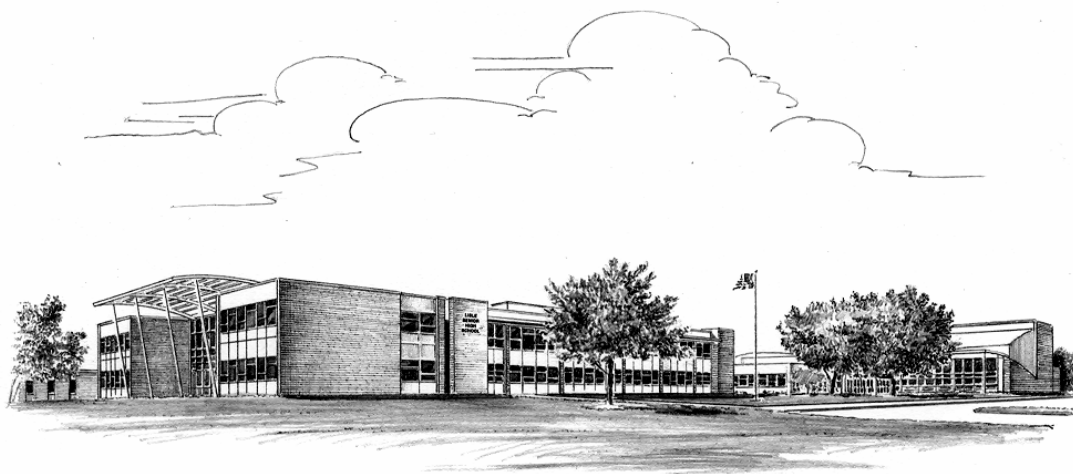


LISLE SENIOR HIGH SCHOOL

Your Opportunity for Excellence



ENROLLMENT INFORMATION AND COURSE DESCRIPTIONS

**For the School Year
2011-2012**



Dear Parents and Students:

It is with great pleasure and enthusiasm that we present to you the 2011-12 school year enrollment handbook. I would ask that parents and students read its contents with great care. Enrolling for classes is one of the most significant decisions students must make each year. The decisions which you make help to lay a path for your future. Among our commitments is to work with each student individually as they progress through high school and identify goals for the future. Because of this commitment, our counselors and staff work with our students to ensure that the courses in which they enroll will promote their ability to both meet the requirements of the school and attain their future goals.

Please read the contents of this publication and complete your registration within the time lines we have established. Should you have any questions, our counselors, teachers, and administrators will be happy to help. We look forward to partnering with you in the future.

Sincerely,

Peter M. Sullivan

Peter M. Sullivan

Principal of Lisle Senior High School

LISLE SENIOR HIGH SCHOOL PHILOSOPHY

It is the philosophy of Lisle Senior High School that every student, regardless of race, creed, or ethnic background, should be given the opportunity to work toward his or her full potential. We will strive to provide each student, within our physical, financial, and time limits, a program of instruction that will best suit his or her individual, special needs. While doing this, we will try to create an environment conducive to good mental health.

Within these limits and through efficient application of its resources, the staff will identify and help, to the best of its ability, those students who require special attention and programs because of their scholastic abilities, vocational plans, interests, physical and mental health, personality, or family background.

We will at all times promote an atmosphere in which desirable relationships among all people are encouraged and valued. We will strive to reflect the nature of the community from which our students are drawn, while at the same time, exposing our students to the diversity of cultures and values in our total society and helping them adapt to the ever-changing nature of both the national and international community.

OBJECTIVES

EDUCATIONAL PROGRAM

To help each student to develop his or her full potential by providing a well-rounded curricular and extra-curricular activity program featuring individualization of instruction whenever possible.

INTERPERSONAL RELATIONSHIPS

To provide each student with opportunities that offer development and enrichment to promote personal, social and academic growth, so that he or she can contribute to our ever changing and complex society.

POSITIVE SELF-CONCEPT

To create an environment in which each student can experience success by promoting self discipline and responsibility for his or her actions, while fostering mutual respect and tolerance of all members of the learning community.

LEARNING ENVIRONMENT

To provide each student with opportunities to develop, compete, and succeed both academically and socially allowing them to meet the demands of an expanding global society.

LEARNING AS THE CENTRAL FOCUS

To assist and encourage each student to participate in activities that will enhance greater understanding of his or her responsibilities to society.

INDIVIDUAL'S FULL POTENTIAL

To provide programs that encourage independent thought, critical and creative thinking, intellectual curiosity, as well as a focus on learning as a life-long process.

**LISLE SENIOR HIGH SCHOOL
DISTRICT 202
LISLE, ILLINOIS**

Welcome to Lisle Senior High School. This booklet has been prepared by the school staff to aid students in the course enrollment process. Few decisions you will make as a student are as important as those concerning your high school program. Your future career plans are strongly influenced by the courses you take at LSHS. Because of this importance, you are encouraged to plan carefully and to involve those who can help you in making program decisions. Your counselor and teachers are here to assist you but your parents should also be included in planning course selection.

ENROLLMENT INFORMATION

- Before completing your enrollment, read this entire handbook. It contains graduation requirements and a listing of all courses offered at LSHS.
- Consult with your parents, your counselor, and your teachers as you are reviewing your course selections.
- Your parents must sign and approve the registration confirmation form.
- Meet the required deadlines. In cases of crowded classes, preferential treatment will be given to those students that have returned the pre-enrollment form by the required deadline.
- All students must carry a course load of 5 subjects plus PE. Taking an additional class in addition to the normal course load is allowed providing the student exhibits appropriate academic performance. (See "Overload Schedule") Pg. 9

GRADUATION REQUIREMENTS FOR STUDENTS INCLUDE:

Twenty-two units (credits) earned including:

- A. 4 units of English (see special requirement described below)
 - B. 2 1/2 units of Social Studies including:
 - 1 unit-U.S. History,
 - 1/2 unit American Government
 - C. 2 units of Science
 - D. 3 units of Mathematics
 - E. 1/2 unit of Health Education
 - F. 1/4 unit of Consumer Education
 - G. 1/4 unit of Driver's Education
 - H. Physical Education (see number 2 below)
 - I. 1 unit from Career and Technology Education, (CTE) –Business, Industrial Arts, Consumer and Family Education, or Music, Art, Foreign Language
 - J. 5 Elective Credits
-
1. All students are required to take and successfully pass Physical Education during each semester of enrollment at LSHS. Physical Education during the Sophomore year will consist of one semester (1/2 unit) of physical activity in the gym and one semester (1/2 unit) of health instruction in the classroom.
 2. The School Boards may excuse pupils enrolled in grades 12 from engaging in physical education for the following reasons:
 - a) to enroll in expanded college entrance requirements;
 - b) to enroll in courses required for graduation;

- c) for ongoing participation in an interscholastic athletic program.
3. Students will be awarded 1/2 (one-half) unit of credit for each SEMESTER so completed with a passing grade. Students presenting medical excuses exempting them from the usual physical education program shall receive a M (medically excused from PE). Actual PE credit will not be awarded. They will then be required to select another class for their schedule.
 4. Two and one-half credits will be required in the area of Social Studies. Included in this total is one credit of U.S. History during the students' junior year and one-half credit must be a required semester course in American Government taken during the senior year. One credit will be a social studies elective.
 5. A maximum total of 2 units of credit toward graduation may be earned through approved correspondence/on-line computer courses. The student is responsible for all tuition and fees.
 6. All Juniors and Seniors must include one credit of English course work from the area of COMPOSITION/GRAMMAR SKILLS. For details, consult the English section of this enrollment handbook.
 7. A student may count a maximum of only four (4) band credits and four (4) choir credits as elective credit toward graduation.
 8. All students planning to attend college after graduation are urged to take a minimum of 2 years of a foreign language.
 9. Students desiring to take less than a normal class load must have the approval of the Principal in advance. Some situations which would be considered for shortened days include:
 - A. Physically handicapped students who have experienced difficulty in the full day necessary to take sufficient courses to meet this requirement.
 - B. Fifth year students who require only a very small number of credits to meet the requirement of 22 credits.
 - C. Students who have experienced severe problems and can benefit by being in the building the shortest time possible in their daily routine.

GENERAL INFORMATION

ACCREDITATION OF ACADEMIC WORK

All courses of study and time allotments meet the accreditation requirements of the North Central Association of Colleges and Secondary Schools. Credits earned at Lisle Senior High School will be accepted by any secondary school or college in the United States without examination, provided that the specified courses and other published requirements for entrance are met and satisfied. Please note in the English course section those courses that are most likely to be accepted for college admissions.

AUDITING CLASSES

Students may audit classes of their choice during the period of time they are not assigned a specific course of study. Students interested in auditing a program of studies must secure permission from the instructor of the class, their counselor and the principal. No grades or credits will be awarded for an audit.

CHANGES IN COURSE SELECTIONS

Requests for a change from the original course selections will be honored providing there is room in the class and time in the student's schedule. Changes must be requested during the spring or summer designated times announced by the school in mailings and other news releases. **NO STUDENT INITIATED CHANGES ARE PERMITTED FOR EITHER FIRST OR SECOND SEMESTER AFTER MID- AUGUST WITH THE FOLLOWING EXCEPTIONS:**

1. Graduation or college entrance requirements necessitate a change.
2. A student has been academically misplaced and is performing poorly with no hope to pass a particular class.
3. A student who is taking an overload is experiencing academic difficulties which necessitate a change.

CREDITS AND CLASSIFICATION

A unit of credit is earned in all academic courses meeting a minimum of 250 minutes a week during the entire school year and usually requiring outside preparation. In all subjects a passing average of at least a "D" must be maintained before credit is given. Half credits are allowed for subjects that are passed for one semester. Students who enroll more than 20 days after the beginning of the semester, will not be awarded credit for coursework done during that semester.

Each semester of credit work will stand as earned or failed. In order to earn a full credit in a one year course, passing semester grades must be earned each semester. Students who fail a semester's work and who need to repeat a course need only to repeat the semester failed. If the second semester of a math course must be retaken, the first semester may be audited again in order to be properly prepared for success in taking the class again.

Our students will be classified according to credits earned. For example, a student in his or her second year of high school would be classified as a sophomore only if five credits had been earned. Junior classification will be in effect for students who have earned 11 credits and students with 16 credits will be classified as a senior.

The Board of Education has approved the earning of some credits through approved correspondence/on-line courses to be applied toward graduation. This type of study may be used to make up credits, to pursue courses not offered at LSHS, to help solve schedule conflicts or to earn college credit. Information regarding this approach may be secured from your counselor. Information is also available regarding taking college courses while enrolled at Lisle Senior High School.

COLLEGE COURSE WORK

Students may take college work during high school with counselor approval. Students are responsible for their own tuition and transportation. One-half unit of high school credit will be granted for each 3 semester or 5 quarter hour college course. Grades earned will transfer and be computed in the cumulative grade average at student's option. If the credit from the college courses is applied toward graduation requirements, then the grade will be computed in the Grade Point Average.

MEDIA SERVICES

The Library provides students and faculty with access to information and ideas to enrich individual student development and enhance classroom learning.

To provide for study, research, and recreational learning, the LSHS library offers books, newspapers, magazines, cd's, videotapes, DVD's, maps, pamphlet files, data base access, audiovisual equipment and computers to be used for reading, viewing, and listening.

GRADE AVERAGE AND RANK IN CLASS

Final average and rank in class is based on all semester grades earned from the 9th grade through the 12th grade. All courses with the exception of Journalism Lab are included in determining the grade average and subsequent rank including physical education. Honors courses have weighted grades and receive an additional honor point for a grade of A, B, or C. Students with a GPA of over 5.00 in a semester will have their GPA calculated on the basis of a regular class load and will not receive a mathematical reduction for taking an overload schedule.

LSHS uses a five point system for passing levels of work and the accumulated grade point average should be interpreted in light of this fact. A=5, B=4, C=3, D=2, F=0. Example: An accumulated grade average of 3.50 lies between a B & C. Honors courses are weighted to reflect A=6, B=5, C=4.

HEALTH SERVICES

The School Health Service supports the school's philosophy in working toward the physical, intellectual, emotional, aesthetic and social growth of each student. It functions in cooperation with parents, physicians, faculty, and administration.

The School Health Service strives to keep the students healthy and in school. This is accomplished through minor treatment, education and referral. The office is regularly staffed throughout the school day by a certified school nurse or a health aide who operates under the supervision of this certified school nurse. Minor first aid is given on a limited basis, but the health service is NEVER meant to replace physician evaluation and treatment.

The Illinois School Code, in cooperation with the Illinois Department of Public Health, requires students to meet certain requirements in regards to physical examinations, immunizations and management of infectious diseases. It is the health service's responsibility to monitor students for compliance with these requirements. The Student Health Service operates within the guidelines

established in the District 202 policy manual and according to Illinois Department of Public Health law.

HONOR ROLLS

LSSH recognizes scholastic achievement by publishing two honor rolls each quarter. Regular Honor Roll is composed of students with a grade average of 4.00 to 4.99. High Honor Roll membership requires a GPA of 5.0 or above.

LSSH PROGRAM OPTIONS

Lisle High School attempts to meet the individual needs of students by providing ability grouping in several academic areas. A student's permanent record reflects the level of courses taken.

A. HONORS PROGRAM

The purpose of the Honors Program at Lisle Senior High School shall be to provide challenging educational experiences to pupils of outstanding ability, maturity, and motivation. The honors courses shall be designed to use approaches which are in keeping with this type of pupil and to foster standards of achievement which are greater than that expected in a regular high school program.

Students will be asked to complete an Honors Course request form. Pupil performance will be reviewed by the respective departments, including teachers and counselors who know the student's work. To be recommended for placement in an Honors section, candidates should maintain an overall GPA of 4.25 and meet at least three of the following criteria:

- An "A" in the previous course in the discipline (a "B" in the previous Honors Course),
- National stanine of 8 or more in the most recent standardized testing,
- Writing sample,
- Teacher recommendation.

If students don't fully meet these criteria, they may also choose to "opt-in" an Honors Class. They will complete an application form to request placement in an Honors class. This application will then be reviewed.

Students do receive weighted grades. See section on grading. Students must receive a minimum of a B- in each honors course to remain in the honors program. Students may be removed from an honors class by the department head if a semester grade of "C" or less is earned in an honors class. A student receiving a "D" or lower at the end of the first quarter will be removed from the Honors program and scheduled into a regular education section of that course.

A special elective program is available for gifted students. Students will be selected for the Gifted Independent Mentor Study (GIMS) program based on the district gifted criteria which includes OLSAT ability testing, standardized testing including MAPS and ACT assessments, class rank and teacher feedback. Students will be screened according to these criteria. Eligible students will be contacted with details of the program.

B. REGULAR PROGRAM

The majority of students will be placed in regular classes which will offer strong preparation for either college entrance or a good general education for the student entering a career field.

C. INCLUSION PROGRAM

Inclusion facilitators are on the staff to assist those students with identified learning disabilities. Offices are in Room 203.

PERMANENT RECORD CARD

A permanent record card is kept on file for each student who has attended our school. On this record card are shown all semester grades received, family data, rank in graduating class, ACT/SAT scores, attendance record (absenteeism and tardiness), date of graduation or withdrawal, and schools or institutions to which transcripts have been sent as authorized by parents and/or students.

OVERLOAD SCHEDULE

As stated earlier in this handbook, the normal course load expected of each student is six regular classes including physical education. In our seven period day, this schedule then leaves one period for a study hall. Some students desire to take a seventh class rather than study hall. The request will be approved by a counselor, provided that the student has passed all of his or her classes during the previous semester. If any classes are failed, then our feeling is that a study hall is necessary in order to help the student see appropriate academic success.

RESIDENCY

If you are enrolling in LSHS as a student new to the district, please contact the main office for enrollment information (483-8300). You will be asked to provide proof of residency, prior to enrolling for classes.

STUDENT ACTIVITIES

Since activities outside the classroom play an important role in a student's high school life, the activity program is considered as an extension of the total curriculum offered in Lisle. Some of these activities are social in nature or are service oriented, while others, such as language clubs, are related to the classroom program of studies. Activities are varied in interest and performance level. Lisle High School has several organizations and programs to fulfill its particular needs. There are many organizations and activities in which the whole student body may participate.

In order to have a fully satisfying high school experience, it is extremely important that a student become involved in activities every year. It should be noted that prospective employers and/or university officials examine credentials of our graduates and are especially interested in those involved in activities. Specific information may be obtained from the Associate Principal's office and the Guidance Department office at the high school.

TESTING PROGRAMS

For a schedule of testing administered in Lisle Senior High please refer to http://www.lisle202.org/pages/uploaded_files/LisleTestInfo.pdf

VOCATIONAL PLANNING

We believe that good vocational planning begins with career exploration by course selection. A variety of courses are offered in the high school to provide students with experiences introducing them to the world of work. If a student desires an entry level job upon graduation, it is advisable to follow a particular sequence of courses that would offer preparation for that particular vocational field. This information is available from your counselor.

In addition, all sophomore students will participate in a Career Interest Survey that is administered by the guidance department. This can provide good insight into potential career paths for each student.

The opportunities at the post-secondary level are so varied that they can not be included in this book nor can a particular course sequence be suggested to cover all the vocational and technical programs in two years or less. Detailed information about such programs and how to be prepared for them can be obtained in the Guidance Office.

COLLEGE ADMISSION INFORMATION

Students planning to enter a college or university need to be aware of admission policies regarding preparatory courses, testing, and rank in class. It is imperative that students check the specific entrance requirements of schools of particular interest to them and that they meet these requirements. This information can be obtained from your guidance counselor.

STATEWIDE ADMISSION REQUIREMENTS

The Board of Higher Education has established statewide minimum admission standards for public colleges and universities in Illinois. The following high school subjects will be required of freshmen entering community college transfer programs and public universities.

- 4 units English (written and oral communications, literature)
- 3 units Social Studies (history and government)
- 3 units Mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming)
- 3 units Science (laboratory science)
- 2 units Foreign Language, music, or art, or CTE

Individual public universities and community colleges may have other subject requirements in effect as well as other requirements involving test scores and grade point averages. Applicants must contact each college or university individually for details about all of its requirements.

PSAE

The Illinois Legislature has mandated that in April of each year, all juniors are required to take the Prairie State Achievement Exam. This is a two-day test. Day 1 consists of the ACT test and Day 2 consists of another component of the exam. The ACT test taken on Day 1 of the PSAE can be used for college admission purposes.

ACT/SAT

In addition to adequate course preparation, the vast majority of colleges and universities require ACT or SAT scores for admission. Juniors should determine the test preferred by the college they plan to attend and the most appropriate time to take the test (spring of the junior year or fall of the senior year). Juniors also must decide if they want to use the ACT taken for the PSAE or if they want to also take the ACT on a national test day.

To be considered for the Illinois State Scholar competition, juniors must take the ACT or SAT in their junior year. These scores are automatically sent to the Illinois Student Assistance Commission.

Colleges are looking for average or better scores on ACT or SAT and make available the average scores of entering freshmen. A senior can compare his test scores with the average for entering freshmen and use this information in predicting success in college and in selecting a school.

Statistics indicate that an average test score combined with an average rank in class will result in average grades in a college of average difficulty.

NOTE: Colleges indicate that the biggest predictor of success in college is achievement in a strong academic program all four years in high school.

TECHNICAL/TRAINING PROGRAMS

Students planning to enter specific training programs, such as nursing or technical programs or the job market, need to be aware of entry-level requirements. Often these entry requirements are more specific than for the student planning to enter college.

All students are encouraged to confer with their counselors in determining courses and requirements needed for preparing themselves for job-entry or further post high school training, regardless of the level of difficulty.

HOW TO PREPARE FOR COLLEGE

If you plan to go to college, you should follow these guidelines:

1. If possible, determine as early as your freshman year whether or not you plan to attend college. Discuss the idea with your parents and counselor.
2. Try to narrow your selection of colleges as early as you can. Find out exactly what subjects are required for entrance and plan your high school courses so that when you graduate from high school you will have the subjects needed to enter your chosen college. There are over 1700 colleges in the U.S. each with different admissions requirements. Contact with any prospective college is essential.
3. Be a good student in all your subjects. Colleges are more interested in students who rank in the upper half of their class than those in the lower half. Work hard through your four years at school. Train yourself to be an efficient learner. Superior grades may help you to win a scholarship and certainly enhance your chances of acceptance at the college of your choice.
4. Plan, if possible, to visit the colleges of your choice during vacation periods **PRIOR** to your senior year.
5. Attend college nights when they are held.
6. Talk to college representatives when they visit your high school. They are available in the commons during lunch hours.
7. Be aware that volumes of information are available in the Guidance Office and Library about careers and jobs.

8. Take all of the required college entrance tests when offered.
9. Take advantage of all the career materials available in our Guidance Office and utilize the computer terminal to research schools and occupations.

<http://www.lisle202.org/vnews/display.v/ART/44f5a36705c45>

Students who plan to go to college and may not have selected a specific institution should make their selection of subjects primarily from the list of subjects which are so standardized that they are acceptable to all colleges.

Lisle Senior High School will recommend a student to a college with a general average of "C" in a challenging academic program. Average or even inferior work in one field may be balanced by excellence in another field.

For example, a college engineering or technical program would require higher marks in high school mathematics. College candidates should understand that meeting the strictest standards for acceptance will make them eligible for the largest number of colleges.

ADMISSION TO JUNIOR/COMMUNITY COLLEGE

More and more students are choosing a community college because of the proximity and low cost. A community college is able to supply a student with two years of required courses in order to allow the student to transfer successfully to a four year college to complete the requirements for a four year degree.

A community college can also offer an Associate in Arts or Associate in Science Degree for the student interested only in two years of college work.

One of the most important innovations by community colleges has been the offering of a multitude of one and two year occupational programs for the non-college bound student. Complete information is available from your counselor. Any person 18 years of age or older may attend College of DuPage. Approximately 35 one and two year occupational programs are available at the College of DuPage, Glen Ellyn.

The door to college and post-high school occupational education for all students has now been opened by the community college philosophy.

SCHOLARSHIPS, GRANTS, AND LOANS

Financial aid information is made available to students by the counseling department. Announcements of scholarship programs are placed in the daily bulletins, posted outside the guidance office and on the guidance web page (www.lisle202.org/guidance). All students are encouraged to contact their counselors for additional information.

Students who believe that they may be eligible for NCAA Division I or II scholarships must plan their course schedules very carefully to comply with Proposition 16. Be sure to inform your counselor early in the course planning process that you are interested in pursuing an NCAA Scholarship. Only certain courses are accepted by the NCAA Clearinghouse as core academic courses. In addition, there are minimum requirements for core course GPA and ACT/SAT test scores. More detailed information is available in the guidance office.

Primary sources of aid are the Illinois Monetary Award Program and the Pell Grant. Applications for these and for financial need analysis profile and the Free Application for Federal Student Aid (FAFSA) are available in the counseling office or at www.ed.gov/studentaid

The financial assistance program is one of continual change. For this reason, students should begin discussing their needs with counselors during their junior year.

COURSE DESCRIPTIONS



All art courses require a lab fee.

ART I (FRESHMAN - SENIOR)

A one semester course which introduces the students to various 2 dimensional media and projects relating to the elements & principles of art and also color theory. Students will explore such media as drawing, painting, printmaking, & collage. (1/2 credit)

ART II (FRESHMEN - SENIOR)

A one semester course which focuses on the study of & creation of three-dimensional artwork. Students will explore such media as ceramics, sculpture, found object art, assemblage, wood, and crafts. (1/2 credit)

PRE-REQUISITE: Art I or consent of instructor.

CERAMICS I (SOPHOMORE, JUNIOR, SENIOR)

A one semester course with emphasis on the various hand-building techniques (pinch, coil, and slab) will be used to explore both organic & geometric forms. Students will also explore proper clay vocabulary, the utilization of materials, and a variety of glazing techniques. (1/2 credit)

PRE-REQUISITE: Art II or consent of instructor

CERAMICS II (SOPHOMORE, JUNIOR, SENIOR)

A one semester course open to students who have satisfactorily completed Ceramics I. Students will work in the various hand-building techniques (pinch, coil, and slab) to explore objective & nonobjective art forms. Students will be introduced to clay sculpture & the potters wheel. Students will build on their clay vocabulary, the utilization of materials, and a variety of glazing techniques. (1/2 credit)

PRE-REQUISITE: Ceramics I or consent of instructor.

ART WORKSHOP (SOPHOMORE, JUNIOR, SENIOR)

A semester course where individually motivated and talented students can pursue a custom designed course outline under faculty direction. Options available would be drawing, painting, ceramics, sculpture, collage, assemblage, found object art, or public art. (1/2 credit)

PRE-REQUISITE: Art II or consent of instructor.

DRAWING-PAINTING (SOPHOMORE, JUNIOR, SENIOR)

A one-semester course which introduces students to the techniques and tools of the great art masters. Students will be introduced to a variety of artists, their styles, & the periods in which they worked. This course is designed to develop students' artist abilities in sketching, drawing, & painting. Students will use various 2D media: pencil, charcoal, conte crayons, pastels, markers, watercolor paints, & acrylic paints. (1/2 credit)

PRE-REQUISITE: Art II, or consent of instructor.

GLASS WORKSHOP

A one semester course which focuses on the knowledge of glass as an art medium.

Students will explore the two art forms of glass – cold & hot. Students will learn about the different properties of glass & ways to manipulate glass to create works of art in both forms. Students will also learn responsible ways of handling glass.

L\$H\$ BUSINE\$\$

Business is consistently the most popular undergraduate major at colleges in the U.S. With over 328,000 bachelor degrees conferred in business in 2006-07, nearly twice as many undergraduate students majored in business than the next most popular major. Popular bachelor degrees include accounting, business administration, and finance.

Get a jump start on selecting your college major and potential career by enrolling in one of many business courses offered at LHS. College business courses are very expensive. High school business courses are free. Do yourself and your wallet a favor by narrowing down your college major/career interests before enrolling in expensive college business courses.

To get started, please review the following list of business courses offered at LHS.

ACCOUNTING I* (Sophomore, Junior, Senior)

This one semester course introduces basic accounting principles for a sole proprietorship. Instruction includes recording various types of business transactions, preparing financial

statements, and analyzing financial information. This course will begin to build a solid foundation for business majors at the college level. (1/2 credit)

ACCOUNTING II (Sophomore, Junior, Senior)

This one semester course is a continuation of Accounting I with emphasis on accounting principles for a partnership. Topics covered will include: journalizing, posting, payroll, financial statements, and adjusting/closing entries. Students will also use accounting software to enter transactions and create financial statements. This course will continue to build a solid foundation for business majors at the college level. Prerequisite: C or better in Accounting I. (1/2 credit)

BUSINESS LAW I (Sophomore, Junior, Senior)

This one semester course is designed to provide students with a basic understanding of the laws that affect their personal life. Instruction includes principles of civil law, criminal law, law as it applies to a minor, and other situations of law. This course includes both a mock trial and a field trip to a county courthouse/jail. (1/2 credit)

BUSINESS LAW II (Sophomore, Junior, Senior)

This one semester course is a continuation of Business Law I, giving the student a broader background in the legal environment of business. Instruction includes contracts, bankruptcy, marriage and divorce, property, employee injuries, and corporate law. This course includes a mock trial and a field trip to a county courthouse/jail. Prerequisite: C or better in Business Law I. (1/2 credit)

COOPERATIVE EDUCATION (Junior, Senior)

This two semester course combines the efforts and resources of the employment community and Lisle High School. The purpose of Cooperative Education is to provide learning experiences that will assist the student in developing entry-level job skills. Students must work a legal job for a minimum of 12 hours per week. In addition to earning credit for their work experience, students will also earn credit for completing related class instruction. This related class instruction will provide students with both career education and occupational development. (2 credits)

KEYBOARDING* (Freshman, Sophomore, Junior, Senior)

Keyboarding is recommended for any student currently unable to type at least 40 wpm. This one semester course is designed to improve your typing speed and accuracy by learning the touch method for keyboarding. Using Microsoft Word, students will also learn how to format academic reports, business reports, personal business letters, memorandums, emails, and other Word documents. The basics of Microsoft Excel and PowerPoint will also be introduced. (1/2 credit)

SEMINAR IN BUSINESS (Freshman, Sophomore, Junior, Senior)

This one semester course is designed to allow students to explore a variety of business topics, including the economy, business ethics, financial institutions, saving, investing, and other current business topics. This course includes a stock market game and a field trip to the Chicago Federal Reserve and Chicago Board of Trade. (1/2 credit)

COLLEGE \$CHOLAR\$HIPS

Each year, up to four \$500 college scholarships are awarded to graduating seniors from the Medford Abernathy Memorial Foundation. An LHS student may become eligible for a scholarship by successfully completing (with an A) at least two LHS business courses. Interested students must fill out an application. Scholarship recipients are selected based on their business course grades, character, and financial need.



CONSUMER EDUCATION

CONSUMER EDUCATION

This is a nine-week course required for graduation. The purpose of Consumer Education is to teach students how to make wise financial choices.

The following topics will be covered:

- The rights and responsibilities of consumers.
- Consumer alerts – learn how to avoid scams, misleading advertising and be able to identify skills needed to obtain the best value for your shopping dollar.
- Your paycheck – deciphering how you are paid and what the deductions are for.
- Taxes - How taxes are collected and where the money is spent – Local, Federal and State
- Banking – types of accounts, establishing credit, credit ratings, identity theft and how to live within your means (budgeting).
- Insurance - Health, Life, House, Car

This is a 1/4 credit course REQUIRED for all SOPHOMORES.

Family and Consumer Sciences

CHILD DEVELOPMENT/PRESCHOOL I*

Students taking this course will learn about all aspects of child development, including physical, cognitive, and social-emotional development. Students will learn how infants through preschool aged children develop. They will also get the chance to have hands-on guiding experience with preschoolers. They will learn how to plan lessons that revolve around preset themes, interact with young children and make observations of preschool students. Child Development/Preschool I students will be “in training”, to take over the operation of the Preschool program. By the end of the term students will have the theories and practical classroom experience necessary to assume the operation of the preschool, should they decide to enroll in Child Development II

(1/2 credit) **(FRESHMAN, SOPHOMORE, JUNIOR, SENIOR)**

CHILD DEVELOPMENT/PRESCHOOL II*

This course is designed as a continuation for those students who have taken the Child Development I course and who are interested in extending their expertise in working with children. Child Development II students run the day-to-day operation of Lisle Senior High School Preschool, which operates four days per week. Students must perform in a professional manner at all times, displaying both enthusiasm and creativity. Child Development II students take on the role of preschool teachers, and will interact with parents and perfect their skills in dealing with the children who attend our preschool.

These on-the-job experiences are a valuable asset for those considering the field of Education or simply for those who enjoy children.

(1/2 credit) PRE-REQUISITE: Child Development/Preschool I

(FRESHMAN, SOPHOMORE, JUNIOR, SENIOR)

Students who complete both Child Development I and II with a grade of B or better may be eligible to receive 3 credits at the College of DuPage.

FOOD PREPARATION I

This course provides an introduction to the basics of food preparation and the study of nutrition. Students will learn about kitchen equipment, how to follow a recipe, kitchen safety, food sanitation, healthy eating and food shopping skills. Weekly lessons will involve theory, demonstrations, and cooking labs.

(1/2 credit) Lab fee required

(FRESHMAN, SOPHOMORE, JUNIOR, SENIOR)

ADVANCED FOOD PREPARATION

This course is designed for students who enjoy cooking and want to advance beyond the basics. Students will explore where our food comes from and what processes the food goes through before it ends up on our plate. Quantity food preparation and advanced culinary techniques will be covered.

(1/2 credit) Lab fee required PREQUISITE: Food Preparation 1

(FRESHMAN, SOPHOMORE, JUNIOR, SENIOR)

LIFE SKILLS

This course will deal with topics that are of concern to students as they finish school and become more independent. Class instruction and discussion will help students develop a better understanding of themselves and those around them. The Managing Personal Resources course will also prepare students to make wise lifestyle choices related to health, friends, dating, marriage, career choices, work commitment and community involvement. Students will explore financial issues such as insurance, credit, banking, budgeting, car buying, furniture buying, renting versus buying a home, as well as several other topics.

(1/2 credit) **(JUNIOR, SENIOR)**

Technology Center of DuPage

Technology Center of DuPage (TCD) (JUNIOR, SENIOR)

This is an opportunity for students to receive advanced training in an area preparing them to enter the job market or to go for post secondary education. Students will receive credits for two and one-half hours spent in the TCD facility located twenty-five minutes north on Route 53. Students interested in this program may choose from among 19

programs. Counselors should be consulted for more information and a special enrollment book describing the TCD programs. Transportation to and from the TCD facility will be by bus. Required courses for LSHS graduation will be taken at Lisle.



You must plan your courses at Lisle so that you will have the necessary background and preparation in order to take full advantage of your experiences at TCD. The philosophy of TCD makes provisions for students to take introductory and intermediate courses where possible at the Lisle High School and the more advanced work at the TCD facility. Your future acceptance in a TCD program may be dependent upon

your preparation here at LSHS. See your guidance counselor for further information.

Students will attend TCD during the 5th, 6th, 7th periods and receive 2 1/2 credits. Students tentatively attending the afternoon 3 period session must choose 3 1/2 credits at LSHS to make a total of 6 credits.

TCD programs include:

HEALTH SERVICES DIVISION

Fire Science
Certified Nursing Assistant
Medical & Health Careers

BUSINESS

Data Entry Occupations
Office Systems Technology
Computerized Information System

PERSONAL SERVICES

Early Child Education & Care
Cosmetology
Culinary, Pastry Arts & Hotel Mng.

BUILDING AND MACHINING

Pre-Arch. & Pre-Engin. CAD
Machine Tool
Construction Trades

TECHNICAL

Electronics & Computer Technology
Heating, Ventilation, Air Condition
& Refrigeration
Network Technician

MECHANICAL

Automotive Technology
Auto Body Repair & Refinishing

COMMUNICATIONS

Multimedia & Television Production
Graphic Communications

DRIVER EDUCATION

DRIVER EDUCATION (SOPHOMORE)

Driver Education is offered to students fifteen years of age and over. The course embodies all the facets of driving-highways, country roads, town and city streets, maneuvers of stopping, starting, turning and parking. There are two phases to the course-behind the wheel and classroom. The classroom phase is concurrent with the driving phase. In addition to driving maneuvers, the classroom phase includes lessons on psychology of the driver, attitudes, statistics on accident causes, financial responsibilities in case of accident and care of the motor. The course meets all requirements of the Illinois Department of Motor Vehicles. (1/4 credit - 9 weeks). The State of Illinois requires all students to take the classroom phase of Driver Education. To qualify for a license, students must pass both behind-the-wheel and classroom phases of Driver Education. To enroll in Driver's Ed, a student must have passed at least four courses during each of the previous two semesters.

ENGLISH

Four units of credit are required to graduate from Lisle Senior High School. English I & II are required for all freshmen and sophomores. Juniors and Seniors must select at least two units of credit, one of which must come from the area, COMPOSITION & GRAMMAR SKILLS. It is the responsibility of the student to see that this requirement is satisfied.

(* Denotes classes which are most widely accepted by four year colleges as meeting admission requirements for English.)

COMPOSITION/GRAMMAR COURSES

Business Communications	1/2 credit
*Creative Writing	1/2 credit
Journalism	1/2 credit
*Writing for College	1/2 credit
English III	1/2 credit
English IV	1/2 credit
*Traditional English	1 credit (1/2 comp./grammar, 1/2 lit.)

*English III Honors 1 credit (1/2 comp./grammar, 1/2 lit.)
Writing for Electronic Media 1/2 credit

LITERARY SKILLS

*Modern Literature 1/2 credit
*Traditional English 1 credit (1/2 lit., 1/2 comp./grammar)
*English III Honors 1 credit (1/2 lit., 1/2 comp./grammar)
*World Literature 1/2 credit

SPEAKING/ PERFORMANCE

Advanced Communications 1/2 credit
Drama 1/2 credit

There are over 1700 Colleges in the United States. Schools vary in what is required for admission. Check with colleges you are considering before your senior year begins to determine if the classes you have selected meet the individual college criteria.

ENGLISH I (FRESHMAN)

This freshman class is composed of two semesters of conventional English instruction and practice in literature, reading, writing, study skills and oral communication. Delivering at least one assigned speech each quarter is required for passing this course. (1 credit) One year.

ENGLISH I HONORS (FRESHMAN)

This course is open to students who have demonstrated outstanding ability and application in their junior high English classes. Content is basically the same as English I, but students will be expected to probe more deeply in their reading, advance more rapidly in their composition/grammar skills and will be required to complete an independent project incorporating research, content and speech communication skills learned during the semester. Delivering at least one assigned speech per quarter is required for passing. Special placement required. Students must achieve a grade of B or higher to remain in the Honors program. (1 credit) One year.

ENGLISH II (SOPHOMORE)

This one year sophomore course includes a study of American literature via essays, poetry, short stories, and novels. The class also focuses on usage, composition and oral communication. Delivering at least one assigned speech each quarter is required for passing. (1 credit) One year

ENGLISH II HONORS (SOPHOMORE)

This course is open to superior pupils who have demonstrated outstanding ability and application in English I. Included is a study of American Literature by type. Students will also develop a critical approach to expository writing. Writing emphasis is on organization and clear, vivid, exact expressions of ideas. Special placement required.

Students must achieve a grade of B or higher to remain in the Honors program. (1 credit) One year.

BUSINESS COMMUNICATIONS (JUNIOR, SENIOR)

This course focuses on the practical aspects of communication needed in the business world. Students will learn concise and effective writing, spelling, employment applications, interviewing, and the psychology of communication. Guest speakers representing various occupations will be invited to the class to give students further insight into specific careers and career trends, an ongoing unit of study. (1/2 credit) One semester.

JOURNALISM (SOPHOMORE, JUNIOR, SENIOR)

Journalism is an advanced writing class wherein students are required to demonstrate their ability to grasp the objectives of specific units by actually writing their own straight news stories, feature articles, sports stories, and editorials. Students will also learn to write stories from interviews and speeches, and will review their own copy to check for effective use of quoted material, style, and leads. The course also has students analyze their writing in terms of news judgment, ethics, and the law. (1/2 credit) One semester

JOURNALISM LAB (FRESHMAN-SENIOR)

This laboratory period is offered for students who have time available in their schedule and are interested in working on the staff of the school yearbook. **This class does not satisfy the English requirement for graduation. This class is elective credit only.** (1/4 credit)

ENGLISH III HONORS (JUNIOR)

This course is open to pupils who have demonstrated outstanding ability and effort in English II. The course emphasizes interpretation, evaluation, and criticism in depth of literary types. The student will be required to do a considerable amount of independent study. The course also includes ACT/SAT prep, with an emphasis on vocabulary. Special placement required. Students must achieve a grade of B or higher to remain in the Honors program. (1 credit) One year.

TRADITIONAL ENGLISH (JUNIOR, SENIOR)

British Literature will be studied through a selection of major works representing Anglo-Saxon, Medieval, Renaissance, 17th century Romantic, Victorian, and Twentieth Century authors. Examples of assigned reading are: Beowulf, Canterbury Tales, Macbeth, The Mayor of Casterbridge, Lord of the Flies, A Tale of Two Cities, and Animal Farm. A research paper will be prepared as well as individual projects.

The grammar, usage and vocabulary portion of this course will be particularly helpful to students who wish to prepare for various college entry exams (PSAT, ACT, SAT, etc.) Vocabulary instruction will focus on the study of root words, especially Greek and Latin. Class projects may include dictionary study skills and library reference materials. A "C" average in each semester of English II is required; it is not suggested for those who wish to remediate poor grammar. (1 credit) One year

ENGLISH 3 (JUNIOR, SENIOR)

This one semester class provides basic instruction and practice in both literature and communication. Capote, Fast, Ibsen, Orwell, Sophocles and others expose students to a variety of interesting literary works. Numerous written assignments are required as well. College-bound students will be given important practice in communication skills, but the course is designed to be of benefit to the non college-bound student as well. (1/2 credit)

ENGLISH 4 (JUNIOR, SENIOR) 1/2 credit

This course is often studied in sequence with English 3, however, it is an independent class and need not be studied in conjunction with it. Students are exposed to a variety of interesting works of basic literature from around the world by Rand, Shakespeare, Solzhenitsyn and others. Numerous written assignments are required as well. College-bound students will be given important practice in communication skills, but the course is designed to be of benefit to the non college-bound student as well. (1/2 credit)

CREATIVE WRITING (JUNIOR, SENIOR)

This will be a workshop-type class. A text and examples of various forms of literature will be studied for general procedures and techniques of writing, but the focus will be on student efforts at writing, with considerable time spent in individual writing experiences and small or large group discussions of the student's writing. The class will work on writing poetry and short fiction, while analyzing some readings and modern films. (1/2 credit) One semester

WRITING FOR COLLEGE (SENIOR)

Designed for the student who plans to enter college, emphasis for the course will be placed on writing expository, multi-paragraph essays with strong support, the type required in college work. In particular, stress will be placed on formulating a thesis statement, using correct MLA documentation format and in developing papers using a variety of techniques. This class culminates in an extensive research paper incorporating all of the above. Students must enter at least one writing contest. NOTE: those needing remedial help in composition, grammar and usage should not enroll in Writing for College. (1/2 credit)

ADVANCED PLACEMENT ENGLISH LANGUAGE (SENIOR)

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. (1 credit) One year

MODERN LITERATURE (JUNIOR, SENIOR)

Study and discussion of new methods and trends in the literature of the mid-twentieth century. Course will examine all genres (novel, short story, poetry, film, drama) and may include the literature of any country, while centering on the American. Class activities

will include extended discussions of modern writers and will revolve around understanding of literary analysis. Authors such as Royko, Wolfe, Simon, Lennon and McCartney are included. Several modern films are also studied. (1/2 credit) One semester

DRAMA (JUNIOR, SENIOR)

No previous dramatic experience is required for this course. The course will involve performance, reading, and writing of dramatic works. Contemporary Drama will be studied through reading of plays, participation in scenes, discussion, and viewing of current productions. Dramatic criticism will be a part of this course. Students will be required to produce a play as a final project and to write a term paper on some aspect of theater or dramatic literature. (1/2 credit)

ADVANCED COMMUNICATIONS (JUNIOR, SENIOR)

Advanced Communication is a college-prep course designed to study various types of communication. Basic principles of communication will be surveyed and areas of communication such as intra-personal, interpersonal, cross-cultural/gender and small group will be explored in detail. Students will also learn elements of conflict resolution, argumentation, persuasion and the role of mass media and advertising in modern society. Public service hours are also required of this class. (1/2 credit)

English as a Second Language

English as a Second Language (ESL) is a course designed for students whose primary language is not English. The ESL class helps students develop the English language skills necessary for academic achievement and survival in the social settings they encounter. Throughout the course, students engage in relevant activities and lessons while working on improving language proficiency. Instruction focuses on specific language objectives in the areas of reading, writing, listening, and speaking. Lessons will focus primarily on learning English grammar and building academic and social vocabulary. Students will take annual tests to monitor their development of language acquisition. ESL classes earn students credit in English.



FRENCH I (FRESHMAN-SENIOR)

This course introduces the study of the French language and culture. The student will learn vocabulary, pronunciation, basic grammar, reading, writing, and basic conversation. This course is recommended for the college bound student. We require that the student achieve a grade of “C” or higher to continue in foreign language study. (1 credit)

FRENCH II (SOPHOMORE, JUNIOR, SENIOR)

In this course the student continues to develop the fundamental skills of speaking, reading, and writing French. The language is related to daily life through the study of light literature, current events, and culture. **PRE-REQUISITE:** French I. We require that the student achieve a grade of “C” or higher to continue in foreign language study. (1 credit)

FRENCH III (SOPHOMORE, JUNIOR, SENIOR)

This course centers on in-depth grammar review and extensive vocabulary development. Reading and self-expression are emphasized. French geography and literature are explored. A novel and several short stories are read and discussed. We require that the student achieve a grade of “C” or higher to continue in foreign language study. **PRE-REQUISITE:** French II (1 credit)

FRENCH IV (JUNIOR, SENIOR)

This course is designed to enhance the student's college preparation. Fluency in oral and written expression is emphasized and the study of French literature and history is continued. PRE-REQUISITE: French III (1 credit)

SPANISH I (FRESHMAN - SENIOR)

The student will begin to learn Spanish using all four skills: listening, speaking, reading, and writing. There will be an emphasis on learning vocabulary as well as grammar. In addition to learning the language, the student will learn about the Hispanic culture. Recommended for college-bound students. We also require that the student achieve a grade of “C” or higher to continue in Foreign Language study. (1 credit)

SPANISH II (FRESHMEN – SENIOR)

A continuation of Spanish I, this course further develops speaking, listening, reading, and writing skills in the target language. Emphasis will be placed on grammar, cultural understanding and oral discussions in group activities. Must have earned a “C” or above in Spanish I to continue at this level. PRE-REQUISITE: Spanish I (1 credit)

SPANISH III (SOPHOMORE, JUNIOR, SENIOR)

This course is designed to increase conversational abilities and to continue with more in-depth grammatical concepts. In addition to the text, classroom activities include novels, speeches, projects, and research papers. Culture will continue to be a large part of the curriculum. We recommend the student achieve a grade of “C” or higher to continue in foreign language study. PRE-REQUISITE: Spanish II (1 credit)

SPANISH IV (JUNIOR, SENIOR)

Students will continue to improve their language skills with the acquisition of vocabulary and grammar from the textbook supplemented with films, short stories, and novels by well-known contemporary and classical authors. Special projects and papers will be assigned. PRE-REQUISITE: Spanish III (1 credit)

SPANISH V (SENIOR)

This course will provide advanced study of the Spanish language. Emphasis will be on reading, writing and speaking with fluency. PRE-REQUISITE: Spanish IV

HEALTH

HEALTH EDUCATION (SOPHOMORE)

This course meets the requirements of House Bill 2547 (Comprehensive Health Education Act). Many modern day problems are health related. The course will provide learning experience for the purpose of influencing knowledge, attitudes, and conduct relating to individual and community health needs.

Units of study will include mental health, social well being, body system analysis, and all related units. The course also gives instruction in disease prevention, nutrition, and exercise. State mandated requirements give special attention to sexually transmitted diseases, with the emphasis on social and moral obligations. Other units covered during the semester include substance abuse prevention and cardiopulmonary resuscitation pending time available at the end of the semester. This course combines with one semester of physical education activity during the sophomore year to satisfy the physical education requirement. (1/2 credit)

INDUSTRIAL TECHNOLOGY

(All Industrial Technology courses require a lab fee.)

ORIENTATION TO INDUSTRIAL OCCUPATIONS (FRESHMAN, SOPHOMORE, JUNIOR, SENIOR)

The student will receive training in the following areas: Woodworking, Technical Drawing, Metal/Machines, and Home Maintenance. The subject matter will be of a general and basic nature which makes it valuable to all students regardless of their career goal.

The objectives of this course are as follows:

1. To acquaint the student with the various occupations, both skilled and professional, represented in each area.
2. To acquaint the student with the various shop offerings in the department.
3. To impart a rudimentary knowledge and skill in use of common tools.
4. To give the student confidence in his or her ability to plan and build.

TECHNICAL DRAWING and COMPUTER AIDED-DRAFTING.

Students will learn how drawings are used to create and communicate graphically in the areas of architecture and engineering. Fundamentals of design are taught along with the graphic language used in technical fields. These ideas are applied by students as they learn to operate Autocad Computer aided Drafting software.

ADVANCED COMPUTER AIDED-DRAFTING and DESIGN

Students will continue working with more advanced projects in Autocad. 3D design and solid modeling are introduced along with advanced entity manipulation, use of libraries, paper space concepts, and use of multiple viewports. PRE-REQUISITE Technical Drawing 1.

BASIC WOODWORKING (SOPHOMORE, JUNIOR, SENIOR)

This course is designed to acquaint students with equipment, materials, products and problems related to wood industries through the procedure of constructing a series of useful projects. Students are expatiated to work at a pace suited to their ability. (1 credit)

ADVANCED WOODWORKING (JUNIOR, SENIOR)

This is a detailed study in cabinet construction and in the use, maintenance and repair of woodworking equipment. Students pick up on project work where they left off in Basic Woodworking and continue into more advanced projects and project design. Advanced woods is open to t students who have taken Basic Woodworking. (1 credit) The lab fee for this course does not cover the cost of wood for larger projects. The fee provides for a greater variety of tools and supplies in addition to the maintenance of equipment. PRE-REQUISITE: Basic Woodworking (1 credit)

PHOTOGRAPHY (SOPHOMORE, JUNIOR, SENIOR)

This course emphasizes practical learning in both traditional and digital photography. A wide variety of experiences are provided including an introduction to camera handling, experience with all basic traditional darkroom equipment and techniques and digital scanning editing and printing with Adobe Photoshop. NO PRE-REQUISITE

POWER MECHANICS

This course is for students interested in learning about engines and other mechanical systems that provide power and mobility to vehicles and other systems. Included are lab activities and field trips that provide hands-on experiences with such systems. (1/2 credit)

INTRODUCTION TO TECHNOLOGY

This course provides insight into the development of technology and explains how and why technology continues to advance and influence the world. Along with a number of other activities, students rotate through 12 topic area workstations in which information is presented that they will use to solve challenges and learn problem solving and team building skills. The topic areas are grouped into four main technology related subject areas. These include; Information Technology, Communications, Digital Manufacturing, and Operations.

TECHNOLOGY II (SOPHOMORE - SENIOR)

Technology II is offered to students who would like additional experience with the activities and equipment in the Tech Lab. Further experience with communication manufacturing, presentation and Information technology will be made available as independent or team project experiences as chosen by students according to their interest and the availability of the equipment. (1/2 credit)

VIDEOEDITING (SOPHOMORE, JUNIOR, SENIOR)

This is a semester course in which students will learn video editing techniques to effectively communicate a message or story. Students will use a variety of Software including Adobe Premiere, Adobe After Effects, Adobe Encore, Sony Sound Forge and Sony Vegas.

Mathematics

APPLIED ALGEBRA I PART I (SOPHOMORE – SENIOR)

This course is the second of three courses for the state graduation requirement of three years of mathematics. This course is designed to benefit the student who needs extended time learning the fundamentals of Algebra. Topics include integers and real numbers, variables, polynomials, linear equations, and graphing. A scientific calculator is required. The next course in this sequence is Applied Geometry. This course does not satisfy college entrance requirements. Prerequisite: Applied Math or department approval. (1 credit)

APPLIED GEOMETRY (FRESHMAN - SENIOR)

This course is designed for students who are interested in learning geometry concepts but are not seeking a college bound geometry course. It will provide a basic knowledge of geometric concepts such as measurement, congruency, symmetry, parallel and perpendicular lines, angles, triangles, quadrilaterals, and proportions and similarity. A review of basic math skills will be incorporated while using a discovery approach to learning geometry. A scientific calculator is required. This class may not be accepted as a math credit for admission by many four-year colleges and universities. PRE-REQUISITE: Applied Math and Applied Algebra I Part I, or department approval. (1 credit)

ALGEBRA I, Part I - (FRESHMAN - SENIOR)

This course is the first year in a two-year sequence which will give the student the same background as Algebra I. It is designed for the student who would benefit from extended preparation for success in Algebra. Topics include integers and real numbers, variables, polynomials, linear equations, and graphing. A scientific calculator is required. This course by itself does not satisfy college entrance requirements. Prerequisite: B or better in Applied Math or 8th grade placement. (1 credit)

ALGEBRA I, Part II - (FRESHMAN - SENIOR) This course is the second half of the two-year sequence designed to give the student the same background as Algebra I. This course combined with Algebra I, Part I, allows the student to obtain two credits in mathematics and fulfills a one-year algebra requirement for college entrance as well as the high school math graduation requirement. Topics include exponents, polynomials, factoring, quadratics, inequalities, and systems of equations. A scientific calculator is required. Prerequisite: Algebra I Part I. (1 credit)

ALGEBRA I - (FRESHMAN - SENIOR)

This course contains the standard topics of Algebra I. It includes the study of real numbers, variables, polynomials, linear equations, systems of equations, radicals and quadratic functions. An introduction to probability and statistics is also included in the course. A scientific calculator is required for the class. PRE-REQUISITE: 8th grade placement (1 credit)

GEOMETRY (FRESHMAN - SENIOR)

This course is for the college-bound student interested in a mathematical related field. It begins with the language and the logic of geometry, proceeds to formal proof, and concludes

with applications involving algebra. Topics include triangles, congruency, parallelism, similarity, coordinates, circles, polynomials, areas, and volumes. Students work toward developing an understanding of the deductive method of reasoning. A scientific calculator is required. PRE-REQUISITE: Algebra I, or B or better in 8th grade Algebra I, or department approval for Algebra I Part II student. (1 credit)

HONORS GEOMETRY (FRESHMAN-SOPHOMORE)

This course is designed for the student who wishes to explore geometric concepts through a self discovery approach. Students will investigate topics including lines, angles, geometric shapes, transformations, symmetry, tessellations, similarity, and coordinate geometry. This course places heavy emphasis on student explorations and making algebraic and geometric connections. Students will use Sketchpad software in a computer environment. PRE-REQUISITE: A in Algebra I and Department approval. (1 credit)

ALGEBRA II/TRIGONOMETRY (SOPHOMORE- SENIOR)

This course is designed to provide the college bound student an extensive and sound understanding of advanced algebra and trigonometry. The course includes the study of real numbers and properties, equations and inequalities, relations and functions, polynomials and rational expressions, radicals and radical equations, irrational and complex numbers, quadratic relations and systems, determinants and matrices, logarithms, trigonometric and circular functions, and trigonometric identities and formulas. A graphing calculator is required preferably a TI-83/84. (1 credit) PRE-REQUISITE: Algebra I and Geometry.

HONORS ALGEBRA II/TRIGONOMETRY (SOPHOMORE-SENIOR)

This course is designed for the college-bound student who wishes to explore mathematics. Students will investigate a variety of topics including mathematical modeling, linear relationship, matrices, functions, transformations, logarithmic and exponential functions, polynomials, rational functions, and an introduction to trigonometry. This course places heavy emphasis on student explorations and making connections among the various branches of mathematics. A graphing calculator is required, preferably a TI-83/84. PRE-REQUISITE: B or better in Algebra I and Geometry or Departmental approval. (1 credit)

PRE-CALCULUS (JUNIOR-SENIOR)

This course is designed for the college-bound student. It encompasses and extends concepts of advanced algebra. The content of the course includes various topics of college algebra, functions, trigonometry, analytical geometry, statistics and probability, and an introduction to Calculus. Students who successfully complete this course should be prepared for Calculus. A graphing calculator is required, preferable a TI-83/84. (1 credit) PRE-REQUISITE: C or better in Algebra II.

HONORS PRE-CALCULUS (JUNIOR-SENIOR) HONORS

This course is designed for the college-bound student who wishes to explore mathematics. Students will investigate a variety of topics including trigonometric equations, trigonometric identities, series and sequences, polar and complex numbers, conics, and vectors. This course places heavy emphasis on student explorations and making connections among the various branches of mathematics. A graphing calculator is required, preferably a TI-83/84 model. PRE-REQUISITE: B or better in Algebra II/Trig and Department approval. (1 credit)

ADVANCED PLACEMENT CALCULUS HONORS (SENIOR)

This is an advanced placement college level course in Differential and Integral Calculus. This course is designed for students who have an exceptional ability in mathematics. The content of the course includes analytical geometry, limits, functions, derivatives, as well as applications of the derivative, integrals, applications of the integral. This course qualifies for honors credit. Students who take this course will take the Calculus A.P. exam in the spring. A qualifying score on the exam could result in college credit. A TI-83/84 graphing calculator is required. (1 credit) PRE-REQUISITE: B or better in Pre-Calculus.

PROBABILITY AND STATISTICS (SENIOR)

This course is a one-semester elective. It is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. It may be taken simultaneously with a full year mathematics course or individually for one semester. Topics include describing, exploring, and comparing data, probabilities and distributions, estimates and sample sizes, hypotheses, correlations and regressions. A graphing calculator, preferably a TI-83/84, is required. PRE-REQUISITE: Algebra II. (1/2 credit)

MUSIC

All music courses receive 1 credit per year. In relationship to the LSHS requirement that students must take 5 courses and Physical Education, Music courses may count as ONE of the 5 required courses. A total of four (4) credits in music courses may be counted towards graduation requirements.

CONCERT BAND (FRESHMAN - SENIOR)

Concert Band is open to all students with appropriate junior high level playing experience on a band instrument. Audition with the instructor may be required. The students will learn about instrumental playing techniques, scales, rhythms, music history and composer profiles. Students will learn basic ensemble skills and perform interesting music of various historical periods and styles.

Concert band students will prepare five concerts, community performances and festivals. Also the band will attend Spring Break performance trips every two years. The Concert Band will combine with the Symphonic Band to perform at home football games during the fall and selected home basketball games during the winter. Performances are an integral part of the band program. Students are expected to make a commitment of personal practice at home and attendance at performances outside of the school day. A four day marching band camp is held the week before school starts in August to prepare for early football games. Students are encouraged, but not required to take private lessons. (1 credit)

SYMPHONIC BAND

The Symphonic Band is an advanced ensemble open to students who pass an audition with the instructor. This ensemble will continue topics introduced in the Concert Band course and also will study advanced music literature written for band and wind ensemble. Students will study upper level techniques of wind and percussion instruments, intermediate music theory, compositional techniques and music history.

The Symphonic Band will prepare similar performances as described for the Concert Band. In addition, Symphonic Band will function as part of the marching band and pep band with the Concert Band. Symphonic Band students will be expected to commit to a high level of personal practice in order to perform the advanced literature studied by this ensemble. Attendance at performances outside of the school day is required. Band members may be required to attend sectional rehearsals held during the school day for evaluation purposes. Also a one week marching band workshop is held the week before school starts in August. Students are encouraged but not required to take private lessons and participate in sole and small ensemble performances. (1 credit - Full year course)

PERCUSSION STUDIES/ENSEMBLE (FRESHMAN - SENIOR)

The Percussion Studies class is for all high school percussionists. All Percussion students must be enrolled in this class, which addresses both musical fundamentals and techniques unique to the percussionist. Students in the Percussion Studies class will perform a wide range of musical works written especially for percussion ensemble. In addition the students will prepare music to perform with the marching band and both concert bands. Students are expected to commit to personal practice at home and attendance at performances outside of the school day. Each student will purchase their own set of basic sticks and mallets. A four day marching band camp is held the week before school starts in August to prepare for early football games. (1 credit)

JAZZ BAND & JAZZ ENSEMBLE (FRESHMAN-SENIOR)

The Jazz Bands perform a variety of styles of jazz music from various eras. Music performed ranges from 1930's and 40's big band jazz to contemporary jazz, latin jazz and jazz-rock. The performances of these ensembles include school concerts, dances, and jazz festivals. Rehearsals are before school each day. The ensembles are open (by audition) to students who play saxophone, trumpet, trombone, piano, guitar, bass or drum set. Placement in Jazz Band (introductory level) and Jazz Ensemble (advanced) will be determined by audition. **PRE-REQUISITE:** Current Membership in concert band program, with the exception of some rhythm section players. Consent of instructor. (1 credit - Full year course)

CONCERT CHOIR (FRESHMAN-SENIOR)

The Concert choir gives many performances throughout the year, and **MEMBERS MUST BE ABLE TO PARTICIPATE IN EACH OF THESE PERFORMANCES.** (This means flexible work schedules, etc.) Among its performances are school concerts as well as extra performances at Christmas for many different local organizations and meetings. They participate in two Conference Festivals as well as solo and ensemble contest and IMEA at the district and state levels. The music studied includes many historical periods and styles and current popular compositions. The Concert Choir may carry many of the

leading roles in the spring musical, and is included in the program for Honor's Night and Graduation. Students are encouraged to take private lessons. (1 credit)

VARSITY SINGERS (SOPHOMORE-SENIOR)

Varsity Singers also give many performances throughout the year, and MEMBERS MUST BE ABLE TO PARTICIPATE IN EACH OF THESE PERFORMANCES. (This means flexible work schedules, etc.) This course will address the skills of those students who are beyond a beginning level choir. Students will be required to audition with the instructor. Music selected for this class will challenge the more able and advanced students providing them with a broad study of historical styles and periods combined with a study of music theory. This choir also participates in I-8 Conference Festivals and for local organizations. Members of the Varsity Singers may also audition for inclusion in the IMEA All-State Choirs. Varsity Singers may carry many of the leading roles in the spring musical, and are included in the program for Honor's Night and Graduation. Students are encouraged to take private lessons. (1 credit)

ELECTRONIC MUSIC (FRESHMEN-SENIOR)

The purpose of this course is to learn about and utilize MIDI keyboard technology. Students will learn basic music theory and composition, and study the elements of music all with the assistance of electronic instruments, music software and computers. This course will provide non-music students an opportunity to develop an understanding and appreciation for music. This course will also assist current music students in advancing their knowledge and skills for music major preparation or an extended musical education. (1/2 credit)

PHYSICAL EDUCATION

PHYSICAL EDUCATION I (FRESHMAN)

This course is designed to provide each student with the knowledge and desire to establish a life-long personal fitness program. A blend of classroom instruction and physical activities will be used to cover topics dealing with lifestyle appraisal, health risk factors, benefits of exercise, components of fitness, personal goal setting, guidelines for exercise, principles of training, nutrition, stress management and designing your own program. A variety of traditional sports and games will be covered. (1 credit)

PHYSICAL EDUCATION II (SOPHOMORE)

This course is designed to introduce students to adventure education. A variety of activities will be used to practice the skills of team building, conflict resolution, decision-making models, leadership, problem solving and risk taking. Students will also continue to address their life-long personal fitness program. A variety of aerobic and resistance activities will be used to meet the individual needs of each student. (1/2 credit)

PHYSICAL EDUCATION III and IV (JUNIOR-SENIOR)

This course is designed to provide each student with an opportunity to address their life-long personal fitness program, and to enable him or her to expand their knowledge and improve their skills in activities of their choice. Electives may be chosen from individual and team sports, fitness activities and dance. (1 credit)

FITNESS TRAINING (JUNIOR-SENIOR)

This course is designed for students who want to greatly improve their fitness level and gain a better understanding of the anatomy and physiology of exercise through various aerobic activities and weight training techniques. Students will design and implement a year round sport-specific fitness program. Students will explore the latest nutritional concepts, including proper and improper weight loss/gain. Approval of department chair is required. This class is offered as an “early-bird” class, meeting before the start of the regular school day.

(1 credit)

PERSONAL FITNESS AND NUTRITION (JUNIOR-SENIOR)

This course is designed for those students who want to greatly improve their fitness level. Students will explore topics on nutrition, goal setting, flexibility and strength training. Students will be able to write their own fitness program and assess their fitness levels. (1 credit)

SCIENCE

PHYSICAL SCIENCE (FRESHMAN ADVANCED 04-05)

Physical science coordinates all major areas of physical science: chemistry, earth and space science, and physics. Units include motion and energy, meteorology, chemistry, light and sound wave behavior, and geology. It incorporates a broad range of activities that offer all students opportunities to develop an understanding of science. Physical Science builds upon the interests students bring to the classroom from their everyday world. Through activities and laboratory experiences, the students will gain greater knowledge of the connections between science and the world around them. (1 credit)

BIOLOGY (FRESHMEN)

This course is designed to help students become more aware of the natural world of which they are a part. The student is presented with basic ecological concepts necessary for a clear understanding of man's dependence upon and effect upon natural ecosystems. The student is also presented with basic biological concepts and background information for successful participation in related careers, further studies related to life science, laboratory technology, or as a pre-requisite for certain TCD programs. (1 credit)

HONORS BIOLOGY (FRESHMEN)

This is an accelerated course designed to help advanced students become more aware of the natural world of which they are a part. The course centers on the processes and characteristics of living organisms. The students are expected to be able to independently research and answer questions in an inquiry based classroom. The concepts presented in this class would benefit those seeking science related careers or further studies related to life science, such as genetics, medicine, and various kinds of laboratory technology.

Special Placement Required. Prerequisites for this class would include meeting or exceeding reading and math standards on ISAT, Jr. High Teacher recommendation, and a grade of A or B in 8th grade Science. (1credit)

CHEMISTRY (SOPHOMORE ADVANCED, JUNIOR, SENIOR)

This is a one year course open to Juniors and Seniors. Chemistry is designed to give the students a background in the nature of matter and its reactions. As a branch of physical science, chemistry provides an excellent basis for Physics. Experimentation is the vehicle for presenting observation. This is a Chemistry course, not a course about Chemistry, and students are expected to participate in this scientific activity. PRE-REQUISITE: Successful completion of Physical Science and Biology, Algebra I. (1 credit)

PHYSICS (SENIOR)

This is a one year course open to Seniors and is designed for college preparatory students. Fluid mechanics, molecular physics, force and motion, heat, sound, light, and electricity will be considered. The student should have a good working knowledge of algebra. (1 credit)

BIOLOGY WITH PHYSIOLOGY (ADVANCED JUNIORS, SENIORS)

A one year course that begins with an in-depth review of the basics of biology, including the cell and genetics. This course will also study the mechanics and systems of the human body.

EARTH SCIENCE I

Earth Science 1 is an introductory course for students interested in geology. Specific topics that will be discussed include Earth's structure, rocks and minerals, plate tectonics, earthquakes, volcanoes, glaciers, weathering and earth's history. This course is for

Juniors and Seniors who have completed 1 ½ credits in science. Laboratory experiments will be an integral part of the course as well as technology. (1/2 credit)

EARTH SCIENCE II

Earth Science 2 is an introductory course for students interested in meteorology, oceanography and astronomy. Specifics topics that will be discussed include weather, climate, atmosphere, water, ocean topography, moon, sun, stars and constellations. This course is for Juniors and Seniors who have completed 1 ½ credits in science. Laboratory experiments will be an integral part of the course, as well as, technology. (1/2 credit)

ADVANCED CHEMISTRY (SENIOR) HONORS

This is a one semester course of chemistry designed to enrich and extend the chemistry experience gained in the previous basic chemistry course. Topics will include biochemistry, organic chemistry, environmental chemistry, qualitative analysis, and methods of separation. These topics will provide real-world applications of chemistry and connect them to the students' previous experiences in biology, chemistry, or everyday life. (1/2 credit) PRE-REQUISITE: Successful completion of Physical Science, Biology and Chemistry.

ADVANCED BIOLOGY (SENIORS)

This is a one semester course of biology designed to expand the biology experience. Topics will include a focus on Biotechnology especially in the area of Forensics and current bioethics. Pre-requisite: Successful completion of a biology course.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

The goal of the AP Environmental Science course is to provide students with the Scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both Natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

The following themes provide a foundation for the structure of the AP Environmental Science course: Science as a Process, Energy Conversion, Earth as a System, Ecological Problem, Sustainable Systems
Prerequisites: Biology and Chemistry

SOCIAL STUDIES

WORLD HISTORY (FRESHMAN-SENIOR)

During the first semester, the emphasis of the course will be the study of early man and the earliest developed cultures-Egypt, Greece, and Rome. The course follows European history through the Middle Ages, the Renaissance and concludes the first semester with the study of the Reformation. Second semester begins the study of Modern European history with the seventeenth century and concludes with a look at modern Europe and the developed nations since World War II. This course is recommended for students who plan to take U.S. History Honors. (1 credit)

WORLD GEOGRAPHY/CULTURES (FRESHMAN-SENIOR)

A one year course designed to give students a better background in all aspects of world geography. Along with the basic evaluation of geographical locations, land forms, climates, resources, etc. The course will place a major emphasis on the historical and cultural development of the world's societies. (1 credit)

UNITED STATES HISTORY (JUNIOR)

A one year course required for Juniors. The course work includes a comprehensive examination of United States history. The course work is based around the Understanding by Design curricular model with an emphasis on authentic, project based assessment. (1 credit)

ADVANCED PLACEMENT U.S. HISTORY HONORS (JUNIOR)

An advanced course in United States history for identified academically talented students to develop knowledge of the historical facts and flow in United States history and the ability to examine context, cause, results and interpretations before reaching sound conclusions. A variety of reading materials will be required as well as extensive written work and analysis in class discussion and debate. Special placement required. It is recommended that students who wish to take this course take World History. (1 credit)

WORLD HISTORY IN THE MODERN ERA (JUNIOR, SENIOR)

This class is designed as a semester course for those students who wish to further their studies of the world in which we live. World History from 1945 to the present will be examined as this course will take an in depth look at the changes in the world since the end of World War II. Areas of concentration will include: the beginning of the Cold War, the Korean and Vietnam Wars, the Fall of Communism as well as global economic trends, political climates and social changes throughout the world. (1/2 credit)

SOCIOLOGY (JUNIOR, SENIOR)

This course will study sociology as a scientific discipline, offering an understanding of social interaction in many different settings. The main goal is to understand social situations and look for repeating patterns in society. The main focus is the study of the group, not the individual. Students will study forces that mold individuals, shape their behavior and thus determine social events. (1/2 credit)

ECONOMICS (JUNIOR, SENIOR)

One semester course. A study of economic problems and their impact on our daily lives. Theoretical as well as practical examples will be studied so that student related issues will be stressed. Use of a simulation within several units will demonstrate the economic process in action and illustrate its various mechanisms. (1/2 credit)

AMERICAN GOVERNMENT (SENIOR)

A semester long legislative simulation where students experience examining their own beliefs and values, determine their own position on the political spectrum, declare their party affiliation, form interest groups to study issues, choose elected officials, write bills, hold committee hearings on bills, and ultimately conduct a legislative general session to decide the fate of their ideas. (1/2 credit) **REQUIRED FOR GRADUATION**

PSYCHOLOGY (JUNIOR, SENIOR)

Introductory course in psychology designed to create active intellectual and emotional involvement by the student, not only in life, but in learning the science of psychology: Psychology encompasses broad areas of research about the human, information that should be available to students wishing to understand themselves and others better. (1/2 credit)

**LSHS PROGRAM PLANNING
WORKSHEET**

Use this sheet for planning your four years at LSHS

FOUR YEAR PROGRAM CHART

Use blank lines to indicate electives. A minimum of 6 credits should be scheduled. One period can be study hall. Seven credits may also be taken if appropriate academic performance has been demonstrated.

Freshman Year

	Credit
English I	1
Math	1
Biology	1
P. E. I	1

Sophomore Year

	Credit
English II	1
Physical Science	1
Consumer Ed./ Driver Ed.	1/2
P. E. II/Health	1
Math	1

Junior Year

English	1
U.S. History	1
Physical Ed. III	1
Math	1

Senior Year

English	1
Government	1/2
Physical Ed. IV	1

GRADUATION REQUIREMENTS

Students must take a minimum of 22 credits to graduate including:

- | | |
|----------------------------------|----------------------------------|
| 4 Credits of English | 2 1/2 units of Social including: |
| 2 Credits of Science | U. S. History (1 Credit) |
| 3 Credits of Mathematics | Government (1/2 Credit) |
| 4 Credits of Physical Ed./Health | Pass an examination |
| 1/4 Credit of Consumer Ed. | on the Constitution |
| 1/4 Credit of Driver's Ed. | U. S. and Illinois |

1 unit from Career and Technology Education, (CTE) –Business, Industrial Arts, Consumer and Family Education, or Music, Art, Foreign Language