus, the counselor will seek administrative advice.

A student who has signed up for a full-year course may not drop the second semester unless he or she is receiving a failing or near-failing grade and the teacher considers it of little value for the student to continue, he or she has a schedule conflict and another subject can be taken only during the same period, or extenuating circumstances necessitate administrative approval. ***Withdrawal from classes after the first week will give the student an "F" for the semester.***

# Course Requirements for Graduation

Course credit is earned in units. Any course in the GHS curriculum which is scheduled for one full year is a unit course. Those scheduled for one semester are half-unit courses.

## Graduation Requirements

1. Four Years—Language Arts which includes two years of writing-intensive English
2. Three Years—Mathematics to include one year of Algebra and one year of Geometry content
3. Three Years—Science may include Ag Sciences. One course must be in biological science and once course must be in physical science.
4. Two and a Half Years—Social Studies of which at least one and a half years must be History of the United States, one half year of American Government and Civic Responsibility, and one half year of Essentials of Geography.
5. One Year—Chosen from Music, Art, Foreign Language, and/or Career and Technical Education
6. One Semester—Health
7. Four Years—Physical Education, with the following exceptions:
  - a. The semester the student is taking Health; Physical Education is not required.
  - b. Physical Education is not required if the student is in 11th or 12th grade and has received a waiver due to participation in an interscholastic athletic activity. If a student is using a PE waiver, they must take an academic course to fill that block.
  - c. Physical Education is not required if the student is in 11th or 12th grade and has received a waiver to allow enrollment in a course required for admission to college.
  - d. Physical Education is not required if the student is in 11th or 12th grade and has received a waiver to allow enrollment in a course required for graduation, provided that the failure to take such a class will result in the student being unable to graduate.
8. One Semester—Driver Education
9. One Semester of a course that fulfills the Illinois Consumer Education Content Requirement.
10. Completion of the FAFSA or a state waiver completed if not continuing education.
11. Each student must take the SAT or its approved alternate assessment.
12. A minimum of 30 credits.



## Early Graduation

It is advisable for a student to complete a normal four-year high school sequence. Certain students may be able to complete graduation requirements in less than four years and profit from an early graduation. Approval by the Superintendent or designee may be granted to graduate early if the student can show good cause for such a request. The following procedures have been established to request early graduation. To qualify a student must finish seven semesters of high school and meet all graduation requirements.

- All requests will be considered on an individual basis, based on what is best for the student and the school district.
- Requests will be made by letter to the principal no later than the second Monday in September of the student's senior year. Requests received after this date will be denied.
- A student's total record will be taken into consideration. This includes grades, attendance (missing not more than ten days in the 7th semester, except in cases of serious illness), and major disciplinary problems.

## Graduation Exercises

No student will be allowed to participate in the graduation ceremony if he or she does not have the proper credits, has not passed the required courses, completed the FAFSA or has not participated in the SAT examination.

To provide an appropriate cultural experience, non-diploma-seeking foreign exchange seniors at Galena High School will be permitted to participate in graduation exercises. They will be introduced and receive a certificate of attendance after the graduates have been introduced and received their diplomas.

Galena High School awards the honors of valedictorian and salutatorian to those graduating seniors who have demonstrated outstanding academic performance. The student with the highest weighted cumulative grade-point average after eight semesters will be named valedictorian. The student with the second-highest weighted cumulative grade-point average will be named salutatorian. In the event of identical cumulative grade point averages for either position, each will be honored. To be eligible for selection to either honor, the student must have been in attendance at Galena High School for a minimum of three consecutive semesters immediately prior to graduation.

A student with a disability who has an individualized education program prescribing special education, transition planning, transition services, or related services beyond the student's four years of high school qualifies for a certificate of completion after the student has completed four years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class.

## Transfer Students

Students transferring into Galena High School from a high school using a schedule format that offers fewer than eight credits per school year may be excused up to the following number of elective credits for those semesters that they were enrolled in that high school. All transfer students must be enrolled in eight classes per semester while enrolled at GHS.

Non 8-Block Semesters	Excused Electives	Graduation Credits Required
1	.5	29.5
2	1.0	29.0
3	1.5	28.5
4	2.5	27.5
5	3.5	26.5
6	4.0	26.0
7	5.0	25.0

## Normal Academic Load

The normal academic load for high school students consists of eight subjects. This will enable the student to meet the graduation requirement of 30 units. Requests for taking fewer classes than the normal academic load will be granted only in special circumstances as approved by the principal. Such requests must be made at the time of registration.

## Grade-Level Status

A student's grade-level classification is determined by the following course credit standards. To be considered grade level, a student will need to meet the minimum credit requirement.

Senior—22 credits

Sophomore—6 to 14 credits

Junior—14.5 to 22 credits

Freshman—less than 6 credits

## Grade Quality Points

The following scale is used to determine grade-point averages which are used in compiling honor roll and class rank. All Advanced Placement courses are considered honors courses and are evaluated on a weighted scale. Also, dual credit courses will receive a weighted scale. The grade-point average for these classes is weighted one degree higher, as follows:

Grade Scale	No Weight	Weighted
93-100	A 4.00	A 5.00
90-92	A- 3.67	A- 4.67
86-89	B+ 3.33	B+ 4.33
83-85	B 3.00	B 4.00
80-82	B- 2.67	B- 3.67
76-79	C+ 2.33	C+ 3.33
73-75	C 2.00	C 3.00
70-72	C- 1.67	C- 2.67
66-69	D+ 1.33	D+ 1.33
63-65	D 1.00	D 1.00
60-62	D- .67	D-.67
59.49 and below	F 0	F 0

# Recommended Program Sequences for College Preparatory Students

The Illinois Board of Higher Education has adopted the following minimum requirements for admission to a public university's bachelor's program. Individual public and private colleges and universities may have additional subject requirements, as well as requirements involving test scores, cumulative grade point averages and/or class rank. Each institution must be contacted separately for information. Students who are considering college must carefully plan their high school schedule. College requirements may be obtained in the School Counselor's office or online from each college. At least 15 units of high school coursework from the following five categories is suggested.

- 4 years of English (emphasizing written and oral communications and literature)
- 3-4 years of Social Studies (emphasizing history and government)
- 3-4 years of Mathematics (introductory through advanced algebra, geometry, trigonometry and/or calculus)
- 3-4 years of Science (laboratory sciences) ***Some schools/programs require physics for admission so be sure to check.***
- 2-4 years of electives in foreign language, art, music, or vocational education that connect to your career pathway

# Recommended Program Sequences for Career & Technical Preparation

The Career and Technical Education (CTE) Program is a course of study designed to meet the need for high school graduates to have more technically oriented educational backgrounds. This needed academic and technical foundation will be provided through integration of academic and technical skills, hands-on learning, work-based experiences, building of team working skills, and development of workplace skills. Directions and educational plans should be flexible to allow for such changes. Students must meet with the school counselor and meet admission requirements prior to admission to the CTE program. The following courses are the minimum course requirements recommended for students following a Career and Technical Education (CTE) program of study:

- Four years of English
- Math—(Math Foundations through Integrated Math I,II,III, Technical Math)
- Science—3 years of Science
- CTE concentration—2+ semesters
- Social Studies—as required for graduation
- PE and Health—as required for graduation
- Additional electives as possible to strengthen preparation. Career and Technical (CTE)

education programs are for the college-bound students as well as those students who want career technical training. By combining rigorous academics with career and technical education, students have a clear path to their future.

## Advanced Placement Courses

Advanced Placement (AP) courses are offered at Galena High School and also through our Virtual School partnerships. Advanced Placement courses are weighted courses. Students must take the Advanced Placement exam for each AP class they are enrolled in. AP exams are administered at school during the month of May. Students need to consult with colleges and universities for information on exam scores needed for earning college credit. Students must have approval prior to registering for the AP course.

A full time Galena High School student who successfully completes (grade of B or higher) Advanced Placement coursework and who receives an AP exam grade of 3 or higher on their AP exam (opportunity to earn college credit and advanced placement in college) is eligible for test fee reimbursement through the District Office. Both the classroom grade and AP exam grade need to be achieved in order for the school to reimburse the fees. Advanced Placement (AP) coursework taken outside of GHS via online delivery systems that serve to expand curricular offerings will be factored in the same “weighted” manner into computing GPA and Class Rank at GHS and are eligible for the same tuition/testing reimbursement. ***All online textbooks and fees are the responsibility of the student/family.*** Galena High School will provide textbooks for courses taught by our instructors.

A full time Galena High School student who successfully completes (grade of B or higher) Advanced Placement coursework and who receives an AP exam grade of 3 or higher (opportunity to earn college credit and advanced placement in college) is eligible for test fee reimbursement and up to \$250 per course.

AP courses offered at GHS: AP English Language, AP English Literature, AP Calculus A/B and AP Government.

## Programs for Alternative Course Credit

A student enrolled in a correspondence course may receive high school credit provided the course is given by an institution accredited by the North Central Association of College and Secondary Schools, the student assumes responsibility for all fees, and the course is approved in advance by the high school principal. ***The student and parent must pay all costs and fees incurred. These courses are not reimbursable.***

## Credit Recovery Courses

A student enrolled in a high school correspondence course for credit recovery may receive high school credit for course work necessary for graduation. Credit will be given for makeup coursework but grades earned will not be calculated into GPA or class rank. Students may take coursework via the online delivery system at Galena High School called Edgenuity. There is a \$75 per course fee charged for coursework.



## Illinois Virtual Schools & Academy (IVSA) & Wisconsin Virtual School (WVS) or Other Approved Online Delivery Courses

IVSA & WVS are an online educational service approved, which is managed through the Illinois and Wisconsin State Board of Education. Registration is completed online by the student at the WVS website and by the counselor for the IVSA site. To facilitate registration, prospective students must meet with the high school counselor to determine eligibility, review program handbook rules and regulations. All courses must be approved in advance by the high school counselor and principal. ***All tuition, books and fees incurred are the responsibility of the student/parent/guardian.***

To be eligible a student must be junior status, have a minimum GPA of 2.0 and follow all other eligibility criteria. Coursework will be allowed if prerequisites are completed and if the course is not offered in the GHS high school curriculum; or if there is a scheduling conflict. IVSA & WVS course grades will be included in student cumulative career GPA and used in determining class rank or class honors. These courses, unless they are an AP course, will not be considered a weighted course. Other online delivery courses would be online courses taught through Highland Community College or an accredited online delivery platform approved by the school counselor and principal. All Highland Community College courses, once approved, will be considered weighted courses. IVSA & WVS are supplemental online programs that operate in partnership with public, private, and home schools to offer educational opportunities to high school students to reach their learning potential. Galena High School students may enroll in coursework not offered in our traditional curriculum through these virtual schools for a fee.

IVSA & WVS do not grant credit for courses taken, but through a partnership with Galena High School, allow students to earn credit, either regular or Advanced Placement, for successfully completing IVSA & WVS courses following their home school guidelines.

## Course Extensions

Wisconsin Virtual School will grant an extension upon request from the school district or Local Education Guide (LEG) when students are unable to complete the course within the allowed time limits. WVS will consider the online teacher's recommendation and the amount of work remaining to be done in the final decision for granting an extension. Requests for an extension should be made in writing by emailing Wisconsin Virtual School (wvshelpdesk@gmail.com) two weeks before the student's original end date. This provides enough time to make a decision in the best interest of the student and the school district. Requests made after the end date will not be granted.

- An extension for all advanced placement, high school, middle school, or credit recovery courses for 30 days beyond the end date will be provided at NO COST IF WVS, the online teacher, and the LEG feel it's in the best interest of the student with extenuating circumstances (medical issues, family emergencies, etc.). The fee for extension requests not meeting the extenuating circumstances criteria will be \$150 for an additional 30 days.
- The school district must continue to provide the student with an active LEG or contact person to support the student's successful completion of the course in the extended period.
- School districts may decide locally if the student would be responsible for any fees owed the school district.
- A second 30 day extension can be provided for a \$150 fee.
- No extensions will be provided beyond two 30-day extension periods. If more time is needed, the student would have the option of re-enrolling in the course for the current registration fee.
- Extension fees will not be prorated for less than 30 days of course access.
- Students who need their final grade for graduation or another timed event should submit all work at least two weeks prior to the date the grade is needed. This will allow the WVS teacher sufficient time to grade work. There will be no guarantee that work submitted less than two weeks prior to the required date will be graded in that time period.

**IF THE REQUIREMENTS ABOVE ARE NOT MET, THE STUDENT IS NOT ELIGIBLE FOR EXTENSION.**

**Extensions are not available for credit recovery courses.**

## Illinois Virtual School Academy

Course Offerings

\$300 per semester

### **English Language Arts**

Journalism - Semester

Reading & Writing

### **Math**

AP Calc BC SM 1 & 2

College math Prep SM 1 & 2

AP Statistics SM1 & 2

AP Statistics SM2

### **Science**

Astronomy SM 1 & 2

AP Biology SM 1 & 2

AP Chemistry SM 1 & 2

AP Environmental Science SM 1 & 2

Marine Science SM

AP Physics 1 SM 1 & 2

### **Social Studies**

AP Macroeconomics SM

AP Microeconomics SM

Mythology SM

AP Psychology SM 1 & 2

AP US History SM 1 & 2

### **World Language**

French 1 SM1 & 2

French 2 SM 1 & 2

German 1 SM 1 & 2

German 2 SM 1 & 2

AP Spanish Language & Culture SM 1 & 2

### **Fine Arts**

Art History: Modern SM

Art History: Origins SM

Music Appreciation SM

Theater & Film SM 1 & 2

### **Business**

Business Information Management SM 1 & 2

Digital Literacy SM

Entrepreneurship SM 1 & 2

Marketing SM 1 & 2

### **Information Techno2**

Programming 1 SM 1 & 2

Programming 2 SM 1 & 2

Programming 2 SM 2

## 2021-22 Wisconsin Virtual School Course List

Click on Course for Syllabus

\$325 per semester

### **High School Courses**

#### **Language Arts**

Journalism S1 & 2

#### **Science**

Earth Space Science S1 & 2

Marine Science S1 & 2

#### **Social Studies**

Economics with Financial Literacy

#### **World Language**

Chinese I Competency S1 & 2

Chinese II Competency S1 & 2

French I Competency S1 & 2

French II Competency S1 & 2

French II Fluency (comparable to French III) S1

French II Fluency (comparable to French III) S2

French III Competency

(comparable to French IV) S1

French III Competency (comparable to French IV) S2

German I Competency S1 & 2

German II Competency S1 & 2

Japanese I S1 & 2

Japanese II S1 & 2

#### **Electives**

Advertising & Sales

African American History

Animation 1a: Introduction

Animation 1b: Animating your Creativity

Anthropology I: Uncovering Human Mysteries

Anthropology II: More Human Mysteries Uncovered

Art in World Cultures

Astronomy 1a: Introduction

Astronomy 1b: Exploring the Universe

Augmented & Virtual Reality

Biotechnology 1a: Introduction

Biotechnology 1b: Unlocking Nature's Secrets

Career Exploration in Dentistry

Careers in Criminal Justice 1a: Introduction

Careers in Criminal Justice 1b: Finding your Speciality

Child Development

Computer Science Principles

Concepts of Engineering & Technology

Construction: Fundamentals and Careers

Criminology

Culinary Arts 1a: Introduction

Culinary Arts 1b: Finding Your Palate

Culinary Arts 2: Baking, Pastry, and More

Digital Information Technology S1

Digital Information Technology S2

Discovering Your Creative Potential

Entrepreneurship 1a: Introduction

Entrepreneurship 1b: Make your Idea a Reality

Fashion Design

Foundations of Game Design 1a: Intro

Foundations of Game Design 1b: Storytelling, Mechanics and Production

Foundations of Programming S1 & 2

Forensic Science S1 & 2

(Intro to) Forestry & Natural Resources

Fundamentals of Bitcoin Cryptocurrency

Gothic Literature: Monster Stories

History of the Holocaust

Hospitality & Tourism

Interior Design

Intermediate Programming S1 & 2

International Business

Manufacturing: Product Design & Innovation

Media & Communications

Music Appreciation: The Enjoyment of Listening

Mythology & Folklore - Legendary Tales  
National Security  
Personal Finance  
Robotics: Applications and Careers  
Social Media: Our Connected World  
Sports and Entertainment Marketing  
Sports Officiating  
The History of Gaming and Esports  
The Lord of the Rings  
Theater, Cinema, & Film  
Production 1a: Introduction  
Theater, Cinema, & Film Production 1b: Lights,  
Camera, Action!  
Veterinary Science: The Care of Animals  
Wearable Technology Innovations  
Web Design S1 & 2  
World Religions: Exploring Diversity

**Advanced Placement Courses**

AP Art History S1 & 2  
AP Biology S1 & 2  
AP Calculus AB S1 & 2

AP Calculus BC S1 & S2  
AP Chemistry S1 & 2  
AP Computer Science A S1 & 2  
AP English Language S1 & 2  
AP English Literature S1 & 2  
AP Environmental Science S1 & 2  
AP French Language S1 & 2  
AP Human Geography S1 & 2  
AP Macroeconomics  
AP Microeconomics  
AP Physics I S1 & 2  
AP Physics II S1 & 2  
AP Psychology S1 & 2  
AP Spanish Language S1 & 2  
AP Statistics S1 & 2  
AP US History S1 & 2  
AP World History A  
AP World History B

[Click here for the WVS Materials List](#)

# Highland Community College/Dual Enrolled/Dual Credit Courses

Dual credit courses provide opportunities for partnerships between secondary and post-secondary education institutions by offering college level courses that serve to expand curricular offerings. A full time Galena High School student who successfully completes community or other college courses may receive high school credit provided:

1. the student is in good academic standing and 16 years of age prior to the end of the course.
2. the student has attained at least junior status or, is a ninth or tenth grade student who is identified as gifted and talented according to the school district's criteria and procedures and secures all documentation.
3. the course is not offered in the high school curriculum and course prerequisite in nature (i.e. - Psychology) is taken successfully prior to enrolling in a post-secondary course (i.e. - college Psychology); or the course is offered within the GHS curriculum and the student meets the benchmarks necessary for placement.

***Grades will be transcribed by the issuing school of record. You will need to contact them for a transcript.***

***Dual credit courses taught at Galena High School by GHS faculty will adhere to the Galena High School grade scale for GPA, class rank and honor purposes. Dual credit courses will be weighted courses.*** These courses follow specific criteria qualifying them as college level courses and have identical content and expectations of college level courses. (Exception: Juniors and seniors who earn dual credit for courses taught concurrently at GHS and the CTE.) The highest letter grade attainable is an A (4.0).

Students are required to pay for tuition, books and fees. GUSD will reimburse a student up to \$250 per course with a final grade of B or above subject to submission of grade transcript report. **Online coursework that is not considered dual or AP is not subject to reimbursement.** Additional conditions and terms are as follows:

1. Students must meet with the School Counselor if interested in taking a dual credit course.
2. Students must also apply through the post-secondary school admissions process.
3. Students must qualify either through SAT scores or ACCUPLACER placement tests if applicable.
4. Students must complete a full schedule of GHS classes when registering for courses. Once students have completed their admissions application and placement process they will meet with the school counselor to drop an appropriate GHS class.
5. Students are not able to withdraw from a dual credit course after the beginning of the first day of each GHS semester.
6. All courses must be approved in advance by the high school counselor and principal. All costs and fees incurred are the responsibility of the student.

Dual credit courses offered at GHS: Honors Pre-Calculus, Honors Calculus A/B, Honors US History, Digital Photography, Honors Biology and Honors Ecology.

#### 1) Dual Credit Quality Act

<https://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18>

(110 ILCS 27/17)

Sec. 17. Out-of-state dual credit contracts. On or after the effective date of this amendatory Act of the 100th General Assembly, a school district may not enter into a new contract with an out-of-state institution to provide a dual credit course without first offering the community college district in the district in which the school district is located the opportunity to provide the course. Prior to entering into a contract with an out-of-state institution, the school district shall notify the Board of Higher Education of its intent to enter into an agreement with an out-of-state institution. The Board of Higher Education shall have 30 days to provide the school district with a list of in-state institutions that can provide the school district an equivalent dual credit opportunity. In deciding which dual credit courses to offer, a school district reserves the right to evaluate any dual credit course offered by any institution for quality, rigor, and alignment with the school district's students' needs.

2) Info on Dual Credit though Board of Higher Education: <https://www.ibhe.org/dualcredit.html>

## Highland Community College Online Courses ~ Dual Credit Offered

Students interested in taking online courses with Highland Community College for dual credit should refer to the online schedule available at [highland.edu/schedule](http://highland.edu/schedule). Students must be of junior or senior grade level.

Courses must be approved by the school counselor.



# Options After Graduation

## Four-Year College/University

Galena High School is committed to preparing all of its students to be successful at a four-year college or university. According to a College Board report, a college education leads to higher personal earnings for the graduates themselves, a higher rate of employer health and pension benefits, and lower unemployment and poverty rates, as well as greater lifetime earnings. After completing a 4-year degree a student can earn a Bachelor of Science (B.S.) or a Bachelor of Arts (B.A.) degree. Some universities also offer combined undergraduate/graduate programs.

## Technical Schools/Community Colleges

Technical colleges and community colleges award Certificates/Associate degrees at the completion of 18 months to two years of full-time study. These schools frequently offer technical programs/certificates of study that prepare students for immediate entry into the job market such as: Automotive/Diesel Mechanics, Auto Body Repair, Heating and Cooling (HVAC), Electronics, Welding, Computer Numerical Control (CNC), Wind Turbine Technology, Certified Nursing Assistant (CNA), Radiologic Technology, Medical Technology, Cosmetology, etc. These programs may not require as much time or credit hours as an Associate degree. In addition, community colleges offer general education programs that are the equivalent of the first two years of a bachelor's degree program. These are called "transfer" programs, where a student earns either an Associates of Science degree (A.S.) or an Associates of Arts Degree (A.A.). Upon completion of a transfer program, students may transfer into a four-year university as a junior.

## Apprenticeships

Apprenticeship training is an avenue that young people can use to prepare for a career. Apprenticeship is based upon a written agreement between the apprentice and the employer, by which the worker learns a skilled craft or trade while working. Many jobs involving a specific skill or craft require union membership. Unions have taken the initiative to train young people, via apprenticeship programs, to become skilled craftsmen. Each particular union controls membership and limits the number of people who enter their respective programs.

## **Military**

A variety of job options are available to both men and women. Between the ages of seventeen (17) and thirty-four (34), an individual may enlist (after passing a physical examination) for periods of time ranging from two (2) to six (6) years. The military provides training for over 300 jobs. The degree to which military training will transfer to civilian work will vary considerably, with total applicability in some areas and relatively little carry-over in other fields. It is difficult for a counselor to know all the opportunities, duties, and requirements for the many jobs in the military service. For detailed information, students are encouraged to preview written materials available from all branches of service and/or meet with a recruiter. The ASVAB test provides students with information regarding their abilities and is used to determine military job placement. Check out [www.military.com](http://www.military.com) for more details.

# Testing

The following tests are directly involved in providing solid post-secondary planning at Galena High School. Galena High School's CEEB code is: 141990 and is required for most test registrations. Test results from National test dates for the SAT or the ACT are mailed/emailed home to students, by the testing company. Both the SAT and the ACT are entrance exams used by most colleges and universities to make admissions decisions. The exam results provide colleges with one common criterion that can be used to compare all applicants.

## **PSAT 9 (Freshman)**

The PSAT 9 (College Board) is given to every Freshman in April without accommodations. The PSAT 9 is the first exam in the College Board's "SAT Suite of Assessments" and is offered to ninth graders. The purpose of the PSAT 9 is to establish a starting point in terms of college and career readiness as students transition to high school.

## **PSAT 10 (Sophomore)**

The PSAT 10 (College Board) is given to every Sophomore in April. If a student has accommodations through a 504 or an IEP, those accommodations will be given with College Board approval. The PSAT 10 tests students on the knowledge and skills they need for college. Students take the test in April 10th grade

## **PSAT/NMSQT (Juniors)**

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is offered to students across the United States each October. This test is offered to juniors with a cumulative gpa of 3.5 or higher as suggested by the College Board. The test is recommended for college-bound juniors (although it is not a required admission test). It is also the initial way to enter the National Merit Scholarship Qualifying Competition.

## **SAT (Juniors)**

The SAT (College Board) will be administered as the state assessment in Illinois high schools beginning in the 2016-17 school year. All public school students enrolled in grade 11 will take the SAT with essay unless they take an alternate assessment. The SAT subject tests are in Math, Evidence-Based Reading and Writing. The SAT exam is offered nationally every year in October, November, December, January, March, May and June. Students who qualify for free and reduced lunch may be eligible for a fee waiver and should see the school counselor. All juniors will take the state SAT in April.

## NCAA & NAIA Participation

Student athletes with aspirations of playing competitive sports in college need to be aware and informed about the process of finding a college that is a good match for the athlete. Helping student athletes to be realistic about their dreams is the most important point for both the athlete and their parent/guardian.

For students considering participation in collegiate sports, it is imperative that they meet the academic requirements of the NCAA and NAIA. The NCAA Initial Eligibility Clearinghouse evaluates the transcript of every potential athlete who has registered with the Clearinghouse. Registering with the NCAA Clearinghouse is a first step in becoming eligible for collegiate athletics. It is recommended that you register at the end of junior year. There is a \$90 registration fee. If you plan to enroll in any Division I or Division II college or university your initial eligibility will be evaluated under the 16 core-course rule as described at the NCAA website: [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or at the NAIA website [www.naia.org](http://www.naia.org). The NCAA Guide for The College Bound Student Athlete is also on the GHS website under athletics. Please consult with your school counselor regarding specific questions about athletic eligibility and registration. It is the responsibility of the student athlete to secure the information needed on NCAA and NAIA eligibility forms and to make sure that all your profile data is accurate and complete. Please check with the Clearinghouse to make sure that you enroll in NCAA accepted courses throughout your high school career.

It is extremely important that student athletes keep their grades up and complete the college prep requirements for a university (any four-year college), if the athlete hopes to play at that level. NCAA continues to raise the academic requirements, which means that Division I, II and III colleges will not usually take athletes who do not qualify. Specifically, NCAA prohibits students from playing at NCAA colleges if the student has not met the requirements. Students also need to take the SAT or ACT, which is recommended in the spring of the junior year and again, in the fall of the senior year. Leading up to the SAT, it is suggested that students take the PSAT, the practice for the SAT, at least once in the fall of the junior year.

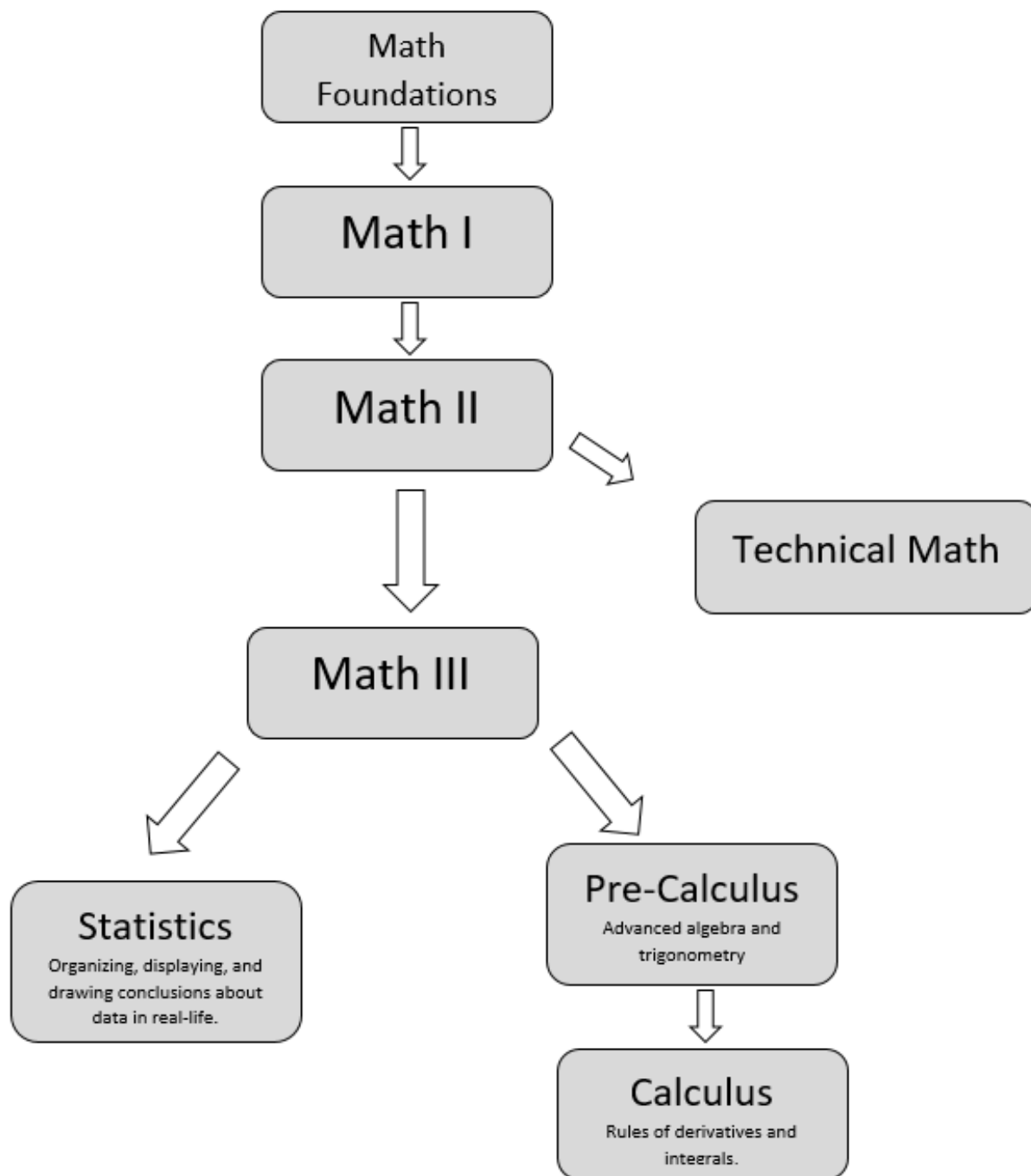
During junior year and particularly in senior year, student athletes should take a proactive approach to their interest in playing at the college level. Selecting a number of potential universities that match the interests of the athlete and contacting their coaching staff by email or mail, or online, is a good first step. Outline for the coach your position and playing style. Fill out athletic questionnaires the college might have as well or look them up under the athletics on the colleges website. They are oftentimes called prospective student athlete forms.

# 16 Career Clusters

<b>Agriculture, Food &amp; Natural Resources</b>	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
<b>Architecture &amp; Construction</b>	Careers in designing, planning, managing, building and maintaining the built environment.
<b>Arts, A/V Technology &amp; Communications</b>	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
<b>Business Management &amp; Administration</b>	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
<b>Education &amp; Training</b>	Planning, managing and providing education and training services, and related learning support services.
<b>Finance</b>	Planning, services for financial and investment planning, banking, insurance, and business financial management.
<b>Government &amp; Public Administration</b>	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
<b>Health Science</b>	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
<b>Hospitality &amp; Technology</b>	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
<b>Human Services</b>	Preparing individuals for employment in career pathways that relate to families and human needs.
<b>Information Technology</b>	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
<b>Law, Public Safety, Corrections &amp; Security</b>	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

<b>Manufacturing</b>	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
<b>Marketing</b>	Planning, managing, and performing marketing activities to reach organizational objectives.
<b>Science, Technology, Engineering &amp; Mathematics</b>	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
<b>Transportation, Distribution &amp; Logistics</b>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

# Mathematics Flow Chart





# English Flow Chart

## 9th Grade

English 9

Reading Strategies

## 10th Grade

English 10

Film Critique

Modern Novel

Speech

Sport Literature

Creative Writing

Intro to Theatre

Theatre Workshop

## 11th Grade

English 11

Film Critique

Modern Novel

Speech

Sport Literature

Creative Writing

Intro to Theatre

Theatre Workshop

Alternative Media

Publications 1&2

## 12th Grade

College English

AP English

Film Critique

Modern Novel

Speech

Sport Literature

Creative Writing

Intro to Theatre

Theatre Workshop

Publications 1&2

Alternative Media

# Course List

**Note: \*Items are required for graduation. #DC means Dual College Credit may be available.**

Area	Course	Credit	Grade
<b>Agriculture</b>	Plants, Animals, Pizza & More	1	9,10,11,12
	Ag Science	1	9,10,11,12
	Explorations in Ag Biology	1	10,11,12
	Physical Science Applications in Ag	1	11, 12
	Food Science	1	11,12
	Horticulture & Greenhouse Mgt	1	11,12
	Animal Science	1	11,12
	Natural Resource & Wildlife Mgt	1	11,12
	Ag Bus Mngt & Market (Cons Ed)	1	11,12
<b>Art</b>	Introduction to Art	1	9,10,11,12
	Drawing & Painting	.5	10,11,12
	3D Art (Ceramic & Sculpture)	.5	10,11,12
	Digital Art I	1	10,11,12
	Digital Art II	1	10, 11,12
	#DC Digital Photo & Image Editing	1	11,12
	Independent Digital Art	.5 or 1	11,12
	Independent Studio Art	.5 or 1	11, 12
	Independent Digital Photography	.5 or 1	11,12
<b>Engineering</b>	Intro to Engineer Design IED	1	9,10,11,12
	Principles of Engineer POE	1	10,11,12

<b>English</b>	Reading Strategies (Elective)	1	9,10
	*English 1: Lit & Comp	1	9
	*English 2: World Lit & Comp	1	10
	*English 3: American Lit & Comp	1	11
	Publications 1 & 2	1	10,11,12
	Film Critique	.5	10,11,12
	Modern Novel	.5	10,11,12
	Speech	.5	10,11,12
	Sports Literature	1	10,11,12
	Creative Writing	.5	10,11,12
	Alternative Media	.5	11,12
	AP Lit & Comp	1	12
	Intro to Theatre	.5	10,11,12
	Theatre Workshop	.5	10,11,12
	College Prep Writing	1	12
<b>Family &amp; Cons Science</b>	L.I.F.E.	1	9,10,11,12
	Parents & Family	.5	10,11,12
	Foods & Nutrition 1 & 2	1	10,11,12
	Foods of the World	.5	10,11,12
	Sewing, Textiles & Design I	.5	10,11,12
	Sewing, Textiles & Design II	.5	11,12
<b>Foreign Language</b>	Spanish 1	1	9,10,11,12
	Spanish 2	1	10,11,12
	Spanish 3	1	11,12
	Spanish 4	1	12
	Heritage Spanish	1	9,10,11,12

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<b>Industrial Education</b>	Wood Technology 1	1	9, 10,11,12
	Wood Technology 2	1	10, 11,12
	Home Maintenance	1	11,12
	Welding Tech 1 & 2	1	11,12
	#DC Welding Tech 3	1	12
<hr/>			
<b>Mathematics</b>	*Math Foundations	1	9,10,11,12
	*Integrated Math I	1	9,10,11,12
	*Integrated Math II	1	9,10,11,12
	*Integrated Math III	1	9,10,11,12
	#DC Pre-Calculus	1	10,11,12
	#DC Advanced Calculus AB	1	11,12
	Statistics	1	11,12
	Technical Math for Industry	1	12
<hr/>			
<b>Music</b>	Band	1	9,10,11,12
	Concert Choir	1	9,10,11,12
	Jazz Ensemble	.5	9,10,11,12
	Vocal Jazz Ensemble	.5	9,10,11,12
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<b>Physical Education</b>	*Health & Wellness I/Drivers Ed	1	9
	*Lifetime Fitness	1	10,11,12
	Advanced Strength Training	1	10,11,12

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<b>Science</b>	Physical Science	1	9,10,11,12
	Biology I	1	9,10,11,12
	Biology II	1	10,11,12
	Chemistry	1	10,11,12
	Intro to Forensic Science	1	10,11,12
	Honors Biology	1	11,12
	Honors Ecology	1	11,12
	Anatomy & Physiology	1	11,12
	Physics	1	11,12
<b>Social Studies</b>	World History	1	9,10,11,12
	*Essentials of Geography	.5	10,11,12
	*U.S. History I	.5	10,11,12
	*U.S. History II	.5	11,12
	*U.S. History III and/or	.5	11,12
	#DC Honors U.S. History II	.5	11,12
	#DC Honors U.S. History III	.5	11,12
	Contemporary Issues	.5	11,12
	Sports History	.5	11,12
	Psychology (2019-2020)	.5	11,12
	Sociology (2020-2021)	.5	10,11,12
	*American Govt & Civic Resp	.5	12
	AP American Government	.5	12

## Career & Technical Education Center Courses

All CTE courses meet a double period allowing students to earn 1.5 credits yearly for a single day class or 3 credits yearly for a class that meets every afternoon for a double period. Eligible in Grades 11-12.

#DC Automotive Technology I & II

Education and Early Childhood Development I & II

#DC Computer Networking/Securities/Repair I & II

#DC Construction Trades I & II

#DC Graphic Arts/Commercial Arts Communications I & II

#DC Health Occupations I & II

#DC Law Enforcement and Security I & II

COOP - Cooperative Work Experience

# Programs of Study Catalog

On the pages that follow are descriptions of every course offered at or through Galena High School. The description will include:

- Course title
- Length
- Student's grade level
- How much credit will be awarded
- What courses must be previously taken
- Cost of any fees that might be assessed
- Summary of the course content

# Agriculture

## **Plants, Animals, Pizza & More** (Introduction to Agriculture)

One year

Level: (9-12)

Credit: 1 Credit

**Course Fee: \$30 for local, state and national FFA dues (paid in class).**

Agriculture is not just about farming! Agriculture involves all steps to get food, fiber, fuel and natural resources from producers to all of us as consumers. Students will be exposed to the vast opportunities of careers related to agriculture. This course will introduce students to a broad range of areas in the agriculture industry. Topics will include plants, animals, food science, communications and FFA. This course will provide an interesting experience for a student with a rural or town background. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is a requirement for this class.

## **Agricultural Science**

One year

Level: (10-12)

Credit: 1 Credit

**Course Fee: \$30 for local, state and national FFA dues (paid in class).**

Prerequisite: Physical Science, Introduction to Agriculture or Instructor's Approval

Would you like to learn more about plants, soil, and animals? In this class students will engage in hands-on laboratories and activities to explore the vast world of agriculture through science. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is a requirement for this class.

## **Explorations in Ag Biology (B.S.A.A.)**

One year

Level: (10-11)

Credit: 1 Credit

**Course Fee: \$30 for local, state and national FFA dues (paid in class).**

Prerequisite: Introduction to Agriculture or Instructor's Approval

Do you want to learn more about animals, plants, soil and food? In this class, students will dive deeper into the exploration of how animals, plants, soil and food play a role in agriculture production and careers. This course looks at the biological aspects of growth, development and uses. This course is designed to reinforce students' understanding of science. Participation in FFA Activities and Supervised Agricultural Experience (SAE) projects is a requirement for this class.



## Explorations in Ag Engineering (P.S.A.A.)

One Semester

Level: (11-12)

Credit: 0.5 Credit

**Course Fee: \$30 for local, state and national FFA dues (paid in class).**

Prerequisite: B.S.A.A.

This course is designed to reinforce and extend students' understanding of physical science and the areas of scientific investigations, environmental/natural resource systems, agricultural production systems, agricultural structural systems, energy and power systems, agricultural mechanics and machine systems, and food processing systems. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## Food Science

One Semester

Level: (11-12)

Credit: 0.5 Credit

**Course Fee: \$30 for local, state and national FFA dues (paid in class).**

Prerequisite: Biological Science Applications in Agriculture or Instructor's Approval

Who doesn't love food?! Want to learn how food ends up at the store? In this class, students will complete hands-on activities that simulate the actual concepts and situations found in the food science industry, allowing students to build knowledge and skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development and food marketing. This course is designed to reinforce students' understanding of science.

Participation in FFA Activities and Supervised Agricultural Experience (SAE) Projects are a requirement for this class.

## **Animal Science**

One year

Level: (11-12)

Credit: 1 Credit

**Course Fee: \$30 for local, state and national FFA dues (paid in class).**

Prerequisite: Intro to Agriculture, Biological Science Applications in Agriculture or Instructor's Approval

Want to learn more about animals? Students will have experiences in various animal science concepts with exciting hands-on activities. Students' experiences will involve the study of anatomy, physiology, behavior, nutrition, reproduction, health, selections and marketing. Students will acquire skills in meeting nutritional needs while developing balanced rations. Students will consider the perceptions and preferences of individuals within the local, regional and world markets.

Participation in FFA activities and Supervised Agricultural Experience (SAE) projects is a required component of this course.

## **Horticulture & Greenhouse Management**

One year

Level: (11-12)

Credit: 1 Credit

**Course Fee: \$30 for local, state and national FFA dues.**

Prerequisite: Intro to Agriculture, Biological Science Applications in Agriculture or Instructor's Approval

This course is designed to introduce students to the horticulture industry and provide them with basic plant science knowledge that can be further developed in advanced horticulture courses. Major units of instruction include horticulture research, horticultural careers, plant anatomy, seed germination, plant propagation, growing media, pest management, hydroponics, identifying horticultural plants, and growing greenhouse crops. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## **Ag Business & Marketing**

One year

Level: (11-12)

Credit: 1 Credit(This course fulfills IL Consumer Education Graduation Requirement)

**Course Fee: \$30 for local, state and national FFA dues.**

Prerequisite: Introduction to Agriculture, Food, and Natural Resources or Instructor's Approval  
This course will provide students with the basic knowledge and skills necessary to manage personal finances and develop into a successful entrepreneur and/or business person. Students will learn about the different types of business structures, managing finances, marketing, record keeping, taxes, laws and developing employability skills. Employability skills include resume production and interview skills. Participation in FFA and Supervised Agricultural Experience (SAE) projects is an integral course component.

## **Natural Resource & Wildlife Management**

One year

Level: (11-12)

Credit: 1 Credit

**Course Fee: \$30 for local, state and national FFA dues.**

Prerequisite: Introduction to Agriculture, Food, and Natural Resources or Instructor's Approval  
This course develops management and conservation skills in understanding the connection between agriculture and natural resources. Student knowledge and skills are developed in understanding natural resources and its importance; fish, wildlife, prairies, and forestry management and conservation; and exploring outdoor recreational enterprises. The course provides students with the opportunity to understand and appreciate the importance of maintaining the land and ecological systems that enable non-domesticated animals to thrive. Wildlife Management courses emphasize how humans and animals may both take advantage of the same land or how to gain economic benefits from the land while not degrading its natural resources or depleting plant or animal populations. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## **Consumer Education**

One Semester

Level: (10-12)

Credit: .5 Credit (This course fulfills Illinois Consumer Education Graduation Requirement; it may be taught by either the Ag or FAC teacher)

Prerequisite: 11th grade status

This course focuses on the identification and management of personal and family resources to meet the needs, values, and wants of individuals and families throughout the life cycle. The course utilizes a variety of project -based experiences to gain knowledge and expertise in understanding and applying management skills, with consideration to diverse social, economic, technological, environmental, and cultural characteristics of individuals and families. Topics include: consumer rights and responsibilities in the marketplace; financial responsibility and decision making; planning and money management; credit and debt; risk management and insurance; saving and investment; homeownership; state and federal taxes; electronic banking; and current issues in the economy.

# Art & Media

## **Introduction to Art**

One year

Level: (9-12)

Credit: 1 Credit

Are you creative and interested in making things? Your high school art journey starts here! This introductory class is designed to expose students to a wide array of media and techniques. Students will learn about the elements and principles of design, further develop critical thinking and problem solving skills, as well as widen their own creative abilities. Using the Visual Culture method projects will incorporate student ideas and contemporary culture, while also exploring art history and technique. This course is the foundational course needed for future art classes at GHS.

## **Drawing & Painting**

One semester

Level: (10-12)

Credit: .5 Credit

Prerequisite: Introduction to Art

Love to draw? Want to explore more painting techniques and materials? This course will explore drawing materials such as pencil, charcoal, pen, ink, and pastels at a more advanced level. As well as explore painting media such as watercolor, acrylics, and mixed media with more rigor. Using the Visual Culture method, projects will incorporate student ideas and contemporary culture, while also exploring art history and technique. Experience may include field trips to art museums, lectures from professional artists that specialize in applicable media, and gallery shows of studentwork.

## **3D Art (Ceramic & Sculpture)**

One semester

Level: (10-12)

Credit: .5 Credit

Prerequisite: Introduction to Art

Enjoy building things and working with your hands? 3-Dimensional Art might be for you! This class will explore a variety of sculptures, 3D artists, and media. Students will create 3D artwork out of foam board, wire, paper mache, clay, etc. Students will specifically create functional works of art in clay while learning the process of hand building, molds, glaze techniques, and the firing process. Using the Visual Culture method projects will incorporate student ideas and contemporary culture, while also exploring art history and technique. Experiences may include field trips and student art shows.

## Digital Art I

One Year

Level: (10-12)

Credit: 1 Credit

Prerequisite: Introduction to Art

All things digital and computer-generated start here! This introductory digital art class will expose students to a wide array of programs, including Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Students will also explore website design and drawing tablets. This Digital Art course is an intro into graphic design and other digital art careers. Students will explore commercial art, create professional portfolios, and develop their own design voice. Students will often work together on ideas and develop teamwork through critiques and projects. Using the Visual Culture method projects will incorporate student ideas and contemporary culture, while also exploring art history.

## Digital Art II

One Year

Level: (11-12)

Credit: 1 Credit

Prerequisite: Digital Art I

This advanced digital art class will allow students to further develop their digital art skills. Continuing to utilize adobe programs, students will create semi-professional and complex digital work. Professional guest speakers will frequently speak with students and career exploration will be explored. Individual interests will be encouraged. Students will create a professional portfolio at the completion of the class. Students will take on professional jobs from businesses in the community. Bonus is you have the opportunity to earn 3 dual credits through Highland Community College for free.

## Digital Photography

One Year

Level: (11-12)

Credit: 1 Credit

Prerequisite: Introduction to Art

Students are able to earn 3 dual credits from Highland Community College for approximately \$294. Like taking pictures? Want to learn more about photography and how to edit your images? Students will create works for art utilizing digital cameras. From cellphones to point and shoot cameras to dSLR cameras, all will be explored. Students will learn about a variety of editing programs and how to use these to enhance their photos, as well as an in-depth look at the history of photography. This class will focus on composition, balance, lighting, and the elements and principles of design to take stronger photographs.

## **Independent Digital Photography**

One semester or one year

Level: (11-12)

Credit: 0.5 or 1 Credit

Prerequisite: Digital Photography (Must have earned an A)

This class is for the highly motivated and responsible student that wants to continue to explore digital photography. Students will secure instructor approval and meet with Ms. Thraen-Borowski to set up their individual course plan. Because this is an independent student, class will run concurrently with another art class.

## **Independent Digital Art**

One semester or one Year

Level: (11-12)

Credit: 0.5 Credit or 1 Credit

Prerequisite: Digital Art II (Must have earned an A)

This class is for the highly motivated and responsible student that wants to continue to explore digital art. Students will secure instructor approval and meet with Ms. Thraen-Borowski to set up their individual course plan. Because this is an independent course, the class will run concurrently with another art class.

## **Independent Studio Art**

One Semester or One Year

Level: (11-12)

Credit: 0.5 Credit or 1 Credit

Prerequisite: Painting/Drawing (Must have earned an A) or 3D Art (Must have earned an A)

This class is for the highly motivated and responsible students that want to continue to explore fine art. Students will secure instructor approval and meet with Ms. Thraen-Borowski to set up their individual course plan. Because this is an independent course, the class will run concurrently with another art class.

# Engineering

The PLTW Engineering program offers students an array of advantages, from career readiness and hands-on experience to college preparatory-level classes, labs and creative exercises. PLTW students succeed in the classroom and in life. Our program is designed to appeal to all students, from those already interested in STEM-related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves interested in nontraditional science and math curricula. PLTW classes are hands-on, based in real-world experience, and engaging for students and teachers. We set the highest standards for rigorous, focused and relevant study, and develop students' innovative, collaborative, critical-thinking, and problem-solving skills.

## **Introduction to Engineering Design (IED)**

One year Level: (9-12)

Credit: 1 Credit

Prerequisite: Math I and Biology; may be concurrent.

Designed for highly motivated 9th or 10th grade students interested in exploring engineering fields of study. The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

## **Principles of Engineering (POE)**

One year

Level: (10-12)

Credit: 1 Credit

Prerequisite: Math I

Designed for highly motivated 10th or 11th grade students interested in exploring engineering fields of study. This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Through lab experiences you will develop problem-solving skills and apply your knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.



# English

## **Strategies for Success in Reading (Elective Credit)**

One year

Level: (9-12 per recommendation)

Credit: 1 Credit

This may be a required course based on MAP assessment score (below 50th % and/or teacher recommendation). This course will provide students reading and study strategies which can be applied to a wide range of genres, including textbooks, literature, and popular media— strategies that are needed to succeed in high school. Any student who has difficulties with reading, studying, and/or taking tests should enroll in this course.

## **English 1 ~ Literature & Composition**

One year

Level: (9)

Credit: 1 Credit

This course is designed to give students a broad view of the different components of English, including literature, writing, and grammar. The literature includes short stories, nonfiction, poetry, novels, and drama. Composition includes the organization of ideas into well-developed sentences, paragraphs, and essays.

## **English 2 ~ World Literature & Composition**

One year

Level: (10)

Credit: 1 Credit

Prerequisite: English 1

This course continues to build skills in composition, literature, reading, and grammar. Writing skill development is ongoing and includes expository and argumentative writing. Literary elements of the short story and novel, with emphasis on elements of the writer's style, are focused on, along with strategies for reading novels, essays, short stories, and other forms of nonfiction (including autobiography). Students prepare and present a persuasive speech, as well as participate in group discussions and presentations.

## **English 3 ~ American Literature & Composition**

One year

Level: (11)

Credit: 1 Credit

Prerequisite: English 2

Activities in American Literature & Composition center on American literature, with units in grammar and composition, and several supplementary novels. The literature includes short stories, nonfiction, poetry, novels, and drama. Students will work to perfect essay writing. Research skills are enhanced through an extended research paper project. Students also have the opportunity to work on class presentations and public-speaking skills.

## **Advanced Placement Literature & Composition**

One year

Level: (12)

Credit: 1 Weighted Credit

Prerequisite: "B" or better in English 3 or teacher approval.

Students who take this course will prepare to take the advanced-placement exam in English Literature and Composition. The goal of the class is to give students the skills to read, understand, interpret, and analyze different genres of literature from 1600 to the present. We work from a college-level anthology of classical world literature, supplemented by a variety of texts. Students will select an independent reading text(s) and write an analysis on . Students will also write a major research paper. AP Exam fee and testing required.

## **College English**

One year

Level: (12)

Credit: 1 Credit

Prerequisite: "C" or better in English 3

This class is designed to prepare seniors for college-level reading and writing. The curriculum includes varying types of literature, including short stories, nonfiction, poetry, novels, and drama. Perfection of writing and discussion skills are stressed. Students will also complete a major research project.

## **Alternative Media**

One semester

Level: (11-12)

Credit: .5 Credit

Students will analyze and evaluate varying types of media as literature including but not limited to: TED Talks, YouTube videos, podcasts, and music. Emphasis will be placed on analyzing the purpose, effectiveness, target audience, and rhetorical devices of these medias.

## **Creative Writing**

One semester

Level: (10-12; 10th grade with teacher approval)

Credit: .5 Credit

This course offers students an opportunity to experiment with various types of creative writing. Emphasis is placed on letting the individual explore his or her own talents and develop an individual style. Various projects completed during the semester and a portfolio of the work completed. Students will complete projects based on individual interests and abilities and planned in collaboration with the teacher.

## **Film Critique**

One semester

Level: (10-12)

Credit: .5 Credit

Students will view landmark films representing various genres and time periods. Students will study the history of film that is reflected in the themes in the movies. Camera work, editing, photography, and technology will be studied, in addition to acting, production styles, and concepts of film criticism. Students will write film critiques and essays based on the films viewed in class.

## **Introduction to Theatre**

One semester

Level: (10-12)

Credit: .5 Credit

Students will be exposed to the many aspects of drama and theatre. Concepts will include but are not limited to: acting, directing, set design, script analysis, costume design, dramaturgy, theatre critique, theatre history, and performance style.

## **Modern Novel**

One semester

Level: (10-12; 10th grade with teacher approval)

Credit: .5 Credit

This course provides an opportunity to read and discuss the works of modern American and world novelists from the late 20th & 21st centuries. Novels will be studied by the class as a whole, and sufficient time will be given in which the student will read, independently, books of his or her own choice.

## **Theatre Workshop**

One semester

Level: (10-12)

Credit: .5 Credit

This class is designed for students who are interested in the basics of production and creation of theatrical scripts. Students will create character descriptions, stage directions, dialogue and dramaturgy papers. Script analysis and dissection will be emphasized. Students will create a short script to be produced and performed.

## **Publications 1 & 2**

One year

Level: (11-12; 10th grade with teacher approval)

Credit: 1 Credit

Prerequisite: Open to junior and senior students who have demonstrated an ability to write clear, concise, well-structured sentences and paragraphs, who have the ability to accept responsibility, and who have a genuine interest in the activities of the school. Students should have a “C” average in English or consent of the instructor. Students will be required to complete an enrollment application for this course. Students focus on written and oral communications skills through a variety of formal (published) and informal (unpublished) experiences. The course is performance based with most grades focused on publisher ready work in the form of articles for the school online newspaper, print newspaper, and yearbook. Interpersonal skills are developed through interviewing and team activities. Other social media sites are maintained as well. While this satisfies an English requirement for graduation at GHS, it may not earn English credit at some colleges.

## **Speech**

One semester

Level: (10-12; 10th grade with teacher approval)

Credit: .5 Credit

Speech class is designed to provide the student with working knowledge of the fundamentals of speaking. The main purpose of this class is to gain self-confidence and expression of thought and emotion. This is a performance-oriented class, requiring the student to take part in activities and discussions. The course includes a study of interpersonal communication, oral interpretation, critiquing, debate, and public speaking. Participation in weekend speech tournaments may be required for this class.

## Sports Literature

One Semester

Level: (10-12; 10th grade with teacher approval)

Credit: .5 Credit

The guiding question for this course is: Why are sports compelling? The class will periodically refer to this question as it engages in several units of study over the semester. In this course, we will read, examine, and analyze the unique relationship between sports and society. Sports Literature will include reading selections revolving around contemporary and historical sports-related events and athletes. Novels, biographies, short stories, essays, magazine articles, and other mediums of communication will be studied with the theme of sports always in mind. Writing in this course will include argument, informative, persuasive, narrative, and daily blogs. Additional experiences may include interviews with guest speakers from local colleges as well semi-professional athletes, coaches, and trainers. Students enrolled in this course should be interested in athletics and literature.

# Family & Consumer Science

## **L.I.F.E ~ Learning for Independence, Family & Employment**

One year

Level: (9- 12)

Credit: 1 Credit

This course is a combination of class and laboratory experiences planned to introduce the student to the field of Family and Consumer Sciences. It is designed to prepare students to become a productive individual, family member, and worker. Course content will include the following areas: making healthy food choices, food-preparation techniques, meal planning, basic sewing skills, clothing care and fabrics, the possibility of operating a computerized sewing machine, construction of a simple project, housing and interior design, decision making, and careers in Family and Consumer Sciences.

## **Foods & Nutrition 1 & 2**

One Year

Level: (10-12)

Credit:1 Credit

Prerequisite: LIFE or instructor's consent.

This course is designed to prepare students with the technical skills needed to work in a food-preparation area. It includes classroom and laboratory experiences which enable the student to be competent in food selection, food purchasing, and food preparation. The course includes an emphasis on safety, sanitation, and nutrition. Units of study include kitchen basics, healthy food choices, fruits and vegetables, quick breads, and cookies. Second semester includes the advanced level of classroom and laboratory experiences. Units of study include spices, herbs, garnishing, yeast breads, meats, and careers in the food service industry.

## **Parents & Family**

One Semester

Level: (10-12)

Credit: .5 Credit

Prerequisite: 10th grade status

This course will prepare students with knowledge of the basic skills needed to be a responsible and caring parent and develop the behaviors necessary to become independent, contributing, and responsible participants in family, community, and career settings. This course helps students understand the responsibilities, satisfactions and stresses of parenthood. Course content includes the following: managing and organizing parenting by applying decision-making and goal-setting skills; applying the basic principles of the parenting process; practicing health and safety standards as related to parenting; independent living, providing experiences which encourage parents and children to maximize resources; encouraging human relations skills in children/adolescents; community resource agencies and services; and evaluating impact on parenting of family and career changes.

## **Sewing, Textiles & Design I**

One semester

Level: (10-12)

Credit: .5 credit per semester

Prerequisite: LIFE or instructor consent

This class provides an opportunity for students to develop and improve sewing skills. Projects will keep with students' interests and abilities. It includes experiences on the latest equipment in the field, the Serger overlock machine and a computerized embroidery sewing machine. Students will discover fiber characteristics, fabric construction methods, and elements of design in their projects. Students will construct at least six sewing projects and an embroidery project.

## **Sewing, Textiles & Design II**

One semester

Level: (10-12)

Credit: .5 credit per semester

Prerequisite: LIFE, Sewing I or instructor consent

This class provides an opportunity for students to further develop and improve sewing skills based on skills they acquired in Sewing I. Projects will keep with students' interests and abilities. It includes experiences on the latest equipment in the field, the Serger overlock machine and a computerized embroidery sewing machine. Students will discover fiber characteristics, fabric construction methods, and elements of design in their projects. Students will construct at least six sewing projects and an embroidery project.

## **Foods of the World**

One Semester

Level: (10-12)

Credit: .5 Credit

Prerequisite: L.I.F.E., Foods 1 & II or instructor's consent.

Foods of the World will provide students with an opportunity to learn about the different cultures, diet, and food habits of people around the world. The lab experiences will provide skills to prepare typical foods served in different parts of the world.



# Foreign Language

*All Spanish classes must be consecutive. You may not skip a year of foreign language.*

## Spanish I

One year

Level: (9-12)

Credit: 1 Credit

This course is an introduction to the Spanish language. It does stress the four skills of listening, reading, speaking and writing in Spanish from Day 1. Students are introduced to the Spanish-speaking countries around the world and will learn some important cultural aspects of the Spanish-speaking world. Spanish I is all about becoming proficient in the basics of the language and being able to use it in everyday conversation. We begin building a foundation in Spanish I and we will continue to build upon it in all future years of Spanish. It is imperative that students take ownership of the class and meet the objectives from the beginning so that if they wish to continue their Spanish career, they have a strong foundation to continue building upon. Topics covered: bullfighting, Latin foods, sports, immigration, fiction novel study.

## Spanish II

One year

Level: (10-12)

Credit: 1 Credit

Spanish II focuses more in-depth on grammar concepts than in the first year. Conversational skills will be practiced and enhanced, as well as reading and writing skills. Students will read a short novel all in Spanish. Students will increase their proficiency which will allow them to read, write, listen and speak about more topics in the target language. Topics covered: Immigration, service projects, homes around the world, animals, civil rights, fiction novel study.

## Spanish III

One year

Level: (11-12)

Credit: 1 Credit

Prerequisite: "C" or above in Spanish II or teacher recommendation.

Reading, speaking, writing, and listening skills will be stressed. Spanish III will continue to focus on grammar concepts, but does require more listening and conversation in the target language. Students will read and discuss multiple novels written in Spanish. The class will be conducted primarily in the target language. Topics covered: Biodiversity and conservation, diet around the world, identity and non-fiction novels.

## **Spanish IV**

One year

Level: (11-12)

Credit: 1 Credit

Prerequisite: “C” or above in Spanish III

Enhancement of all the skills of communicating in Spanish will be a primary focus. Students will read and discuss multiple novels. As a result of taking this course, a student should expect to be highly competent in conversational Spanish, as well as in their reading and writing skills in the target language. The class will be conducted primarily in the target language. Topics covered: travel, microfinance and social justice, environment, legends, current events, choice novel study and music.

## **Heritage Spanish**

One year

Level: (9-12)

Credit: 1 Credit

Prerequisite: Ability to communicate in two languages (Spanish & English)

This course is offered to students who already speak Spanish and English, but have not had many opportunities to use Spanish in an academic setting, or read and write in Spanish. Students will do a variety of activities with the purpose of reinforcing the language skills they already have, as well as improving their skills in writing, grammar, and reading. Students will also learn more about the history and culture of various countries in the Spanish-speaking world. In this way, students will become even better prepared to face the challenges of a multilingual and multicultural world.

## **Seal of Biliteracy**

The State Seal of Biliteracy is a recognition given by the State of Illinois to high school seniors who have studied and can exhibit the ability to communicate in two or more languages (including English) by their senior year of high school. It is highlighted on high school diplomas and serves as a statement of accomplishment for college admission and for future employment.

Recognition is not solely based on students' current language proficiency, but also in the continuing development of that language throughout the course of their elementary and middle school years in preparation for high school. Students who are native English speakers and English Learners (ELs) are eligible for the State Seal of Biliteracy.

Students who come close to meriting the Seal at the high school level will receive the State Commendation Toward Biliteracy, demonstrating progress toward full biliteracy in English and another language. Recipients of the Commendation must still meet English proficiency requirements and adhere to the Illinois State Board of Education World Language requirements.

Galena High School has elected to participate in this voluntary program by awarding “the State Seal of Biliteracy” to any high school graduate who attains a high level of proficiency, sufficient for meaningful use in college and career, in a language other than English as evidenced by his or her attainment of a composite score of ‘intermediate high’ or its equivalent, on a standardized

assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language.” ISBE 23a1.442

Students who attain the Seal of Biliteracy will have it noted on their transcript and diploma. This designation is offered to Seniors. Illinois Public Universities are required to give credit to students who achieve the Seal of Biliteracy.

Language skills at this high level of proficiency are usually demonstrated by students who have completed four or more years of a school program, spent a significant amount of time in another country where the language is spoken, or grown up with the language and can demonstrate skills in all areas. Languages that can currently be tested are Arabic, Chinese (Mandarin), ESL, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, and Thai.

English language proficiency is demonstrated via state tests in English Language Arts such as the SAT (Score of 480). Students who do not meet Intermediate high, but who demonstrate a proficiency of Intermediate low can receive a notation of Commendation.

Because this is a voluntary program, students will have to pay the fee for the standardized assessment for the alternate language assessment. Should a student wish to qualify for the Seal of Biliteracy in a language that is not taught in our schools, they would have to demonstrate the Intermediate high proficiency in all four domains on a standardized exam. The student would have to pay the fees associated with the assessment.

Current costs for a standardized test in the languages that the district teaches are estimated at \$25. Costs for assessments in other languages would be researched and differ according to the language. Students who have been granted a fee waiver will be exempt from payment.

Assessments for the Seal of Biliteracy will be given in March.

# Industrial Arts

## **Wood Technology I**

One Year

Level: (9-12)

Credit: 1 Credit

Prerequisite: none

Woods 1 is an introductory woodworking class that is designed for students who have no woodworking experience. In this class you will learn about a variety of wood working machines and hand tools and how to safely operate them. You will design, draft and build anywhere from 3 to 5 projects throughout the year. All projects are done individually and you are required to pay for the materials used. This cost usually comes out to around \$40 for the year but is always changing as projects change and the cost of materials change.

## **Wood Technology II**

One Year

Level: (10-12)

Credit: 1 Credit

Prerequisite: Wood Technology 1

This course builds on Wood Technology 1 and will allow students to explore woodworking occupations, understand manufacturers' technical manuals, and begin to develop employability skills necessary in the architecture and construction fields. This course introduces students to the basic design and fabrication of residential cabinetry and custom furniture. The course also exposes students to the millwork and millwright industry. Instruction includes safety practices in using hand tools and power equipment. Expense costs will vary depending on the project.

## **Home Repair & Maintenance**

One year

Level: (11-12)

Credit: 1 Credit

Home Maintenance courses provide students with knowledge and skills related to devices and systems found in the home. Course content may include electrical wiring, plumbing, window and door repair and installation, wall and floor repair and finishing, furniture repair and finishing, and small appliance repair.

## **Welding Technology I**

One year

Level: (11-12)

Credit: 1 credit

Prerequisite: None

This course will allow students to explore welding occupations, understand manufacturers' technical manuals, and begin to gain knowledge and develop basic skills to be successful in the welding and manufacturing industry. This course will explore various practices and procedures used in the industry. The course emphasis will be hands-on experiences such as, ARC, MIG, and oxy-fuel welding, metallurgy, cutting metal using arc, plasma, and oxy-gas. In addition, students learn the basics of blueprint reading, precision measuring, layout, and production process planning. Expense costs will vary depending on the project.

## **Welding Technology II**

One year

Level: (12)

Credit: 1 Credit

Prerequisite: Welding Technology 1

3 HCC Dual Credits available

Welding II builds on the skills learned in Welding I. You will extend your knowledge in all processes but focus mainly on TIG welding and out of position ARC welding. You will learn about fabrication and fabricate solutions to various problems throughout the year. Expense costs will vary depending on the project.

# Mathematics

***Students must take and successfully complete three consecutive years of mathematics (Either Math Foundations, Math I, Math II OR Math I, Math II, Math III) before admittance into Statistics (11-12) or Technical Math (12).***

## **Math Foundations**

One year

Level: (9)

Credit: 1 Credit

In Math Foundations students will use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students will grasp the concept of a function as a rule that assigns to each input exactly one output. Ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations will be emphasized. In addition, ideas about congruence and similarity will be used to describe and analyze two-dimensional figures and to solve problems. This course prepares students for the Math I, Math II, and Math III sequence.

## **Math I (Integrated Math I)**

One year

Level: (9-11)

Credit: 1 Credit

Prerequisite: Successful completion of grade 8 Math or Math Foundations.

Math I is the first of three courses in a series that uses a more integrated approach to cover algebra and geometry concepts. This course replaces the traditional Algebra I course. Integrated Math I topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, solve using equations, graphs and tables to investigate and problem solve mathematical relationships. Reinforcement of topics from two dimensional Geometry, including area, perimeter, and geometric proportion, is integrated into this curriculum. Recommended calculator TI-84 Plus Silver Edition Color.

## **Math II (Integrated Math II)**

One year

Level: (9-11)

Credit: 1 Credit

Prerequisite: Successful completion of Math I.

Math II is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts. This course replaces the traditional Geometry course.

Integrated Math II topics include built upon topics previously learned in Math I. These topics include mathematical probability, two-dimensional Geometry, and in depth algebraic concepts. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. Recommended calculator TI-84 Plus Silver Edition Color.

## **Math III (Integrated Math III)**

One year

Level: (10-12)

Credit: 1 Credit

Prerequisite: Successful completion of Math II.

Math III is the third of three courses in a series that uses an integrated approach to cover algebra and geometry concepts. It is in Mathematics III that students pull together and apply their knowledge from Math I and Math II, with content grouped into four critical areas. Students will apply methods from probability and statistics to draw inferences and conclusions from data. Students will expand their repertoire of functions to include polynomial, rational, and radical functions. Students will expand their study of right triangle trigonometry to include general triangles. Finally, students will create models and solve contextual problems with their prior knowledge of functions and geometry. Recommended calculator TI-84 Plus Silver Edition Color.

## **Honors Pre-Calculus**

One year

Level: (11-12)

Credit: 1 Weighted Credit; 7 Credits through HCC (Math 166, which is College Algebra and Math 167, which is Plane Trigonometry). Approximate cost is \$681 for 7 HCC credits.

Prerequisite: Successful completion of Math III.

Honors Pre-Calculus is a college level math course and offers a wide range of topics designed to prepare students for AP Calculus (juniors) or for college calculus (seniors). During the first semester topics in College Algebra are taught including functions and graphs, logarithms, and exponentials, and analytic geometry. During the second semester topics in Plane Trigonometry are taught including trigonometric proofs and the pythagorean Identities. Expenses: Graphing calculators are required (TI-84 Plus recommended).

## Honors Calculus AB

One year

Level: (11-12)

Credit: 1 Weighted Credit; 4 credits HCC Dual credit Math 250. Approximate cost is \$480 for 5 HCC credits.

Prerequisite: Successful completion of Honors Pre-Calculus.

Honors Calculus is a college-level calculus course offered to those students who excel in math. This is a difficult and challenging course, which requires the student to be academically driven and focused.

Topics covered in this course include quick review of precalculus knowledge, limits and continuity, derivatives, applications of derivatives, definite and indefinite integrals, and differential equations.

***All students are required to register for one of the following testing/credit options: 1) AP Test in the Spring 2)HCC dual credit or 3)both the AP test and HCC dual credit.***

## Statistics

One year

Level: (11-12)

Credit: 1 Credit

Prerequisite: Successful completion of Math III.

This course is an algebra- based introductory course that provides the background necessary for the student to understand the wide range of statistical concepts encountered and used in daily life.

Topics covered include: measurement of central tendency, variability, graphical representations of data, distribution, probability, sampling, hypothesis testing, linear regression, and correlation. The book the class will be using is Elementary Statistics: Picturing the World 4th Edition by Larson and Farber.

## Technical Math for Industry

One year

Level: (12)

Credit: 1 Credit

Prerequisite: Successful completion of three years of math taken in succession (Either Math Foundations, Math I, Math II OR Math I, Math II, Math III). Technical Math is an elective math class and is not to be used as one of the three years of required math courses. In addition, this course is not an appropriate placement for students who have already completed Pre-Calculus, AP Calculus, or Statistics, thus those students will not be admitted to Technical Math. This course focuses on the fundamental concepts of number sense and number systems, geometry, and basic algebra delivered through authentic, contextualized, and problem-based learning environments. Units in this course cover the topics of Restaurant Business, Health Services, Forensics, Construction Trades, and Manufacturing.



# Music

## **Band**

One year

Level: (9-12)

Credit: 1 Credit

The band program is multifaceted in nature. It gives the students an opportunity to experience marching, pep, and concert music. There are two main concert performances per year, the winter and spring concerts. Also, the band represents the school at all home football games, pep assemblies, and graduation. This ensemble participates in the IHSA Organization Contest and may on other occasions perform at other contests or festivals. Furthermore, this large ensemble represents the school district in various area parades and for certain special presentations. Additionally, the band frequently represents Galena at the Chicago St. Patrick's Day Parade. Other opportunities are also available for students. Students may participate in the IHSA Solo and Ensemble contest. Students are also able to audition for ILMEA District and State Honor Festivals. Selected students are also able to participate in additional music festivals.

## **Jazz Ensemble**

One year

Level: (9-12)

Credit: .5 Credit

The Jazz Ensemble is a yearlong ½-credit course (a quarter credit will be earned for each semester). Jazz Ensemble is a performance-based class that represents the community in numerous concert performances, jazz music festivals, and at special functions. Selected students will also have the opportunity to participate in additional honor jazz festivals. One must be a current member of Concert Band (with exceptions for bassists and pianists) and must audition for the instructor. Students will learn and perform in one of America's true art forms (jazz), and will be able to improvise, as this is what jazz is all about.

## **Concert Choir**

One year

Level: (9-12)

Credit: 1 Credit

Concert Choir is a class open to any student interested in vocal music. Students will explore vocal music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics and development of vocal technique, sight-reading, music theory, and music history. There are three main concert performances per year: the fall, winter, and spring concerts. This ensemble participates in the IHSA Organization Contest. Individual students have the opportunity to also audition to participate in the ILMEA District and State Honors Festivals and as well as the IHSA Solo and Ensemble Competition. Additional festivals are available to the students and/or whole ensemble depending on interest and availability each year. This course can be repeated for credit.

## **Vocal Jazz Ensemble**

One year

Level: (9-12)

Credit: .5 Credit

Vocal Jazz Ensemble (VJE) is a yearlong  $\frac{1}{2}$  credit course for students who are interested in experiencing small-ensemble singing through the study of standard and modern jazz styles as well as a cappella arrangements. Students will learn, rehearse, and perform advanced vocal music to develop their skills in vocal jazz technique, improvisation, and a cappella singing. There are three main concert performances each year: the fall, winter, and spring concerts. This ensemble participates in the IHSA Organization Contest. Individual students have the opportunity to also audition to participate in the ILMEA District and State Honors Festivals as well as the IHSA Solo and Ensemble Competition. Additional festivals are available to the students and/or whole ensemble depending on interest and availability each year. This course can be repeated for credit.

# Physical Education

## **Health & Wellness**

One year

Level: (9)

Credit: 1 Credit

This class is a combination of physical activity and health education which will incorporate physical fitness, lecture, classroom activities, and assessments. Students will gain knowledge to live a healthy lifestyle. Course contents include; physical fitness, weight training, mental and emotional health, social health (family, friends, dating and marriage), reproduction, fertilization, growth, birth and child development, sexually transmitted diseases, contraception and abstinence, legal and illegal substances, refusal skills, nutrition, eating disorders, consumer choices and basic emergency care. All students are required to wear a uniform (\$20). Incoming freshmen may have the option of wearing uniforms from middle school, ordering a new high school uniform, or ordering from the online store.

## **Lifetime Fitness**

One year

Level: (10-12)

Credit: 1 Credit

This activity class will emphasize students to develop an individual optimum level of physical fitness. By taking an in-depth look at different fitness topics, student will acquire the tools and knowledge necessary to effectively include fitness in their daily lives into adulthood. Instruction will include a variety of techniques: class activity, guest speakers, fitness training and classroom instruction/written work. Expense: All students are required to wear a uniform (minimum \$20).

## **Advanced Strength Training**

One year

Level: (10-12)

Credit: 1 Credit

The Advanced Strength Training course is designed to enhance student fitness and athletic performance, reduce the risks of sport and fitness related injury, and provide the framework for lifelong understanding of strength and conditioning concepts. Students will experience advanced training techniques and program design that will improve the fundamental elements of strength, power, speed and agility. The role of proper nutrition and individual goal setting will also be emphasized. Expense: All students are required to wear a uniform (minimum \$20).

## Driver Education

Level: (9-12)

Credit: No Credit Earned

Students must be between the ages of 15-21, and a resident of Galena Unit School District. We provide Driver's Education for a fee to out of district students as well. Students must be 15 to obtain a permit; however, a permit will not be issued until 30 days prior to the start date of classroom instruction. Students must hold a driving permit for 9 months before obtaining a driver's license. Driver's Education is a state-required course. The class offers instruction in the use and operation of motor vehicles, rules of the road, and laws of this state relating to motor vehicles and licensed drivers. The course has two parts; (1) a minimum of 30 hours of classroom instruction and (2) 6 hours of behind-the-wheel instruction. The 30 hours of classroom instruction will be completed during the first semester freshman year as part of Health and Wellness class. Students will drive during Lifetime Fitness as sophomores. As a reminder, driving is a privilege, not a right. If a student becomes academically ineligible, (s)he will lose driving privileges until once again eligible. Students must pass the classroom portion and complete the driving portion to become eligible for a license before age 18. Expenses: a \$75 fee is charged at the high school and a \$30 feel will be charged at the DMV.

# Science

## **Physical Science**

One year

Level: (9-12)

Credit: 1 Credit

Physical Science is a yearlong introductory science course. Students will be involved in natural science with specific coursework to include the basics of chemistry, physics, and earth and space sciences. There is a frequent laboratory component with this class.

## **Biology**

One year

Level: (9-12)

Credit: 1 Credit

Prerequisite: Successful completion of 8th grade science, MAP scores and teacher recommendation will be used to ensure proper placement.

This course is designed to introduce the basic science principles surrounding biology. This course is aligned with the Next Generation Science Standards, and will include the following life science topics: Structure and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits and Natural Selection and Evolution. Students will utilize the Science and Engineering Processes throughout the course which will include some research projects as well as some laboratory work including dissection.

## **Biology II**

One year

Level: (10-12)

Credit: 1 Credit

Prerequisite: Biology I

Biology II will incorporate the NGSS Earth Science and NGSS Life Science topics together. Students will be using graphs, research, data collection and interpretation to research and explain natural phenomena. This course will investigate human impact on the Earth and Life Sciences and will include current topics of interest including global climate change, pollution, and global population. Course components will emphasize application information to the student's life.

## **Chemistry**

One year

Level: (10-12)

Credit: 1 Credit

Prerequisite: Math 1 or instructor approval

Chemistry is an introductory course for chemistry students considering college. The course outlines the fundamentals of chemistry and improves high order thinking skills necessary in life. The foundation of the course examines the composition of matter and the changes it undergoes at both the atomic and macroscopic level through both qualitative and quantitative analysis. The composition changes in matter are investigated both in theory and practice through rigorous study, demonstrations and lab work. There is a frequent laboratory component with this class.

## **Introduction to Forensic Science**

One year

Level: (10-12)

Credit: 1 Credit

Prerequisite: Biology I and Chemistry or concurrently in Chemistry

This is an upper-level; full-year science course that offers a focus on the study of criminalistics. The content within this course includes the principles and techniques that are used to identify/compare physical evidence involved in criminal investigations. Textbook, laboratory investigations, and research are used to reinforce the topics of study.

## **Honors Biology**

One year

Level: (11-12)

Credit: 1 Weighted Credit

Prerequisite: Biology I and Chemistry

Students can earn 4 dual credits for Biology 110: Principles of Biology at HCC for a reduced fee of approximately \$387

Basic principles of biology, survey of how living things are organized and how they function. Special emphasis is given to the human perspective on biology. Topics include genetics, genetic engineering, digestion, nutrition, disease and immunology, ecology, evolution, and basic principles of plant biology.

## **Honors Ecology**

One year

Level: (11-12)

Credit: 1 Weighted Credit

Prerequisite: Biology I and Chemistry

Students can earn 4 dual credits for Biology 116: Introduction to Ecology at HCC for a reduced fee of approximately \$387

Presents how various organisms relate to their environments. Examines the principles of ecology as they relate to environmental problems. Emphasizes personal actions and local problems as they relate to more global issues. Emphasis is placed on the needs of plants and animals and how human activities affect them.

## **Anatomy & Physiology**

One year

Level: (11-12)

Credit: 1 Credit

Prerequisite: Biology I

This course is designed to introduce advanced topics in physiology to students. The major focus of this course is the human body and how the individual systems function as a whole. Dissection is used in conjunction with frequent laboratory experiences.

## **Physics**

One year

Level: (11-12)

Credit: 1 Credit

Prerequisite: Math 3 or concurrent enrollment

Physics is an introductory course for students considering college or science related fields. The course outlines the fundamental concepts of physics investigating kinematics, dynamics, thermodynamics, optics, sound and electromagnetism. Physics is investigated both in theory and practice through rigorous study, demonstrations and lab work.

# Social Studies

## **World History**

One year

Level: (9-12)

Credit: 1 Credit

This course is a chronological history of the world. It provides a balanced treatment of both Eastern and Western civilizations. In this course, we explore the key developments of the past from a human perspective. It is interdisciplinary in that we recognize the importance of the contributions of sociology, philosophy, and anthropology in understanding the human past. The development of arts and science is studied, as well as government and social life. The course begins with an introduction of human civilizations and ends with a chapter on the challenges of today's world that will affect the future. Textbook Lexile is 1050.

## **Sociology**

One semester

Level: (10-12)

Credit: .5 Credit

This course is designed to introduce students to the study of our society. We will study the interrelationships among people, individual and group behavior, how socialization influences personality development, and how collective behavior explains such unusual patterns of behavior as mobs, riots, panics, and hysteria. We will examine the impact that war has had on our society, cult groups and their attraction for the discontented individual, and finally, how we continue to survive in a rapidly changing social structure.

## **Contemporary Issues**

One semester: offered 1st semester only

Level: (10-12)

Credit: .5 Credit

This course deals with problems our society faces. Local, national, and international current events are discussed around units of concentration, which include changing morality, values, energy crisis, environmental crisis, drugs, women, and crime. Projects, guest speakers, opinions, independent thinking, and class discussion will be part of the course.



## **Psychology**

One semester

Level: (11-12)

Credit: .5 Credit

This course is designed to introduce students to the study of human behavior. We will study the interaction of body and mind, consciousness, learning, memory, thinking, intelligence, infancy, childhood, adolescence, personality, health and adjustment, and social psychology. We will examine all of these topics and how they relate to us as individuals and society.

## **History of Sports**

One semester

Level: (11-12)

Credit: 0.5 Credit

This social studies elective will examine the development of sports in the United States and around the world. Our historical study will help students gain a greater understanding of the social, economic, cultural, and political impact that sport has on our society. Within this general study, we will examine the significance of race and gender in the world of sport. Historical analysis will be conducted through readings, primary source, and audio/visual materials. Students who enroll in this course should be interested in sports and their historical impact on society. Potential guest speakers could also be used including former coaches, historians, and members of the media.

## **Essentials of Geography**

One semester

Level: (10)

Credit: .5 Credit

The major emphasis of this course will be placed on building geography skills, such as the five themes of geography and their application in our everyday world. Students will discover that geography is not just about knowing where places are, but how geographical relationships are fundamental parts of all aspects of our lives. The topics we explore in this class lead directly into topics studied in many of our other classes, including Sociology, Economics, Government, History, and Current Events. We will cover such topics as the causes of weather and climate, forces that change the face of earth (wind, water, ice, volcano, and earthquake activity), mapmaking skills, and understanding latitude and longitude positions and their importance. We will explore different biomes, landforms, the impact of global warming, and other environmental concerns.

## **United States History I**

One semester

Level: (10)

Credit: .5 Credit

The Civil War to 1920. This course will begin with a brief review of slavery and slavery's expansion. It will include the events leading up to the Civil War and the war itself. It will cover Reconstruction, the history of the American West, Populism, and the Progressive Movement. It will include industrialization and the Spanish American War and U.S. expansionism in the world arena. The course will end with a detailed overview of World War I.

## **United States History II**

One semester

Level: (11)

Credit: .5 Credit

The 1920's through the 1950's. This course will begin with an overview of the 1920's and 1930's leading up to the causes of the 1929 stock market collapse. The Depression and New Deal programs will be covered. The events that led to World War II will be presented and analyzed and a comprehensive unit on World War II and the Holocaust will be included. An overview of postwar America and the beginnings of the Cold War, including the Red Scare and Korean War, will be examined in the final unit.

## **United States History III**

One semester

Level: (11)

Credit: .5 Credit

1960's to the present. The course will begin with an overview of life during the 1950s. The Civil Rights Movement and the Kennedy and Johnson administrations will be examined. The Vietnam War will be presented and analyzed along with the changing American political and cultural landscape of the 1960's and 70's. The major events of the 70's through the turn of the century will be included. The final unit will examine the U.S. in the 21st century.

## **Honors U.S. History II**

One semester

Level: (11-12)

Credit: .5 Credit ; 3 Credits through HCC

HCC Dual Credit History 143. Approximate cost for 3 college credits is \$275

Prerequisite: Minimum 3.0 grade average, consent of instructor, and a qualifying Reading score on the ACT, SAT, or Accuplacer exam.

A survey of U.S. History to 1865. Topics include European colonial expansion in the Western Hemisphere, the interaction of European, Native American, and African peoples in the New World, the American Revolution, the Constitution, the Jeffersonian and Jacksonian eras, Sectional Differences, Manifest Destiny and the Frontier, Slavery and the Civil War.

## **Honors U.S. History III**

One semester

Level: (11-12)

Credit: .5 Credit ; 3 credits through HCC

HCC Dual Credit History 144. Approximate cost for 3 college credits is \$275

Prerequisite: Minimum 3.0 grade average, consent of instructor, and a qualifying Reading score on the ACT, SAT, or Accuplacer exam.

A survey of United States history from 1865 to 1945. Topics include Reconstruction and the rise of segregation, the closing of the frontier, industrialization, urbanization, and immigration, American imperialism, the Populists and Progressive movements, the New Era of the Twenties, the Great Depression and the New Deal, and the U.S. involvement in the two world wars. The general format of the class will include lecture/discussion, seminar discussion, and audiovisual items. Expense: Paperback books. A student may take Dual Credit US History II in place of U.S. History II or in addition to U.S. History II.

## **American Government & Civic Responsibility**

One semester

Level: (12)

Credit: .5 Credit

This course is a required one-semester course for every student. This course will cover a detailed look at the Federal Constitution, State Constitution, and different types of local governments.

Attempts will be made to compare our political system with those of a number of major countries of the world. Time will be spent on all aspects of government, court cases, interest groups, civil rights, voter requirements, etc. The course will include a major textbook, supplementary reading materials, and films.

## **AP American Government & Civic Responsibility**

One semester

Level: (12)

Credit: .5 Credit

Following the College Board's suggested curriculum designed to parallel college-level U.S.

Government and Politics courses, this course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The course covers the constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of the national government, and civil rights and liberties.

Expense: AP Test fee of approximately \$86.

# Career & Technical Education Academy

## CTE Courses

Galena High School is one of six area schools participating in a cooperative venture to offer career and technical education, which could not be otherwise made available on each school campus. Junior and senior students may register for the course offerings listed below. Students and parents are asked to refer to the CTE course-offering brochure for a detailed description of each course. Students are required to attend the CTE on the days when Galena High School has School Improvement Days.

Please note~ A sophomore who has failed more than two semester classes, and/or a junior who has failed more than 2 ½ classes will not have enough credit to enroll in CTE courses, unless the credit was made up prior to enrollment in summer or outside of school.

Students and parents must sign a contract at the time of CTE enrollment to be submitted with registration paperwork. This contract will include a) the student must have and maintain at least a C average in their AVC class for the current semester to attend next semester, and b) the student must have and maintain a minimum of 80% attendance at both AVC and GHS to attend. The following programs are offered at the CTE Academy:

### Automotive

#### Transportation Technology

Level: (11-12)

Transportation Technology is a course designed to foster an awareness and understanding of the various transportation customs that make up our mobile society. Through laboratory activities, students are exposed to the technologies of and career opportunities involved in material handling, atmospheric and space transportation, marine transportation, terrestrial transportation, and computer uses in transportation technology. 20001A001

#### Beginning Automotive Services

Level: (11-12)

The Beginning Automotive Service course emphasizes preventative auto maintenance and automobile troubleshooting. Course content typically includes tune-up, oil change, and lubrication skills, tire replacement, alignment and balancing, and basic knowledge of brake, cooling electrical, emission, fuel, ignition, steering, suspension and transmission systems. 20106A001

## **Automotive Technician I**

Level: (11-12)

This course introduces students to the basic skills needed to inspect, maintain, and repair automobiles and light trucks that run on gasoline, electricity, or alternative fuels. Instructional units include engine performance, automotive electrical system, integrated computer systems. Lubrication, exhaust and emission control, steering and suspension, fuel systems, cooling system, braking and powertrain. 20104A001

## **Automotive Technician II**

Level: (11-12)

This course is a continuation of and builds on the skills and concepts introduced in Automotive Technician I. This course includes instructional units in alternative fuel systems, computerized diagnostics, new vehicle servicing, automotive heating and air conditioning, transmissions, testing and diagnostics, drivetrain and overall automobile performance. 20104A002

## **Networking & Security**

### **Computer Concepts & Software Applications**

Level: (11-12)

Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing and management. Students will apply problem solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases. 10004A001

### **Computer Operations & Programming I**

Level: (11-12)

Computer Operations and Programming I is the first of two skill-level courses designed to develop computer programming and program design skills through the use of various programming languages such as Visual Basic, C#, Java, and other object-oriented languages. Students will be exposed to the fundamentals of system analysis and design (e.g. flowcharting, diagramming, system design and planning), and the systems development life cycle. Instruction will include basic programming tools that are common to many programming languages. These may include items such as input/output statements, constants, assignment statements, string and numeric variable types, conditional processing, and branching and looping control structures. Students will learn programming techniques such as counting, averaging, rounding, and generation of random numbers to develop a good programming technique. Students will apply what they learn to create programs and applications that solve real world business related problems. 10152A001

## **Computer Operations & Programming II**

Level: (11-12)

Computer Operations and Programming II is a skill-level course for students who have completed Computer Operations and Programming I. Students will use procedural and object-oriented programming languages such as Visual Basic, C# and Java. Students will learn programming concepts such as inheritance and polymorphism, advanced data handling (pointers, arrays, strings, and files), and common algorithms (recursion, searching and sorting). Students will be able to write, compile, run, test, debug and modify programs and applications that solve real world problems. Problem examples may include tracking inventory, scheduling rooms and facilities, accessing information and performing calculations. 10152A002

## **Computer Networking I**

Level: (11-12)

Computer Networking I is a skill-level course designed to provide students with the skills needed to set up, configure, test, troubleshoot, maintain, and administer a data network using various network operating systems such as Novell, Windows, and Linux. Instruction will include network planning decisions, such as choosing an appropriate network configuration, determining the performance level requirements considering the differences among operating systems, and recommending network interface cards and cabling. Students will also learn how to setup and manage file systems and resources, and network topologies, protocols, and system utilities to efficiently run software applications on a network. Students will learn to use basic operating system commands, install and configure networks, set up user accounts and rights, and establish user security and permissions. 10102A001

## **Computer Networking II**

Level: (11-12)

Computer Networking II is a skill-level course for students who have completed Computer Networking I. Students will continue to learn skills to set up, configure, test, troubleshoot, maintain, and administer a data network using various network operating systems such as Novell, Windows, and Linux. Students will learn to use troubleshooting services, system monitoring utilities, and data backup and recovery systems. Instruction will include setting up and configuring various network services such as TCP/IP, CHCP, DNS, VPN, terminal services, e-mail, content filtering, and web services. Students will learn techniques to secure and protect network servers and data. Students will be introduced to some basic concepts regarding web server configuration. Students will also learn to use standard software tools to determine system vulnerabilities and correct these vulnerabilities by reconfiguring the operating systems. Students will diagnose network problems using public domain network sniffers such as Ethereal. Instruction will include setting up and configuring a firewall, intrusion detection system, and encryption software for identifying and preventing potential network attacks. 10102A002

## Computer Maintenance I

Level: (11-12)

This course is designed to provide students with the skills needed to install, setup, configure, test, troubleshoot, and maintain personal computers and peripherals. Instruction includes assembling, maintaining, and upgrading personal computers. Students learn how to install, upgrade, and troubleshoot various hardware components such as motherboards, hard drives, CD-ROMS, memory, power supplies, video cards, sound cards, and network cards. Students install and configure various desktop operating systems such as Windows, Apple, and Linux. The course includes adding and removing software programs, installing and updating system drivers, creating startup and recovery disk, and updating to BIOS and CMOS. Students learn to conduct preventive maintenance and perform system backups, data transfer, and recovery routines and also use diagnostic utilities to troubleshoot hardware and software problems. Students also learn how to disassemble, clean, troubleshoot, and reassemble peripherals such as printers. 10252A001

## Computer Maintenance II

Level: (11-12)

This course builds on the skills introduced in Computer Maintenance I. Students learn how to connect and install multiple computers and peripherals together to create a computer network. Students build, configure, and maintain network servers along with installing and configuring various network operating systems such as Novell, Windows, and Linux. Students learn to use troubleshooting services, system monitoring utilities, and data backup and recovery systems. Other topics include learning how to connect various network components such as servers, computers, and printers together using data cabling, hubs, and switches. Students learn to run, terminate, and troubleshoot data cabling. In addition, students learn how to install and upgrade software across the network, as well as map drives and share resources such as printers, software, and files. The course includes setting up and configuring various network services such as TCP/IP, DHCP, DNS, VPN terminal services, e-mail and web services. Students learn how to secure and protect network servers and data as well as setting up and configuring a firewall, intrusion detection system, and encryption software for identifying and preventing potential network attacks. 10252A002

## Construction Technology

### Construction Trades I

Level: (11-12)

This course provides experiences related to the erection, installation, and maintenance of residential buildings and related fixtures. Planned learning activities allow students to understand fundamental principles and methods, and develop technical skills related to masonry, carpentry, and finish work. Instruction includes safety principles and practices, recognition of standard lumber sizes, foundation layout methods, building concepts and procedures, local, state, and national codes, cost estimating, and blueprint reading. 17002A001



## **Carpentry I**

Level: (11-12)

This course is designed to introduce students to the Carpentry/Carpenter occupation. Students are instructed in areas of safety, including hand tools, power tools, ladder, scaffolding and the use of safety harnesses. Students are introduced to the theoretical knowledge needed to lay out rafter, stairs, and basic framing techniques. Students demonstrate knowledge of blueprint readings, including foundations, concrete, floor plans, specification schedules, and electrical, plumbing and mechanical symbols. Students demonstrate entry-level skills in all facets of residential construction. Technology-related mathematics, reading, writing, vocabulary, blueprint readings, and science are integrated throughout the curriculum. 17003A001

## **Drywall Installation I**

Level: (11-12)

This course provides experiences related to the fastening of drywall panels to the inside framework of residential, commercial, and other buildings, and preparing these panels for painting by taping and finishing joints and imperfections. Planned learning activities allow students to become knowledgeable in fundamental principles and methods. Students develop technical skills related to drywall handling, drywall fastening, drywall taping, and drywall sanding. Instruction includes safety principles and practices, recognition of standard lumber sizes, estimating materials, building concepts and procedures, local state, and national building codes and blueprint reading. 17005A001

## **Wall Finishing I**

Level: (11-12)

This course provides students with experiences related to the painting and wall covering industry. Introductory experiences consist of finishing both exterior and interior surfaces, mixing, blending, and the proper techniques in applying paints, lacquers, enamels, and varnishes. Students learn to use hand tools in removing old surfaces and preparing new surfaces. Safety and care in handling materials are emphasized in this course. Skills introduced include safety, preparation of surfaces for painting, wall-coverings, concrete finishing, plaster finishing, finishing surfaces, filling holes and cracks, applying primer and sealing wood surfaces. 17011A001

## **Construction Trades II**

Level: (11-12)

This course provides learning experiences related to the erection, installation, maintenance, and repair of building structures and related utilities. Student technical skill experiences include instruction and activities in safety principles and practices, performing maintenance control functions, joining pipes, building water distribution lines and drains, installing and maintaining plumbing fixtures and systems, installing switch and outlet boxes, light fixtures, service entrances, roughing in and trimming out electrical devices and appliances, preparing foundations and footings, constructing residential chimneys and fireplaces, laying, jointing and pointing brick, and advanced building and construction methods and codes. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge. 17002A002

## **Carpentry II**

Level: (11-12)

This course provides learning experiences related to the erection, installation, maintenance and repair of building structures and related utilities. Students are instructed in areas of safety, including hand tools, power tools, ladder, scaffolding and the use of safety harnesses. Students demonstrate knowledge of exterior trim and finishes, energy conservation in residential construction, and design of stairs and rafter building. Students gain knowledge of planning and zoning regulations and building codes. Students are introduced to estimating both materials and construction costs, and demonstrate basic knowledge in applying drywall materials, stair-building skills, designing and erecting wall partitions, applying roping materials and installing common siding and interior finish. Technology-related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum. 17003A002

## **Drywall Installation II**

Level: (11-12)

This course provides experiences related to the fastening of drywall, Drivit panels and stucco to the interior and exterior framework of residential, commercial, and other buildings, and preparing these panels for painting by taping and finishing joints and imperfections. Planned learning activities allow students to attain knowledge in fundamental principles and methods. Students develop advanced technical skills related to drywall handling, drywall fastening, drywall taping and drywall sanding. Students are also introduced to the use of Drivit panels and the application of stucco finishes. Instruction includes safety principles and practices, recognition of standard lumber and drywall sizes, estimating materials, building concepts and procedures, local, state, and national building codes and blueprint reading. All learning experiences are designed to allow students to acquire entry-level job skills and knowledge. 17005A002

## **Wall Finishing II**

Level: (11-12)

This course includes planned learning activities that emphasize the development of more advanced knowledge and skills than those provided in Wall Finishings I. Students are instructed in areas of safety that includes hand tools, power tools, ladder, scaffolding and the use of safety harnesses. Students are introduced to skills in areas such as estimating labor materials, selecting and using spraying equipment, finishing surfaces with wall coverings, maintaining and repairing structures, inventory of supplies and equipment, determining basic maintenance procedures for tools and equipment, mixing primer, staining wood and varnishing woods. 17011A002

## **Cooperative Education**

### **Cooperative Education**

Level: (12)

Cooperative Education is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through cooperative education. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course sequences, the task list or related occupations skill standards of the desired occupational program. The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. A qualified career and technical education coordinator is responsible for supervision. Written training agreements and individual students training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. 22153A001

## **Criminal Justice/Law Enforcement**

### **Law Enforcement I**

Level: (11-12)

This course is designed to prepare students to enter the fields of law enforcement and the criminal justice system. Instruction includes the history of law enforcement and the legal system, report writing and record keeping, criminal investigation techniques, and routine police procedures. Students learn how to use communications and dispatch equipment, perform proper search and seizure techniques, conduct basic criminal investigations, and execute correct pursuit and arrest procedures. Instruction also includes patrolling techniques, private security operations, traffic investigations, and community relations. 15054A001

### **Law Enforcement II**

Level: (11-12)

This course provides experiences for students in basic investigative techniques for crimes against people and property. Learning activities emphasize the development of more advanced knowledge and skill than those provided in Law Enforcement I. Units of instruction include how to conduct a preliminary investigation and protect a crime scene, collect and preserve physical evidence including dusting latent prints, casting, fingerprint classification, and the use of portable crime laboratory equipment. Students learn how to conduct interviews, complete police reports, use police equipment, and testify in court. Instruction also includes traffic control, personal security, and law enforcement administration. 15054A002

## **Security I**

Level: (11-12)

This course is designed to prepare students to enter the fields of law enforcement and the criminal justice system. Instruction includes the history of law enforcement and the legal system, report writing and recordkeeping, criminal investigation techniques, and routine police procedures. Students learn how to use communications and dispatch equipment, perform proper search and seizure techniques, conduct basic criminal investigations, and execute correct pursuit and arrest procedures. Instruction also includes patrolling techniques, private security operations, traffic investigations, and community relations. 15051A005

## **Security II**

Level: (11-12)

This course provides learning activities to assist students in understanding the differences and similarities between the criminal justice system and security and protective services, incident response techniques, crime prevention, security operations, and crime in the workplace. Learning activities emphasize the development of more advanced knowledge and skill than those provided in Security I. 15051A006

## **Security Services**

Level: (11-12)

Security Services courses provide instruction regarding the safety and security of buildings and facilities and may extend these lessons to include the security and safety of one's self and other human beings. 15102A001

## **Corrections**

Level: (11-12)

This course will provide instruction regarding the principles and techniques used by institutions that incarcerate, rehabilitate, and monitor people accused or convicted of crimes. Course topics vary and may include (but are not limited to) protective services: correction, judicial, and probation service, administration and social work. 15052A001

## **Early Childhood Education**

### **Child Development & Parenting**

Level: (11-12)

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Students will explore opportunities in human services and education-related careers and develop career portfolios. 19052A001

## **Care & Learning Services Management**

Level: (11-12)

This course emphasizes the skills associated with the administration of the infant, child and adult care facilities and education centers. Skills, strategies and issues related to caring for infants and special needs children and adults, where applicable, are included. Emphasis is placed on career opportunities, communication skills, human relations and the service needs of clients in the occupational area. The major learning experiences will involve actual work with children and/or adults in facilities simulating those found in the workplace/industry, and discussion of the situations and problems that arise during the learning experiences. State licensing and certification requirements and regulations related to all-aspects of care and education are stressed throughout the course. Careers in the occupational area will be investigated, including entrepreneurship.

19055A001

## **Care & Learning Services Occupations**

Level: (11-12)

This course provides students with information and practical experiences needed for the development of competencies related to child/adult care, day care, and other education services occupations. Laboratory experiences, either in a school-based or worksite learning facility, are included throughout the class. Students meet standards in developing programs and assisting with children's and/or adult's activities. Classroom study includes the philosophy and management of care centers in the state and local regulations governing care-giving operations. The learning experiences will involve working with children/adults simulating those found in business and industry, as well as preparation for developing and facilitating these activities. 19054A001

## **Introduction to Family Consumer Sciences**

Level: (11-12)

This course introduces students to the field of family and consumer sciences and the many career opportunities available in this broad field. The course includes theory and laboratory experiences in the following content areas: Nutrition and culinary arts; textiles and design; family, career, and community leadership development; resource management; human development and life-long learning; facility design, care and management; and interpersonal relationships and life management skills. 19251A001

## **Human Growth & Development**

Level: (11-12)

This course focuses on the development and wellness of individuals and families throughout the life cycle. Topics include human development and wellness theories, principles, and practices; life cycle expectations and issues, including biological, physiological, social, and psychological needs and concerns of aging adults; community services, agencies, and resources; roles, responsibilities, and functions of families, family members and caregivers; family issues, including ethics, human worth and dignity, changes, stress, neglect and abuse, and care of the care-giver; individual and family wellness planning; and fostering intergenerational relationships. Practical experiences related to these topics are included through a variety of activities such as volunteer related to these topics are included through a variety of activities such as volunteer experiences, service learning, and intergenerational event planning opportunities. Information on a variety of human and family services careers is incorporated throughout the course. 19261A001

## **Graphic Communications**

### **Graphic Communications I**

Level: (11-12)

Graphic Communications I provides learning experiences common to all graphic communications occupations. Instruction should include use of color, balance and proportion in design; three-dimensional visualization; sketching; design procedures; layout; selection of type styles; selection of appropriate drawing tools and media; and the use of the computer as a communication tool. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to the graphic arts industry.

11154A001

### **Beginning Graphic Communications**

Level: (11-12)

Beginning Graphic Communications course will teach students to use artistic techniques to effectively communicate ideas via illustration and other forms of digital or printed media. Topics covered may include concept design, layout, paste-up and techniques such as engraving, etching, silkscreen, lithography, offset, drawing, collage and computer graphics. 11154A003

## **Commercial & Advertising Art I**

Level: (11-12)

This course is designed to provide students with the skills needed for a career in the fields of advertising, commercial art, graphic design, website development, and graphic illustrator. Students learn to apply artistic design and layout principles along with text graphics, drawing, rendering, sound, video, and 2D/3D animation integration to develop various print, video, and digital products. Students use hardware and software programs to create, manipulate, color, paint, and layer scanned images, computer graphics, and original artwork. Students use hardware and software to capture, edit, create, and compress audio and video clips. Students use animation and 2D/3D hardware and software to create animated text, graphics, and images. Students apply artistic techniques to design and create advertisements, displays, publications, technical illustrations, marketing brochures, logos, trademarks, packaging, video graphics, and computer-generated media. 11155A001

## **Communication Technology**

Level: (11-12)

Communication Technology is a course designed to foster an awareness and understanding of the technologies used to communicate in our modern society. Students gain experience in the areas of design and drafting, radio and television broadcasting, computers in communication, photography, graphic arts, and telecommunications. 11002A001

## **Graphic Communications II**

Level: (11-12)

Graphic Communications II provides learning experiences related to the tools, materials, processes and practices utilized in the printing industry. Instruction is provided in industrial safety; stencil preparation and duplicating equipment operation; print screen preparation and printing; machine typesetting; ink and color preparation; assembly, binding, and trimming operations; layout, digital paste up and copy preparation. In addition the course provides the student with learning experiences in the use of cameras and photographic equipment, development and processing of photographic negatives and prints, negative stripping and related platemaking procedures, photo composition, photo engraving, lithography, and offset presswork. Use of the computer in graphic arts occupations should be emphasized. 11154A002

## **Commercial & Advertising Art II**

Level: (11-12)

This course continues to build on the concepts and skills introduced in Commercial and Advertising Art I. In addition to expanding on the activities explored in Commercial and Advertising Art I, students work in a project-based environment to create a variety of interactive online and CD/DVD-based products such as web sites, catalogs, publications, marketing materials, presentations, and educational/training programs. Students create dynamic web pages and sites using HTML, HTML editors, and graphic editors. Students create graphic sketches, designs, and copy layouts for online content. Instruction includes how to determine size and arrangement of illustrative material and copy, select style and size of type, and arrange layout based upon available space. Students learn how to capture and edit images, sound, and video, and combine them with text and animation. Instruction includes client interviewing skills, product proposal development, and product presentation techniques. Students also learn how to create a product portfolio. 11155A002

## **Health Occupations**

### **Geriatric Aide**

Level: (11-12)

Geriatric Aide courses provide students with knowledge and understanding of the processes of adult development and aging. The geriatric aide course is composed of a combination of subject matter and learning activities designed to prepare a person to perform simple tasks involved in the personal care of elderly individuals receiving nursing services. These tasks are performed under the supervision of a licensed practical nurse or registered nurse. Topics covered may include the study of the biological, economic, psychological, social, health, and special nutritional needs; fitness and maintenance of body processes; aspects of the aging process; activities of daily living; rehabilitation activities; diagnostic and treatment procedures; patient/client care procedures; and special nursing care needs of the elderly. 14059A001

### **Orientation to Health Occupations**

Level: (11-12)

The course should expose students to the variety of opportunities available within the healthcare industry (e.g., such as nursing, therapy, vision and dental care, administrative services, and lab technology), which should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health occupations, careers and trends, the occupational and educational opportunities, and the educational, physical, emotional, and attitudinal requirements. 14001A001



## **Nursing Assistant I**

Level: (11-12)

The course is composed of a combination of subject matter and experiences designed to perform tasks of individuals receiving nursing services. The student learns those competencies needed to perform as a nursing assistant under the direction of the registered nurse. The units of instruction should include the role of the nurse assistant while covering general health care topics; medical terminology; patients/clients and their environment; special feeding techniques; psychological support and, in long-term and terminal illnesses, death and dying (e.g., chronically ill, children, new mothers, and so on); and all other basic nursing skills. Topics covered typically include normal growth and development; feeding, transporting patients, hygiene, and disease prevention; basic pharmacology; first aid and CPR; observing and reporting; care of equipment and supplies; doctor, nurse, and patient relationships and roles; procedure and policies; medical and professional ethics; and care of various kinds of patients. In order to have an approved nurse assistant program (one in which the students are eligible to sit for the certifying exam), the program must be approved by the Illinois Department of Public Health and meet all applicable requirements contained in 77 Illinois Administrative Code Part 395. 14051A001

## **Health Occupations Related Skills**

Level: (11-12)

The course provides students with a core knowledge of the healthcare industry and helps refine their health care-related knowledge and skills. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Topics covered usually include (but are not limited to) an overview of health care delivery; patient care, including assessment of vital signs, body mechanics, and diet; anatomy and physiology; identification and use of medical equipment and supplies; medical terminology; hygiene and disease prevention; first aid and CPR procedures; laboratory procedures; and ethical and legal responsibilities. 14002A001

## **Health Occupations Introductory Skill Development**

Level: (11-12)

This course provides students with a core knowledge of the healthcare industry and helps refine their healthcare-related knowledge and competencies/skills. Students will develop cognitive and affective skills and formulate a strong foundation for introductory skill development. Competencies taught usually include (but are not limited to) medical terminology; healthcare industry and culture; health care delivery practices; health care industry ethics; health professions licensure; emergency response; health care confidentiality; health care personnel and roles; health care sanitation; and health care rules and regulations as defined in the Illinois Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements. 14002A002

## **Medical Terminology**

Level: (11-12)

Medical Terminology courses the students learn how to identify medical terms by analyzing their components. These courses emphasize defining medical prefixes, root words, suffixes and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within healthcare professions. 14154A001

## **Health Occupations Introductory Skill Development**

Level: (11-12)

This course provides students with a core knowledge for the healthcare industry and helps refine their healthcare-related knowledge and competencies/skills. Students will develop cognitive and affective skills and formulate a strong foundation for introductory skill development. Competencies taught usually include (but are not limited to) medical terminology; health care industry and culture; healthcare delivery practices; healthcare industry ethics; health professions licensure; emergency response; healthcare confidentiality; healthcare personnel and roles; healthcare sanitation; and healthcare rules and regulations as defined in the Illinois Recommended Technical and Essential Employability COmpetencies for College and Career Pathway Endorsements. 14002A002