



LISLE HIGH SCHOOL
Opportunity for Excellence
2019-2020



**ENROLLMENT INFORMATION
AND
COURSE DESCRIPTIONS**



Dear Students and Parents:

Although we find ourselves in the midst of the 2018-19 school year, it is never too early to begin planning course selection for 2019-20. Over the course of the next few months, students will be meeting with their counselors to discuss course options for next year and the opportunities that will be available to them. Our mission focuses on the goal of student achievement, defined by academic excellence, creative problem-solving and a balanced social and emotional life. Decisions made regarding course selection have a tremendous impact on a student's college acceptance, career readiness, and overall high school experience.

The Lisle High School faculty, staff and administration encourage all students to challenge themselves with rigorous classes. Seize this opportunity. Utilize the course selection process to become empowered!

This course enrollment document provides almost limitless choices, so we encourage students to read the booklet with their parents and discuss the importance of academic choices in building a successful path through high school.

Please know that if you have any questions, our counselors, teachers, and administrators will be happy to help. Thank you for your commitment to **ONEPRIDE!**

Sincerely,

A handwritten signature in black ink that reads "J. Howard". The signature is written in a cursive style.

Jeffrey R. Howard
Principal

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LISLE HIGH SCHOOL PHILOSOPHY

It is the philosophy of Lisle 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 with a program of instruction that will best suit his or her individual needs. We will also try to maintain an environment conducive to quality social and emotional development.

Within these limits and through efficient application of its resources, the staff will identify and help 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.

SCHOOL IMPROVEMENT GOALS

Improve academic achievement of all students	Develop and implement 21 st Century skills	Ensure a healthy, safe, nurturing and empowering learning community
ACADEMIC EXCELLENCE	CREATIVE PROBLEM SOLVING	SOCIAL & EMOTIONAL LEARNING
<i>College and Career Readiness</i>	<i>Complex Problem Solving</i>	<i>Diversity</i>
<i>Academic Literacy</i>	<i>Clear Communication</i>	<i>Decision-Making</i>
<i>Increased Rigor</i>	<i>Develop Claims with Reasons and Evidence</i>	<i>Growth Mindset</i>
<i>Transfer of Knowledge</i>	<i>Resources and Technology</i>	<i>Social Awareness</i>



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

Welcome to Lisle 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 LHS. 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

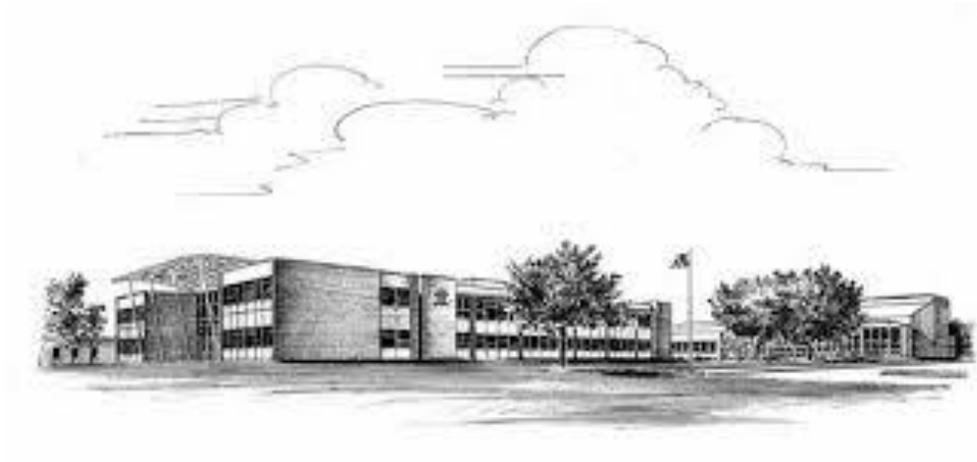
- Before completing your enrollment, read this entire handbook. It contains graduation requirements and a listing of all courses offered at LHS.
- Consult with your parents, your counselor, and your teachers as you are reviewing your course selections.
- All students must carry a course load of 6 classes. Taking an additional class in addition to the normal course load is allowed providing the student exhibits appropriate academic performance. (See "Overload Schedule")

GRADUATION REQUIREMENTS FOR STUDENTS INCLUDE:

Twenty-two credits earned including:

- A. 4 credits of English (see special requirement described below)
 - B. 2.5 credits of Social Studies including:
 - 1 credit of World History,
 - 1 credit of U.S. History,
 - .5 credit American Civics
 - C. 2 credits of Science
 - D. 3 credits of Mathematics
 - E. .5 credit of Health Education
 - F. .5 credit of Consumer Education or Economics
 - G. 3.5 credits of Physical Education (see number 2 below)
 - H. 1 credit Career and Technology Education (Business, Family and Consumer Science and Technology Education) or the Humanities (Music, Art, and World Languages)
 - I. 5 Elective Credits
1. All students are required to take and successfully pass Physical Education during each semester of enrollment at LHS. Physical Education during the sophomore year will consist of one semester (.5 credit) of physical education and one semester (.5 credit) of health education.
 2. The School Board 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 .5 credit for each SEMESTER class completed with a passing grade. Students presenting medical excuses exempting them from the usual physical education program shall receive an 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 are required in the area of Social Studies. Included in this total is one credit of World History during the students' freshman year, U.S. History during the students' junior year and one-half credit in American Civics during the students' sophomore year. Other Social Studies electives are also available for elective credit.
5. All seniors must complete one semester English course work from the area of COMPOSITION/GRAMMAR SKILLS. For details, consult the English section of this enrollment handbook.
6. All students planning to attend college after graduation are urged to complete a core curriculum consisting of no less than four years of English and three years each of Mathematics, Science and Social Studies. College-bound students are also encouraged to take a minimum of 2 years of a World Language.
7. 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. Students with disabilities 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 extraordinary circumstances for which they can benefit by being in school for an abbreviated period.



STAFF DIRECTORY

POSITION	NAME	EMAIL	PHONE
Principal	Jeffrey Howard	jhoward@lisle202.org	630-493-8300
Assistant Principal	Jessica Weldon	jweldon@lisle202.org	630-493-8346
Assistant Principal	Jennifer Zimmerman	jpomatto@lisle202.org	630-493-8316
Athletic Director	Dan Dillard	ddillard@lisle202.org	630-493-8306
Dean of Students	Jim O'Hara	johara@lisle202.org	630-493-8304
Resource Officer	Dan Taylor	dtaylor@lisle202.org	630-493-8397

DEPARTMENT HEADS

DEPARTMENT	NAME	EMAIL	PHONE
Career & Technical Ed.	Pete Meyer	pmeyer@lisle202.org	630-493-8268
English	Kelli Nelson	knelson@lisle202.org	630-493-8224
Fine Arts	Patricia Kerback	pkerback@lisle202.org	630-493-8376
Mathematics	Ronald Jaegle	rjaegle@lisle202.org	630-493-8335
PE/Drivers Ed	Karen Cerveny	kcerveny@lisle202.org	630-493-8262
Science	Becky Schwartz	bschwartz@lisle202.org	630-493-8347
Social Studies	Christine Jaegle	cjaegle@lisle202.org	630-493-8350
World Languages	Amy Renguso	arenguso@lisle202.org	630-493-8321

STUDENT SERVICES

POSITION	NAME	EMAIL	PHONE
Assistant Principal	Jennifer Zimmerman	jpomatto@lisle202.org	630-493-8316
Counselor (A-L)	Karin Irvine	kirvine@lisle202.org	630-493-8309
Counselor (M-Z)	Kendra Meyer	kmeyer@lisle202.org	630-493-8308
Psychologist	Yousef Matariyeh	ymatariyeh@lisle202.org	630-493-8218
Social Worker	Nathan Bylsma	nbylsma@lisle202.org	630-493-8388
Special Education	Jeannette Clarke	jclarke@lisle202.org	630-493-8386
Special Education	Christine Jensen	cjensen@lisle202.org	630-493-8385
Special Education	Elizabeth Ogan	logan@lisle202.org	630-493-8387
Special Education	Michael Polinski	mpolinski@lisle202.org	630-493-8389
Learning for Life	Jennifer Milinki	jmilinki@lisle202.org	630-493-8356
English Language Learners	Joanna Ng	jng@lisle202.org	630-493-8286
School Nurse	Darlene Musbach	dmusbach@lisle202.org	630-493-8315
Registrar	Judi Hochstetter	jhochstetter@lisle202.org	630-493-8310
Library	Laura Conroy	lconroy@lisle202.org	630-493-8383
Technology Integration	Trent Schalk	tschalk@lisle202.org	630-493-8367

GENERAL INFORMATION

CHANGES IN COURSE SELECTIONS

Requests for a change in the student's schedule must be made during the spring of the previous school year and will be reviewed by administration.

NO STUDENT INITIATED CHANGES ARE PERMITTED FOR EITHER FIRST OR SECOND SEMESTER AFTER THE DESIGNATED DEADLINE 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.

The Board of Education has approved the earning of some credits through Administrator-approved online courses to be applied toward graduation. This type of study may be used to make up credits, to pursue courses not offered at LHS, 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 High School.

The following will determine classification status* for students at Lisle High School:

Freshman: Less than five high school credits.

Sophomore: Five or more credits
 Attainment of a passing grade in both Algebra (which may be satisfied in eighth grade), English I or English I Honors.

Junior: Eleven or more credits
 Attainment of a passing grade in Geometry (Applied Geometry, Geometry or Geometry Honors), Civics, and English II or English II Honors.

Senior: Sixteen or more credits
 Attainment of passing grades in United States History or Advanced Placement United States History, English III and Algebra 2.

**locker assignments are based on classification status*

Technology Center of DuPage (TCD) (Junior-Senior)

This is an opportunity for students to receive advanced career and technical training in an area preparing them to enter the job market or to go for post-secondary education. For information on TCD programs, please reference their web site at <http://www.tcdupage.org>.

Students will receive credits for two and one-half hours spent in the TCD facility located in Addison. Transportation to and from the TCD facility will be by bus. Required courses for LHS graduation must be completed at the home school. Students must plan their schedule at Lisle so that they will have the necessary background and preparation in order to take full advantage of their experiences at TCD. The philosophy of TCD makes provisions for students to take introductory and intermediate courses where possible at Lisle High School and the more advanced work at the TCD facility. Students interested in TCD are encouraged to meet with their counselor to discuss their options. Students attend TCD during the 5th, 6th, 7th periods and receive 2.5 credits. Students seeking to enroll at TCD must choose 3.5 credits at LHS to make a total of 6 credits.

Students choosing to enroll in TCD must be on pace to graduate with their class and have completed all core requirements in a timely manner. In addition, students must have earned a grade of no less than *C* in required courses in English and Mathematics during the prior academic year. In addition, students must have achieved an attendance rate of no less than 90% for the following year absent extraordinary circumstances such as chronic illness.

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.

GRADING SYSTEM

Final Grade Point Average (GPA) is based on all semester grades earned from 9th through 12th grade. All courses are included in determining the GPA. Honors and Advanced Placement courses have weighted grades and receive an additional point for a semester grade of A, B, or C. All student academic, attendance, grade and credit information is available at the student's PowerSchool Portal.

LHS uses a four point grading scale: A= 4, B=3, C=2, D=1, F=0. An accumulated grade point average of 2.50 lies between a B and a C. Honors and Advanced Placement course grades are weighted so A=5, B=4, C=3.

Lisle High School does NOT maintain a class ranking system.
Semester grades are determined by 80% for the term and 20% for the final examination.

All courses at Lisle High School have two categories in their semester grades, summative and formative. Formative work and assessments are designed to prepare students for their summative assessments by providing an opportunity for practice and preparation. In effect, these are “assessments for learning”. Summative assessments are measures “of learning” of the course standards. The summative category is weighted between 75-95% of the semester weight, while formative is weighted between 5-25% of the overall grade. Please refer to the course syllabus for more information on each individual course.

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

LHS recognizes scholastic achievement by publishing two honor rolls each semester. Regular Honor Roll is composed of students with a grade average of 3.00 to 3.99. High Honor Roll membership requires a GPA of 4.0 or above.

LHS SPECIAL PROGRAMMING 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 COURSES

The purpose of the Honors courses at Lisle 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. Departments develop criteria for the enrollment of students in honors courses.

If students don't fully meet these criteria, they may also choose to "opt-in" to an honors class. Applications to opt-in and deadlines for consideration are available in the Main Office and on the high school website.

Students do receive weighted grades. See section on grading. A student earning a *D* or lower at the end of the first semester may be removed from the Honors course and scheduled into a regular education section of that course.

B. SPECIAL EDUCATION SERVICES

Lisle High School is committed to the success of all students. Reflective of this commitment is the placement of students with disabilities in the least restrictive environment. Inclusion facilitators are on the staff to individually assist those students with Individual Education Plans (IEP). Students with IEP's may participate in any of a variety of education settings in order to best support their growth.

RESIDENCY

If you are enrolling in LHS as a student new to the district, please contact the registrar for enrollment information (630-493-8310). You will be asked to provide proof of residency, prior to enrolling for classes.

SEAL OF BILITERACY

The Illinois State Seal of Biliteracy is an award granted by the Illinois State Board of Education and Lisle Community Unit School District 202 in recognition of students who have attained a high level of proficiency in two or more languages by high school graduation. Students who have earned the Illinois State Seal of Biliteracy or the Illinois State Commendation Toward Biliteracy will be acknowledged at graduation and this achievement will be denoted on student transcripts and diplomas.

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 Athletic Director's office and the Guidance Department office at the high school.

TESTING PROGRAMS

Students enrolled in Lisle High School participate in a number of state mandated tests, as well as assessments that provide us with progress information regarding a student's development. This series of assessments allows the school and families to monitor student progress throughout high school. Students will participate in the State-mandated PSAT 9, PSAT 10 and SAT in the spring. Students also have the option to take the Advanced Placement exams in the spring.

Lisle also utilizes Scantron's Performance Series for all 9th graders to set baseline literacy and mathematics data for students. We also administer Scantron's Performance Series testing to progress monitor certain segments of our student population in grades 10-12.

COURSE DESCRIPTIONS

Career & Technical Education (CTE)

CTE DEPARTMENT HEAD: MR. PETE MEYER

CTE MISSION

The mission of Career and Technical Education (CTE) is to provide college and career readiness instruction through a dynamic, hands-on curriculum, providing students the education and skills necessary to prepare them for a specific college major and/or career. Students will acquire the ability to work independently, as part of a team, and think creatively to solve problems.

BUSINESS

Accounting 1
Honors Accounting 2

Business Law 1
Business Law 2

Intro to Business
Marketing
Microsoft Office Specialist
(MOS) Certification

FAMILY & CONSUMER SCIENCE

Child Development 1
Child Development 2

Food Prep
Advanced Food Prep

Consumer Education

Environmental
Interior Design

TECHNOLOGY

Computer Science I

Intro to Engineering
Engineering 2

Tech Drawing
Product Design

Manufacturing for
Production

Robotics & Mechanical
Engineering

Business Education

Business is consistently the most popular undergraduate major at colleges in the U.S. With over 364,000 bachelor's degrees conferred in 2014-15, almost twice as many undergraduate students majored in business than the next most popular major. Popular business degrees include accounting, business administration, finance, and marketing.

ACCOUNTING 1

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: None

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.



HONORS ACCOUNTING 2

Credit: .5 (Dual Credit with College of DuPage)

Eligible Grade Level: 10, 11, 12

Prerequisites: B or higher in Accounting 1 or instructor approval

This one semester course expands upon the accounting knowledge gained in Accounting I. It includes a study of the accounting cycles of both service organizations and merchandisers, focusing on the recording of business transactions and the preparation of financial statements for such organizations. Emphasis will also be placed on specific accounting concepts relating to the measurement, valuation, and reporting of current assets, long term assets, current liabilities, payroll, and the operations of corporations. This is an actual college course that carries with it dual credit status with the College of DuPage, allowing the student to earn three college credit hours, which can be transferred to a four-year university.

BUSINESS LAW 1

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: None

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 a mock trial.

BUSINESS LAW 2

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: C or better in Business Law 1 or instructor approval

This one semester course is an expansion of Business Law 1, 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 also includes a mock trial.

MICROSOFT OFFICE SPECIALIST (MOS) CERTIFICATION

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

By taking this self-paced course, students will develop and enhance their computer literacy skills to earn Microsoft Office Specialist certifications. Microsoft Office software is used by the majority of businesses to capture, create, and share information both within and outside the organization. Software programs such as Word (documents), PowerPoint (presentations), and Excel (spreadsheets) help organizations manage information and manipulate data in order to achieve their business goals. Students can earn multiple Microsoft Office Specialist certifications for each of the different software programs listed above. MOS certifications validate a student's technology skill set, which may help them secure future employment. Students who earn MOS certifications have been shown to earn higher GPAs, graduate at a higher rate, and get higher-paying jobs. In summary, MOS certifications provide students a competitive edge in today's academic and professional environments.

INTRODUCTION TO BUSINESS

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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 participation in a stock market game.

MARKETING

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: Introduction to Business recommended

This one semester course will introduce the student to marketing concepts, including sales, research, new product development, pricing, advertising, and promotion. This course will provide a hands-on marketing experience as students actively research, create, price, and promote a new product or service concept. The course may include guest speakers currently working in the marketing profession. Students interested in careers in business, accounting, sales, and management can use this course as an appropriate pre-college/career foundation.



Family & Consumer Science

CHILD DEVELOPMENT/PRESCHOOL 1

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

Students taking this course will learn about infant and child development, including physical, cognitive, social, and emotional aspects. They will have the opportunity to take home an infant simulator for a weekend in what's called the, "Baby Think-It-Over" experience. Students will learn how to plan lessons that revolve around themes, interacting with young children, and make observations on preschool students. By the end of the term, students will have the theories and practical classroom experience necessary to assume the operation of the preschool lab should they choose to enroll in Child Development 2/the preschool program. This is a helpful course for any student wanting to have a career working with children in the future.

CHILD DEVELOPMENT/PRESCHOOL 2

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: Child Development/Preschool 1

This course is a continuation for students who have taken Child Development 1 and are interested in extending their expertise in working with children. Students will oversee the day to day operation of the high school's laboratory preschool which operates four days a week for an hour and forty minutes. Students must perform in a professional manner at all times, displaying enthusiasm, creativity, and maturity among their peers. Students take on the role of preschool teachers and will also interact with parents on a daily basis. These on-the-job experiences are a valuable asset for students considering a career in education or a career aligned with young children

ENVIRONMENTAL AND INTERIOR DESIGN

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

The environmental and interior design course prepares students to design innovative, functional, supportive, and responsible indoor and outdoor environments. Students will gain an understanding of the elements and principles of design and utilize them to create elaborate living spaces, develop skills and knowledge in color and design, drafting space planning, materials and finishes, historical interiors, and modern interiors. They will learn to analyze a client's needs and select appropriate colors, fabrics, furnishings, lighting and furniture for home projects. Environmental issues facing communities locally and globally will be examined and discussed. Students will learn how to design in public and private spaces where people live, work, and play. Emphasis will be placed on methods used to create landscapes that improve the environment by conserving resources. Students will learn how site design, plant selection, and the use of outdoor space influences the sustainability of the designed landscape. Students will have exposure to various career opportunities in both environmental and interior design.

FOOD PREPARATION

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This course provides an introduction to the basics of food preparation and study of nutrition. Units include: measurement, kitchen safety and sanitation, baking basics, convenience foods, food technology, menu planning, nutrition, baking demonstrations, and working in lab groups while preparing recipes. Students will cook/bake weekly, take guided notes from multiple sources including lecture, and work individually and collaboratively to complete assignments. This course will help prepare students for culinary related majors and careers.

ADVANCED FOOD PREPARATION

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: Food Preparation

This course is designed for students who have completed Food Preparation and enjoy cooking enough to advance beyond the basics. Students will explore where food originates, processing, as well as go through a number of units related to specific food study. Advanced techniques and attention to detail while in the kitchen are required, as well as teamwork and leadership. Students will demonstrate knowledge of menu planning, food preparation, and ultimately be responsible for the design of their own restaurant as a capstone project.

CONSUMER EDUCATION

Credit: .5

Eligible Grade Level: 11, 12

Prerequisites: None

This course *fulfills the consumer education graduation requirement*. The purpose of Consumer Education is to teach students how to make wise financial decisions.

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 deductions
- 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

Technology Education

COMPUTER SCIENCE

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: None

This course provides an introduction to both Python and Java programming languages, which are used as the basis of most software applications. Students will learn the syntax, logic, and mathematical operations through hands-on coding examples inside an online integrated development environment. After gaining a solid understanding, students will be able to code and run their own computer programs and design their own video game in Pygame.

TECHNICAL DRAWING & COMPUTER-AIDED DRAFTING

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: None

Students will learn how mechanical drawings are used to create and communicate graphically in the areas of architecture, manufacturing and engineering. Fundamentals of design are taught along with the graphic language used in technical drawings. Students will learn how to draw, annotate, and dimension working drawings. Students will learn how to use Autodesk AutoCAD and Inventor.

PRODUCT DESIGN & PROTOTYPING

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Technical Drawing & Computer-Aided Drafting

Students will continue working with more advanced projects using a 3-D, solid modeling program: Autodesk Inventor. Students will be responsible for the design and manufacture of a product in a team that will solve an everyday problem. Designs will be printed on the 3D printer, and students will be responsible for marketing their projects to their peers and staff. Attributes of entrepreneurship and the invention/innovation process will also be points of focus.

INTRODUCTION TO ENGINEERING

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

Engineering is a 21st Century skillset that is in high demand in today's job market. There is a skills gap that needs to be filled. A strong understanding of STEM (Science, Technology, Engineering, and Math) will put students at an advantage for college and career readiness. In this course we will study several different engineering disciplines: Mechanical, Electrical, Computer, Construction, Civil, and Industrial Engineering. Each engineering unit will provide a background of the type of Engineering and the skills that are needed to be successful in a freshmen/sophomore level class in a college/technical school or for a future career.

ENGINEERING 2

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Introduction to Engineering

Engineering II is a continuation of Introduction to Engineering where students will have the opportunity to further focus their attention on the engineering fields that they are interested in for the future. Skill sets from Introduction to Engineering will be refined and used to solve everyday engineering problems. Students will also be introduced to new cutting edge technology. A capstone project will allow students to focus on creating a project with a group that satisfies the engineering discipline of their choosing.

MANUFACTURING FOR PRODUCTION/WOODWORKING

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This course is designed to acquaint students with equipment, materials, products and problems related to manufacturing and materials industries through the procedure of constructing a series of useful woods projects. Students will learn how to use Autodesk CAD programs to create blueprints for their designs. Students will also learn the design process in order to manufacture a product.

ROBOTICS & MECHANICAL ENGINEERING

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: None

This course is for students interested in learning about basic engines and robotic equipment. Small-scale engines will be worked on and repaired. Students will also learn how to build and program VEX robotics kits. ROBOT-C programming language will be taught and used to give the robots instructions for autonomous movement.

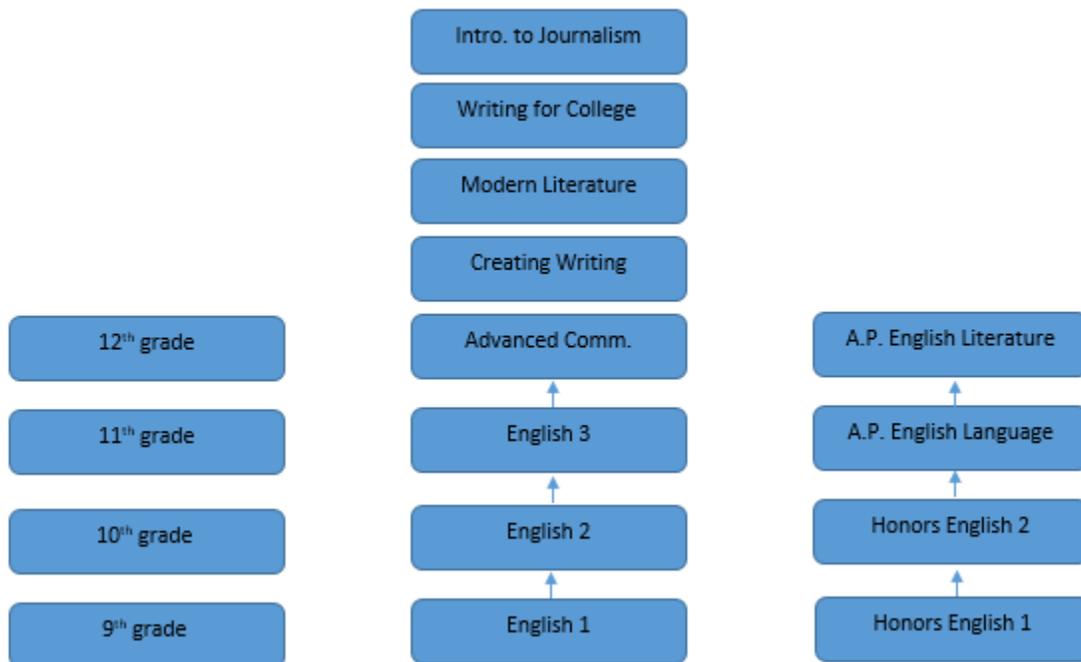
English

ENGLISH DEPARTMENT HEAD: MS. KELLI NELSON

ENGLISH DEPARTMENT MISSION

The Lisle High School English program furthers the continuum of rigor and academic excellence introduced at Lisle Junior High School. The four-year high school program focuses on composition, language, and literature and is designed to encourage students to become critical and analytical readers, logical and insightful thinkers, and skilled users of written and oral communication. The curriculum offers the opportunity for students to hone their language potential in courses that are challenging but commensurate with their abilities while preparing them to engage in a complex, dynamic society. Students who successfully complete the required eight credits for graduation will meet both the career and college readiness standards as outlined in the Illinois State Standards.

ENGLISH COURSE SEQUENCING



Four credits of English are required to graduate from Lisle High School, including the completion of designated core courses from grades 9-11. Seniors must select one credit of English from the offered Senior Electives. One course must come from the area of writing and composition (denoted by asterisk in the descriptions.)

English Core Courses

ENGLISH 1

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

This course is designed to be a survey course that will further enhance reading skills, as well as, the use of standard written and oral language. Students will read a variety of fiction and nonfiction texts including poems, plays, short stories, essays, and novels. An emphasis is placed on the ability to identify and analyze literary devices and rhetorical choices as a critical reader. Students will also review the basic writing conventions and processes to build proficiency in writing compositions, which are organized, coherent, and focused. Through the composition process, students will continue to develop skills in grammar and usage. Additionally, students will develop critical thinking approaches, public speaking techniques, and through literature and specific study, will increase vocabulary.

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HONORS ENGLISH 1

Credit: 1

Eligible Grade Level: 9

Prerequisites: Departmental Recommendation

This course is designed to be appropriately challenging to the motivated, talented English student. Honors English 1 will introduce skills and concepts related to and in preparation for the Advanced Placement courses. Students will survey a variety of fiction and nonfiction texts, including poems, plays, short stories, essays, and novels. An emphasis is placed on the ability to identify and analyze literary devices and rhetorical choices as a critical reader, and students will begin to apply Aristotle's rhetorical triangle to texts. Students will also review writing conventions and processes to build proficiency in writing compositions, which are organized, coherent, and focused. Through the composition process, students will continue to develop skills in grammar and usage. Additionally, students will develop critical thinking approaches, public speaking techniques, and through literature and specific study, will increase vocabulary.

READING

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

This year-long course is designed to provide incoming students with a stronger foundation in reading comprehension. The course will be required for students whose reading skills represent a challenge to their ultimate success in high school. Reading is a foundational skill which impacts student success across the curriculum. Freshmen enrolled in Reading will be concurrently enrolled in English 1.

ENGLISH 2

Credit: 1

Eligible Grade Level: 10

Prerequisites: English 1

This course is designed to be a survey course of world literature. Students will continue to develop their proficiencies in reading, writing, literary analysis, grammar and usage, oral communication, and research began in English 1. Students will read a variety of fiction and nonfiction texts. An emphasis is placed on the ability to identify and analyze literary devices and rhetorical choices as a critical reader. Additionally, this course provides a focused study of vocabulary.

HONORS ENGLISH 2

Credit: 1

Eligible Grade Level: 10

Prerequisites: Department Recommendation and/or B or better in Honors English 1

This course is a survey of world literature designed to bolster the rigorous standards established in Honors English 1. Students will continue to develop their proficiencies in reading, writing, literary analysis, grammar and usage, oral communication, and research. In addition, students will explore various stylistic techniques and their role in rhetorical analysis. Authors of prose, fiction, nonfiction, poetry and drama will be covered. Additionally, this course provides a focused study of vocabulary.

ENGLISH 3

Credit: 1

Eligible Grade Level: 11

Prerequisites: English 2

This course is designed for students who have successfully completed English 2. English 3 also completes the department's three-year scope and sequence in the areas of reading, writing, speaking and listening, grammar and usage, test preparation, and research. Students will explore a survey of American literature through a variety of texts. This course emphasizes interpretation, evaluation, and criticism. In addition to the PARCC exam, students will prepare for the college entrance exams with an emphasis on grammar and usage, rhetorical skills, and vocabulary.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Department Recommendation and/or B or better in English 3 or Honors English 2

This is a college level course that adheres to the objectives established and defined by the College Board. Students enrolling in AP English Language are expected to be proficient in reading, writing, literary analysis, grammar and usage, and research. Students must also understand that the work and effort required are more rigorous in the terms of quantity and complexity of assignments. The AP 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 interaction among a writer's purpose, audience, expectations, and as well as the way generic conventions and the resources of language contribute to effectiveness in writing. While it is not a requirement, students may obtain college credit by taking the Advanced Placement examination at the conclusion of the course.

***ADVANCED PLACEMENT ENGLISH LITERATURE**

Credit: 1

Eligible Grade Level: 12

Prerequisites: A.P. Language and Composition

This is a college level course that adheres to the objectives established and defined by the College Board. Students enrolling in AP English Literature are expected to be proficient in reading, writing, literary analysis, grammar and usage, and research. Students must also understand that the work and effort required are more rigorous in the terms of quantity and complexity of assignments. Selections for the AP Literature will be taken from all genres with emphasis on the students' ability to respond to literature. The course is designed to further develop the composition skills established in AP English Language while honing the rhetoric and analysis skills required at that the college level. While it is not a requirement, students may obtain college credit by taking the Advanced Placement examination at the conclusion of the course.

English Senior Electives

ADVANCED COMMUNICATION

Credit: .5

Eligible Grade Level: 12

Prerequisites: None

This 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. In addition, students will participate in a team building exercises. Students will learn elements of conflict resolution, argumentation, persuasion, and the role of mass media and advertising in modern society.

***CREATIVE WRITING**

Credit: .5

Eligible Grade Level: 12

Prerequisites: None

This is a workshop-format 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 in writing, with considerable time spent in individual writing experiences and small and large group discussions of the student's writing. The class will work on writing poetry and short fiction, while analyzing readings and modern films.

MODERN LITERATURE

Credit: .5

Eligible Grade Level: 12

Prerequisites: None

This course is designed to study and discuss the new methods and trends in the literature of the twentieth and twenty-first centuries. In this course all genres (novel, short story, poetry, and film) will be examined. Although the focus of the texts is primarily American, some world literature will be explored. Class discussion will include extended discussion of modern writers and will revolve around understanding literary analysis.

INTRODUCTION TO JOURNALISM: MIND ON THE MEDIA

Credit: .5

Eligible Grade Level: 12

Prerequisites: None

This one semester course is designed to engage students in critical thought and exploration of the media they encounter in their daily lives. This course focuses on the critical analysis of televised, print, electronic, and non-traditional messages created by a variety of media sources including but not limited to: print and online publications, news broadcasts, podcasts, blogs, advertisements, and social media. Students are required to write responses, papers, and evaluative critiques, participate in class discussion, and complete analytical projects. At the completion of this course, students will also have a basic introduction to the fundamentals of journalism—primarily news story and editorial writing.

***WRITING FOR COLLEGE**

Credit: .5

Eligible Grade Level: 12

Prerequisites: None

This course is designed for the student who plans to enter college. Emphasis for the course will be placed on writing argumentative and informational, multi-paragraph essays with strong support. 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 with an extensive research paper incorporating all of the above. Students must also enter at least one writing contest.

English as a Second Language

ENGLISH AS A SECOND LANGUAGE

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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 assimilating in social settings they may 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 earns students credit in English.

Fine Arts

FINE ARTS DEPARTMENT HEAD: MS. PATRICIA KERBACK

FINE ARTS DEPARTMENT MISSION

The Fine Arts Department will work with students to develop innate human characteristics in order to facilitate a better understanding of culture and traditions of oneself and others. A focus on creativity and its link to technology, as well as other disciplines, will challenge students to think outside of convention and problem solve, which are skills in the 21st century.

ART

Introduction to Art
Drawing 1, 2, 3
Ceramics 1, 2, 3
Sculpture 1, 2, 3
Photography 1, 2, 3
AP Studio Art

CHORAL MUSIC

Concert Choir
Varsity Singers
Chorale
Music Theory 1
AP Music Theory

BAND

Concert Band
Symphonic Band
Percussion Studies
Jazz Ensemble
Jazz Band
Electronic Music



Art

INTRODUCTION TO ART & DESIGN

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This is a beginner level class designed to showcase all the wonderful opportunities art has to offer. Students will go on a journey of self-exploration through the use of 2D and 3D art. Students will be introduced to the Elements and Principles of Art, famous artists and styles of art.

DRAWING 1

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This is a beginner level class designed to allow students to build knowledge through exploration. Using a variety of media, which may include graphite, ink, charcoal, graffiti boards, and pastels, students will learn basic skills and vocabulary of art and design.

DRAWING 2

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Drawing 1 or Instructor Approval

This is an intermediate level drawing class with the emphasis on the creative process. Students will master drawing skills as well as develop a personal style to help formulate ideas into a sophisticated composition.

DRAWING 3

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: Drawing 1 & 2 or Instructor Approval

This is an advanced level drawing class where students are encouraged to learn creative ways to use tools and develop a meaningful personal style. All course assignments will be geared toward the production of portfolio quality work and will be held to the highest level of evaluation.

PHOTOGRAPHY 1

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This is a beginner level class designed to take students from a picture taker to a photographer. Students will work on the composition component of taking pictures using both automatic and manual modes of the camera. This class will allow students to discover all the capabilities their cameras have to offer. Students will learn how to edit their pictures using multiple forms of technology.

PHOTOGRAPHY 2

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Photography 1 or Instructor Approval

This is an intermediate level photography class designed to develop the common photographer. Students will only work in Manual mode (DSLR camera) with an emphasis on lighting and color to create depth in their pictures. Students will master the use of a computer as a creative tool to enhance pictures.

PHOTOGRAPHY 3

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: Photography 1 & 2 or Instructor Approval

This is an advanced level photography class focused on mastery of camera capabilities to allow students more freedom to develop personal aesthetics. Students will use sophisticated post-processing techniques (digital photo manipulation, color correct, photo repair, etc.) to alter images. All course assignments will be geared toward the production of portfolio quality work and will be held to the highest level of evaluation. Students are required to supply their own DSLR camera (8 megapixels minimum).

CERAMICS 1

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This is a beginner level class designed to focus on the hand building techniques- pinch, coil, slab and mold forming. Students will use basic shapes to build functional and decorative pieces. Simple glazing and firing techniques will be used in this class.

CERAMICS 2

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Ceramics 1 or Instructor Approval

This is an intermediate level ceramics class designed to further hand building techniques and introduce students to wheel throwing. Students will be working on a larger scale to develop individual expression. More advanced glazing techniques are covered.

CERAMICS 3

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: Ceramics 1 & 2 or Instructor Approval

This is an advanced level ceramics class where students are encouraged to learn creative ways to use tools and develop a meaningful personal style. Construction techniques and surface decoration will be the main focus of pieces made in this class. All course assignments will be geared toward the production of portfolio quality work and will be held to the highest level of evaluation.

SCULPTURE 1

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This is a beginner level class designed for the student that prefers a “hands-on” approach to making art. Using the elements and principles of art and design as tools, students will explore sculpture and architecture. Students will focus on different materials as they learn about the creative process of replicating a design or creating sculptural and architectural components.

SCULPTURE 2

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Sculpture 1 or Instructor Approval

This is an intermediate level sculpture class. Students will master the use of surface decoration for sculpture and architecture projects, as well as, the use of structural support in order to achieve their aesthetic success.

SCULPTURE 3

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: Sculpture 1 & 2 or Instructor Approval

This is an advanced level sculpture class in which students are encouraged to learn creative ways to use tools and develop a meaningful personal style. Students will use technology as a means to generate sculptural and architectural designs. Students will use advanced methods of construction to fabricate their designs. All course assignments will be geared toward the production of portfolio quality work and will be held to the highest level of evaluation.

ADVANCED PLACEMENT STUDIO ART

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: None

Advanced Placement Studio Art course enables highly motivated upperclassmen to perform at the college level. This course requires a yearlong commitment to complete a portfolio, which demonstrates breadth of experiences in media and technique and a concentration or commitment to a particular artistic concern. The portfolio may include a variety of representational, abstract or expressive works that are highly meaningful and demonstrate technical proficiency. Students may choose from graphic design, digital art and photography. To be considered for acceptance in this class, a portfolio of five pieces must be submitted in the spring prior to the next school year. At minimum, students must have successfully completed the sequence of their area of specialization; two semesters in any given art area. Successful completion of an additional semester of art (3 total) is highly encouraged.

Choral Music

CONCERT CHOIR

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This beginning level mixed vocal chorus is open to all students who wish to further develop their vocal music skills. The course is designed to learn and reinforce the fundamentals of music, specifically vocal music, to increase knowledge and understanding of music, and to explore and perform challenging, ability appropriate, music in a variety of styles and languages. This choir participates in all concerts.

CHORALE

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: Instructor Approval

This vocal ensemble is open to women who wish to further their skills in vocal music, but have not been selected to Varsity Singers. Students in this class learn to explore and reinforce the fundamentals of music, increase knowledge and understanding, and perform music in a variety of styles. Musical terms and vocal skills are taught so that a student may progress to the more advanced ensemble, if desired. This choir participates in all concerts. This course is offered during zero hour each day from 7:00-7:45 am.

VARSITY SINGERS

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: Audition/Instructor Approval

This vocal group is the most advanced mixed choral ensemble. Music reading abilities and the demonstration of advanced proficiencies are a prerequisite for this ensemble. Emphases in the class are advanced choral techniques and independent singing skills. Students in this class often sing in foreign languages and study text as poetry. Students are expected to be self-motivated and leadership oriented. This choir participates in all concerts throughout the year and performs for many community events. Availability for extra-curricular performances, select ensembles, and/or music festivals may be required.

MUSIC THEORY 1

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This class covers beginning elements of music theory. Knowledge of the piano keyboard is helpful and the ability to read either treble or bass clef notation is preferred. Areas of study in this class include notation, rhythm (including counting), meter, intervals, choral structure, keyboard harmony, and the fundamentals of arranging. Students will use Finale to augment the composition portion of class. Rhythmic and harmonic ear-training will also be practiced. Sight singing will assist the growth in aural training.

ADVANCED PLACEMENT MUSIC THEORY

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Music Theory 1 or Instructor Approval

This full-year course will further develop a student's ability to recognize, understand, and describe the basic processes of music. Many concepts/skills are mastered through increasingly complex exercises. Skills include: composition, aural, analytic, and written through the use of listening and performance. This class, while it is not a requirement, will prepare students for the College Board Advanced Placement Music Theory exam administered in May.

Band

CONCERT BAND

Credit: 1

Eligible Grade Level: 9, 10, 11

Prerequisites: None

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 composers. Students will learn basic ensemble skills and perform interesting music of various historical periods and styles. All members will be challenged throughout the school year to understand and incorporate the National Core Arts Standards of creating, performing, responding, and connecting into their learning.

SYMPHONIC BAND

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: None

The Symphonic Band is an advanced ensemble open to students that have the technical ability and musical maturity necessary to be a contributing member. This ensemble will continue topics introduced in the Concert Band course and will also 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, composers, and music history. Symphonic Band members will be challenged throughout the school year to understand and incorporate the National Core Arts Standards of creating, performing, responding, and connecting into their learning.

PERCUSSION STUDIES/ENSEMBLE

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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 practice daily and have their own set of basic sticks and mallets. Students are required, as a curricular component, to be in attendance at all performances in which they are scheduled to play. Finally, Percussion Studies students will be challenged throughout the school year to understand and incorporate the National Core Arts Standards of creating, performing, responding, and connecting into their learning.

JAZZ BAND

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Current Membership in concert band program, with the exception of some rhythm section players who may participate with director permission.

The Jazz Band learns about and perform a variety of styles of jazz music from various eras. Music studied 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, jazz competitions, and jazz festivals. Rehearsals are scheduled during zero hour 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 early in the school year. Jazz Band and Jazz Ensemble students will be challenged throughout the school year to understand and incorporate the National Core Arts Standards of creating, performing, responding, and connecting into their learning. This course is offered during zero hour each day from 7:00-7:45 am.

JAZZ ENSEMBLE

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Current Membership in concert band program, with the exception of some rhythm section players who may participate with director permission.

The Jazz Ensemble learns about and perform a variety of styles of jazz music from various eras. Music studied 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, jazz competitions, and jazz festivals. Rehearsals are scheduled during zero hour 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 early in the school year. Jazz Band and Jazz Ensemble students will be challenged throughout the school year to understand and incorporate the National Core Arts Standards of creating, performing, responding, and connecting into their learning.

ELECTRONIC MUSIC

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

The purpose of this course is to learn basic music theory fundamentals and basic compositional techniques through the use of the modern technology of computers, synthesizers, and sequencers. The areas that will be studied will include music theory, arranging, composition, listening, music history, MIDI keyboard technology, and sequencing. The course will fill a dual need of teaching non-performing students more about music and also assist current music students in advancing their knowledge of music. Students who are anticipating a career in music may also benefit from this course. The students will not only attain an increased knowledge of music fundamentals, they will also compose numerous examples of electronically-generated music of their own. Electronic Music students will be challenged throughout the semester to understand and incorporate the National Core Arts Standards of creating, performing, responding, and connecting into their learning.

Mathematics

MATHEMATICS DEPARTMENT HEAD: MR. RON JAEGLER

MATHEMATICS DEPARTMENT MISSION

The mission of the Lisle mathematics department is to provide students with the mathematical concepts and skills necessary for success in college and the workplace. The instruction, tasks, and assessments are aligned with the Common Core State Standards and Standards for Mathematical Practices. Students will be encouraged to think and to make conjectures while persevering through challenging problems. They will be educated to be critical thinkers and collaborative problem solvers.

MATH COURSE SEQUENCING

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Honors Geometry	Honors Algebra 2/Trig	Honors Pre-Calculus and/or AP Statistics	AP Calculus and/or AP Statistics
Geometry	Algebra 2/Trig	Pre-Calculus and/or AP Statistics	AP Calculus and/or AP Statistics
Algebra 1	Geometry	Algebra 2/Trig	Pre-Calculus and/or AP Statistics
Algebra 1 Core	Applied Geometry	Algebra 2	College Algebra Prep

ALGEBRA 1 CORE

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

This course will focus on the core standards and concepts necessary for students to succeed in advanced mathematics courses. In particular, the instructional program in this class provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. The units of study are; Relationships between Quantities & Reasoning with Equations, Linear & Exponential Relationships, Expressions & Equations, and Quadratic Functions & Modeling. A TI-84 graphing calculator is required for this course.

ALGEBRA 1

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

This course is designed to provide a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. The units of study are: Relationships between Quantities & Reasoning with Equations, Linear & Exponential Relationships, Descriptive Statistics, Expressions & Equations, and Quadratic Functions & Modeling. A TI-84 graphing calculator is required for this course.

APPLIED GEOMETRY

Credit: 1

Eligible Grade Level: 10, 11

Prerequisites: Algebra 1

This course is intended to apply and utilize skills learned in Algebra 1. The units of study are congruence and constructions, similarity and trigonometry, three dimensional figures, coordinate geometry, circles with and without coordinates, and with mathematical reasoning integrated throughout the year. This course is a pillar in the understanding of mathematics as a spatial concept and is critical to understanding higher-level mathematics. A TI-84 graphing calculator is required for this course.

GEOMETRY

Credit: 1

Eligible Grade Level: 9, 10

Prerequisites: Algebra 1 or B or better in 8th grade Algebra 1

This course is intended to apply and utilize skills learned in Algebra 1. The units of study are congruence and constructions, similarity and trigonometry, three dimensional figures, coordinate geometry, circles with and without coordinates, and probability with reasoning and proof integrated throughout the year. This course is a pillar in the understanding of mathematics as a spatial concept and is critical to understanding higher level mathematics. A TI-84 graphing calculator is required for this course.

HONORS GEOMETRY

Credit: 1

Eligible Grade Level: 9, 10

Prerequisites: A in Algebra 1 or 8th grade Algebra 1 and department approval

This course is designed to build on algebraic concepts as well as learn the fundamentals of geometry through student exploration on Geometer's Sketchpad. This course places heavy emphasis on making algebraic and geometric connections. The units of study are: lines & angles, transformations, triangles, polygons, circles, area, right triangles, similarity, trigonometry, and surface area & volume. The content of this course is essential for those who plan to continue their study of mathematics in both high school and college. A TI-84 graphing calculator is required for this course.

ALGEBRA 2

Credit: 1

Eligible Grade Level: 10, 11

Prerequisites: Geometry or Applied Geometry

This course is designed to build on algebraic and geometric concepts from Algebra 1 and Geometry. The units of study are polynomials, rational and radical relationships, modeling with functions, inferences and conclusions from data. A TI-84 graphing calculator is required for this course.

COLLEGE ALGEBRA PREP

Credit: 1

Eligible Grade Level: 12

Prerequisites: Algebra 2

In this course students will develop the foundational mathematical skills necessary for college level general education mathematics courses. Content features collaborative project-based and technology-enabled group work including modeling, problem solving, critical thinking, data analysis, algebra fundamentals, and both verbal and written communication of mathematical ideas. A component of this course is the use of an individualized, mastery-based learning system which allows students to move through material at their own pace and provides individualized remediation, thus moving towards the rigor of college mathematics. This aspect of the course is completed via ALEKS PPL. A TI-84 graphing calculator is required for this course.

ALGEBRA 2 /TRIGONOMETRY

Credit: 1

Eligible Grade Level: 10, 11

Prerequisites: C or better in Geometry

This course is designed to build on algebraic and geometric concepts from Algebra 1 and Geometry. The units of study are polynomials, rational and radical relationships, trigonometric functions, modeling with functions, inferences and conclusions from data. It also introduces matrices and their properties. The content of this course is essential for those who plan to continue their study of mathematics in both high school and college. A TI-84 graphing calculator is required for this course.

HONORS ALGEBRA 2/TRIGONOMETRY

Credit: 1

Eligible Grade Level: 9, 10, 11

Prerequisites: C or better in Honors Geometry or A in Geometry and department approval

This course is designed to build on algebraic and geometric concepts from Algebra 1 and Geometry, through student explorations and small group problem solving. This course places heavy emphasis on student investigation and making connections. The units of study are polynomials, rational and radical relationships, trigonometric functions, modeling with functions, inferences and conclusions from data. It also introduces matrices and their properties. The content of this course is essential for those who plan to continue their study of mathematics in both high school and college. A TI-84 graphing calculator is required for this course.

PRE-CALCULUS

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: C or better in Algebra 2/Trigonometry

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, analytical geometry, and an introduction to Calculus. The class will also include the further study of functions, trigonometry, conic sections, exponential and logarithmic functions, and sequences and series. Students who successfully complete this course should be prepared for Calculus. A TI-84 graphing calculator is required for this course.

HONORS PRE-CALCULUS

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: C or better in Honors Algebra 2/Trigonometry or A in Algebra II/Trigonometry and department approval

This course is designed to build on algebraic and geometric concepts from Algebra 2/Trigonometry utilizing student exploration and small group problem solving. This course places heavy emphasis on student investigation and making connections. The class will include the further study of functions, trigonometry, conic sections, exponential and logarithmic functions, and sequences and series. Students who successfully complete this course should be prepared for Calculus. A TI-84 graphing calculator is required for this course.

ADVANCED PLACEMENT CALCULUS AB

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: B or better in Pre-Calculus

Advanced Placement Calculus is a comprehensive year-long course in the study of both differential and integral calculus. It is intended to be the equivalent of a college level Calculus I course. Students will be studying the concepts of functions, graphs, limits, derivatives and integrals as outlined in the AP Calculus Course description (as it appears on the AP Central website). The intent is for students to master the fundamentals of calculus in order to succeed on the AP Calculus AB exam and be adequately prepared to be successful in higher level mathematics courses. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester college Calculus course. A TI-84 graphing calculator is required for this course.

ADVANCED PLACEMENT STATISTICS

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: B or better in Algebra 2/Trigonometry

The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. A TI-84 graphing calculator is required for this course.

PROBABILITY AND STATISTICS

Credit: 1

Eligible Grade Level: 12

Prerequisites: Algebra 2/Trigonometry

This course uses concepts learned in classes up to and including Algebra 2. The topics covered include exploring and understanding data, variable relationships, proper data collection methods, randomness, and applications to the world at large. This course is intended to introduce students to college level probability and statistics concepts that will be covered in a variety of majors. A component of this course is the use of an individualized, mastery-based learning system which allows students to move through material at their own pace and provides individualized remediation, thus moving towards the rigor of college mathematics. This aspect of the course is completed via ALEKS PPL. A TI-84 graphing calculator is required for this course.

Physical Education

PHYSICAL EDUCATION DEPARTMENT HEAD: MS. KAREN CERVENY

PHYSICAL EDUCATION DEPARTMENT MISSION

The mission of the Lisle High School Physical Education, Driver Safety and Education and Health Department is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

PHYSICAL EDUCATION COURSE SEQUENCE

FRESHMAN	SOPHOMORE	JUNIOR/SENIOR
PE I DRIVER EDUCATION	DRIVER EDUCATION HEALTH PE II	DRIVER EDUCATION PE FITNESS I/II PE ACTIVITIES EARLY BIRD PE

See requirements and prerequisites in each course description.

PHYSICAL EDUCATION I

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

This course is designed to provide each student with an equal opportunity for daily physical education regardless of his/her athletic ability or physical capability. Each student will participate in at least eight activities with skills, rules, and strategies being emphasized, along with assessments on the skills being taught. The FITT principles of exercise, the health related fitness components, and personal fitness planning will be covered with each student. There will be Fitness Tests recorded twice in each semester to view the individual effort and progress of each student during the school year. Cardiovascular/Lifting days will occur at least once per week with proper technique being taught. The intent is to give each student a strong foundation of knowledge, skill, and working as a team in preparation for their next course in Team Building.

PHYSICAL EDUCATION II

Credit: .5

Eligible Grade Level: 10

Prerequisites: None

This course is designed to provide each student with an equal opportunity for daily physical education regardless of his/her athletic ability or physical capability. Each student will participate in team building activities to help them recognize and investigate problems; formulate and propose solutions supported by reason and evidence. There will be Fitness Tests recorded twice in each semester to view the individual effort and progress of each student during the school year. Cardiovascular/Heart Monitors days will occur the last 5 weeks of the semester. The students will be taught how to use the heart rate monitors and what is required preparing them for their Junior and Senior years. The intent is to give each student a strong foundation of knowledge, skill, and working as a team in preparation for their next couple of years.

PHYSICAL EDUCATION - FITNESS I

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: None

Physical fitness is the foundational goal of the Physical Education Department. This class will offer a wide variety of fitness activities which might be done individually or in a group setting to help broaden the student's horizons. Included in the fitness activities of this course are: circuit training, kettlebell training, yoga, strength training, group exercise, cardiovascular units, lower body and abdominal toning. Circuit and kettlebell training will be done with high intensity, which forces one to work as hard as they can in a short amount of time, followed by a rest period. Yoga, the lower body, and abdominal training focus on individual development and awareness. Group exercise focuses on coordination and step development as well as some cardiovascular effort. There will be fitness assessments recorded twice in each semester to view the individual effort and progress of each student.

PHYSICAL EDUCATION FITNESS II

Credit: .5

Eligible Grade Levels: 11, 12

Prerequisites: Physical Education Fitness I

This semester long course is designed to engage students in a series of cycled workouts to improve strength and musculature. Emphasis will be placed on overall body strength exercises with daily emphasis on either upper or lower body exercises. Students will also gain knowledge of the muscle groups involved in each lift as well as the kinesthetic movements of the body. Students will use a digital strength and conditioning application which prescribes programs based on their sport, season, and/or general fitness interests. This course will also emphasize cardiovascular training.

PHYSICAL EDUCATION - TEAM AND INDIVIDUAL ACTIVITIES

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: None

This course is designed to provide each student with the opportunity for daily physical education regardless of his/her athletic ability or physical capability. Each student will participate in at least eight activities with skills, rules, and strategies being emphasized, along with assessments of the skills being taught. There will be Fitness test recorded twice in each semester to view the individual effort and progress of each student during the year. Fitness days will occur once a week. Scores will be kept and recorded.

EARLY BIRD FITNESS

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: None

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 explore the latest nutritional concepts, including proper and improper weight loss/gain. This class is offered as an "early-bird" class, meeting before the start of the regular school day, 7:00-7:45 am.

DRIVER EDUCATION

Credit: .5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Students who plan to complete the 18-week semester of Driver's Education program, including 30 hours of the Driver's Education classroom and 12 hours of Behind-The-Wheel for your driver's license, are expected to obtain their driver's permit within the first two weeks of class. Permit requests will be given to student prior to the start of class. **Students must pass both phases to be eligible for a driver's license. Students will register for this course just as they do for any other course.**

Freshman can enroll in second semester Driver Education if their 15th birthday is before January 1 of their freshman year.

I. THE CLASSROOM PHASE: The classroom instruction will be part of the semester Driver Education course. The state of Illinois requires a minimum of 30 clock hours of instruction to complete Driver Education. If any student fails to complete a minimum of 30 classroom hours (excused or unexcused absences), they will be removed from the course immediately.

II. BEHIND-THE-WHEEL PHASE: The student must successfully complete 6 hours of Behind-the-Wheel instruction with 6 hours of behind-the-wheel observation in order to meet the State of Illinois requirements. Behind-the-wheel consists of twelve driving lessons. The first eleven lessons count for 75%, and the final is worth 25% of the grade.

HEALTH EDUCATION

Credit: .5

Eligible Grade Level: 10

Prerequisites: None

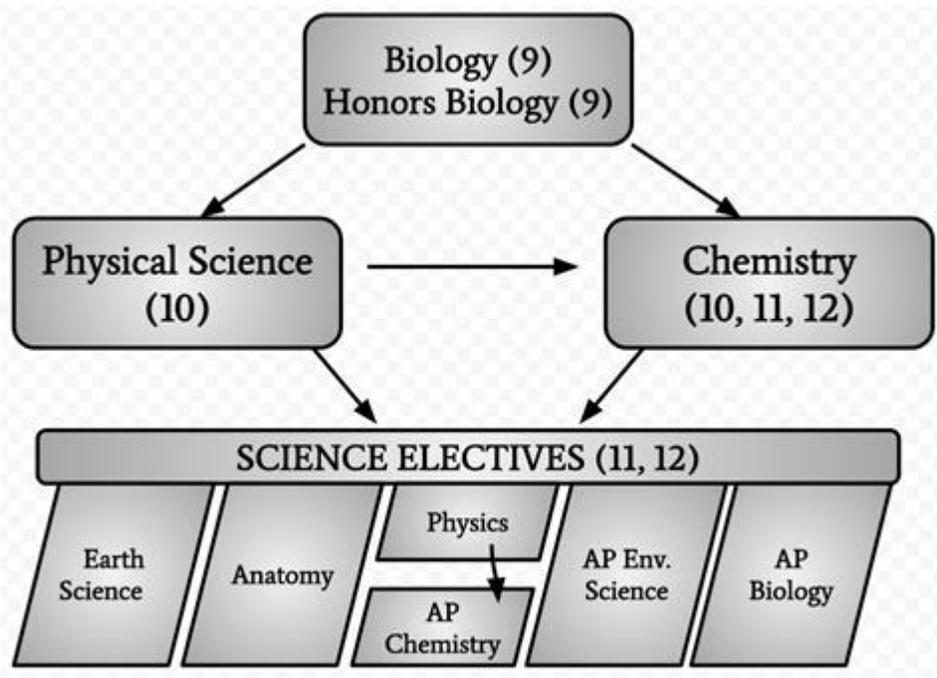
This course meets the requirements of House Bill 2547 (Comprehensive Health Education Act) and will guide students through the many dimensions of wellness. Students will develop skills needed in confronting difficult situations, understand health prevention and promotion techniques that will establish a solid personal health education; and become health literate in making positive and healthy decisions. Units of study will include mental health, social well-being, body systems analysis, disease prevention, nutrition, and exercise. State mandated requirements give special attention to sexually transmitted diseases, with emphasis on social and moral obligations. Other units covered during the semester include substance abuse prevention and cardiopulmonary resuscitation.

Science

SCIENCE DEPARTMENT HEAD: MS. BECKY SCHWARTZ

SCIENCE DEPARTMENT MISSION

The mission of the Lisle High School Science Department is to promote life-long learning and acquisition of knowledge through the use of science and engineering practices. The student's classroom experience will encourage the development of intellectual curiosity and scientific literacy. The department provides effective and challenging curriculum and instruction based on the Next Generation Science Standards. Science teachers at Lisle High School consistently utilize best practices to deliver the curriculum, including cooperative learning, guided practice, independent practice, laboratory experiences, modeling, problem-based learning, real-world applications, and use of technology.



****Typically four year colleges and universities require 3 years of a lab science.*

BIOLOGY

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to life science. Students will recognize unifying themes that integrate the major topics of biology including cells, biochemistry, photosynthesis, energy, cell division, genetics, ecology, plant and animal form and function, and evolution. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, observation, accurate recording, data interpretation, and analysis.

HONORS BIOLOGY

Credit: 1

Eligible Grade Level: 9

Prerequisites: Departmental placement

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to life science. Students will recognize unifying themes that integrate the major topics of biology including cells, biochemistry, bioenergetics, photosynthesis, energy, cell division, genetics, ecology, plant and animal form and function, evolution, and bioethics. The curriculum integrates independent research, writing skills, and critical thinking and laboratory skills that stress the development of experimental design, detailed observation, accurate recording, data interpretation, and analysis.

PHYSICAL SCIENCE

Credit: 1

Eligible Grade Level: 10

Prerequisites: Biology

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science and Earth and space science. Students will recognize unifying themes that integrate the major topics of physical science including the physics of energy and motion, chemistry, waves, and astronomy. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, measuring and recording, data analysis and interpretation, and using models.



CHEMISTRY

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: B or better in Physical Science and Algebra 1 or department recommendation

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of chemistry including structure and property of matter, interactions of matter, and chemical reactions. The curriculum integrates critical thinking via modeling, planning and carrying out investigations, and obtaining, evaluating, and communicating information verbally, graphically, textually, and mathematically.

PHYSICS

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Biology, B or better in Physical Science, C or better in Chemistry, and Algebra 2/Trigonometry

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to physical science. Students will recognize unifying themes that integrate the major topics of Physics including one-dimensional and two-dimensional motion, accelerated and circular motion, and momentum. Students will also explore energy, charging and electrical circuits, and waves, including sound, color and light. The curriculum integrates critical thinking, experimental design and laboratory skills. These skills will be developed using, mathematical modeling, data interpretation and graphical analysis.

ANATOMY and PHYSIOLOGY

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: C or better in Chemistry or department recommendation

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to life science. Students will recognize unifying themes that integrate the major topics of anatomy and physiology including anatomical terminology, biochemistry, cells and tissue, and body systems that include integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive. Human disease of these systems and the body's effort to maintain homeostasis are regularly addressed. The curriculum integrates the development of clinical skills and dissection technique as well as critical thinking skills that allow for observation, case study analysis and the completion of small group interactive exercises. A field trip to a human cadaver lab is the culminating experience of this course.

EARTH SCIENCE 1

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: Biology and Physical Science or department recommendation

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to Earth and space science. Students will recognize unifying themes that integrate the major topics of Earth and space science including Earth and its place in the universe, the solar system, plate tectonics, and physical geology. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, detailed observation, accurate recording, data interpretation, and analysis.

EARTH SCIENCE 2

Credit: .5

Eligible Grade Level: 10, 11, 12

Prerequisites: Biology and Physical Science or department recommendation

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to Earth and space science. Students will recognize unifying themes that integrate the major topics of Earth and space science including weather, climate, water, ocean circulation and topography, natural resources, and global sustainability. The curriculum integrates critical thinking and laboratory skills that stress the development of experimental design, detailed observation, accurate recording, data interpretation, and analysis.

ADVANCED PLACEMENT BIOLOGY

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: B or better in Biology and Chemistry.

The Advanced Placement Program® enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions.

ADVANCED PLACEMENT CHEMISTRY

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: B or better in Biology and Chemistry or department recommendation. Physics or concurrent enrollment in Physics.

The Advanced Placement Program® enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college.

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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: B or better in Biology and Chemistry or department recommendation.

The Advanced Placement Program® enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college.

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Social Studies

SOCIAL STUDIES DEPARTMENT HEAD: MRS. CHRISTINE JAEGLE

SOCIAL STUDIES DEPARTMENT MISSION

A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It is the mission of the Lisle District 202 Social Studies Department to utilize the tools of the Common Core to provide students with the historical thinking skills to become good citizens, neighbors, members of society and informed participants on a local, national, and global level. With the culmination of their studies, students will be prepared to successfully navigate the requirements of capstone courses. Social Studies must also help students understand, respect, and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

The Social Studies department works to refine our instructional practice, coordinate curriculum and general learning philosophies, and stay informed regarding best practices and pedagogical innovation.

SOCIAL STUDIES COURSE SEQUENCE

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
World History World History Core	American Civics	US History AP US History Economics Psychology Sociology	AP US Government & Politics Economics Psychology Sociology

WORLD HISTORY

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

A one-year elective designed as a survey study course. Common Core reading and writing standards are the foundational basis for skill development within the classroom. Emphasis is placed upon thinking like a historian. During the first semester, the emphasis of study will focus on developments of early man and the beginnings of ancient civilizations around the globe. The second semester emphasizes eras of significance within World History beginning with the Middle Ages and ending with World War II. This course is recommended for students who plan to take AP U.S. History.

WORLD HISTORY CORE

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

A one-year elective designed as a survey study course. Illinois State Standards for reading and writing in history courses are the foundational basis for skill development within the classroom. This class is paced to allow students the time necessary to develop these skills. During the first semester, the emphasis of study will focus on developments of early man and the beginnings of ancient civilizations around the globe. The second semester emphasizes eras of significance within World History beginning with the Middle Ages and ending with World War II.

AMERICAN CIVICS

Credit: .5

Eligible Grade Level: 10

Prerequisites: None

A required semester course taken during sophomore year where students will receive direct instruction on government institutions, discuss current and controversial issues, participate in service learning that will integrate meaningful community service with instruction and reflection, and partake in simulations of democratic processes such as legislative hearings, debates, mock trials, and task forces. These will help students understand the importance of concepts and strategies in a real-world context and interactive environment where knowledge is shared and built cooperatively.

UNITED STATES HISTORY

Credit: 1

Eligible Grade Level: 11

Prerequisites: None

A one-year required course for juniors. The coursework includes a comprehensive examination of United States history and will utilize Common Core literacy tools and writing skills. Students will focus on topics like: America in the world; geography and the environment; and culture and society that students explore throughout the course in order to make connections among historical developments in different times and places.

ADVANCED PLACEMENT UNITED STATES HISTORY

Credit: 1

Eligible Grade Level: 11

Prerequisites: None

A one-year course that focuses on developing students' understanding of American history from 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS

Credit: .5

Eligible Grade Level: 12

Prerequisites: None

A second semester elective that provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

ECONOMICS

Credit: .5

Eligible Grade Level: 11, 12

Prerequisites: None

This course fulfills the consumer education graduation requirement. The purpose of Consumer Education is to teach students how to make wise financial decisions.

A semester long elective course of the study of economic challenges brought about by limited resources and unlimited demands on those resources. Theoretical as well as practical examples will be studied so that student related issues may be addressed. Common Core literacy tools are utilized to explore economic theories, real world economic issues, and comparative economic systems. Students will be exposed to both micro and macroeconomic concepts.

SOCIOLOGY

Credit: .5

Eligible Grade Level: 11, 12

Prerequisites: None

A semester long elective course that 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. Common Core literacy and writing tools are utilized to explore sociological theories, social stratification, as well as general terms and concepts. Students will study forces that mold individuals, shape their behavior, and thus determine social events.

PSYCHOLOGY

Credit: .5

Eligible Grade Level: 11, 12

Prerequisites: None

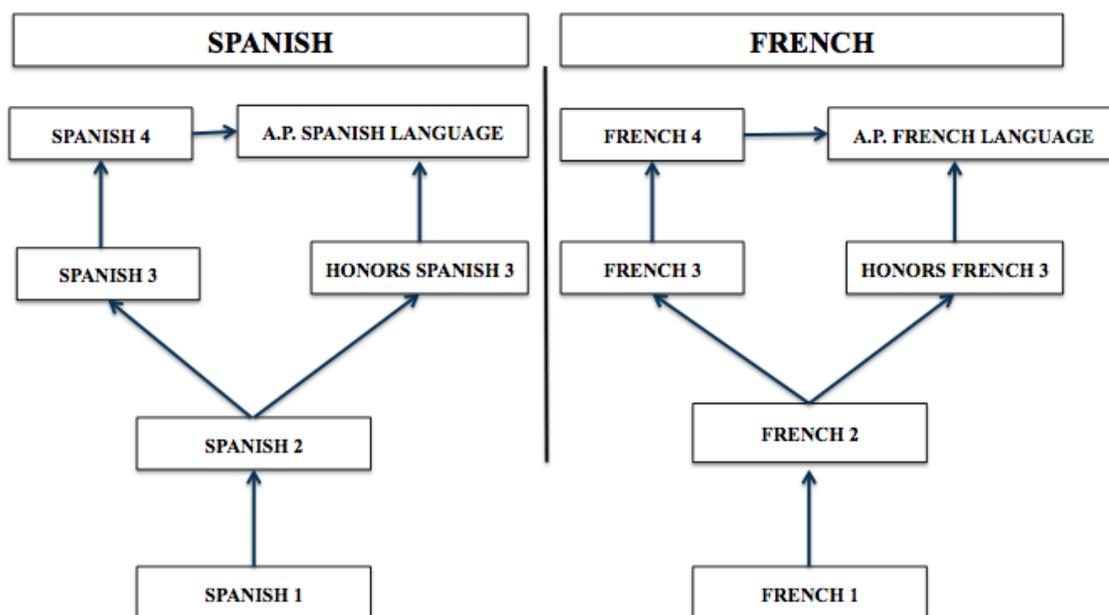
A semester long elective course that focuses as an introduction to psychology designed to create active intellectual and emotional involvement by the student, not only in life, but in learning the science of psychology. Psychology encompasses broad areas of research about the human body and individual experience. Common Core literacy tools are utilized to explore psychological concepts and scientific research. This information is available to students wishing to understand themselves and others better.

World Languages

WORLD LANGUAGES DEPARTMENT HEAD: MS. AMY RENGUSO

WORLD LANGUAGES DEPARTMENT MISSION

The mission of the World Language Department is to foster the acquisition of another language. The purpose of learning another language is to communicate with the people who speak it and to understand their culture. Students will realize that the learning of another language has long lasting effects in both their personal and professional lives. Students will expand their multi-cultural and global awareness allowing them to function as better global citizens. We will provide students with ways to make language learning more meaningful through the teaching of culture, connecting with content from other disciplines, and the comparison of the target language with their native language.



COURSES

FRENCH 1

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This course introduces the study of the French language and culture. Students will begin to learn French using all four skills: listening, speaking, reading, and writing. There will be an emphasis on learning vocabulary and grammar as well as pronunciation and basic conversation.

FRENCH 2

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: A grade of C or better in French 1 at the high school level; a grade of B or better in 8th Grade French *and* instructor approval.

A continuation of French I, this course further develops speaking, listening, reading and writing skills in the target language. Emphasis will be placed on grammar, cultural understanding, and interpretive, interpersonal & presentational communication.

FRENCH 3

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: A grade of C or higher in French 2

This course centers on in-depth grammar and extensive vocabulary development. Reading and self-expression are emphasized. Students will increase their conversational and presentational abilities. In addition to the text, classroom activities include short stories, novels, speeches, projects, and research papers. Culture comparisons will continue to be a large part of the curriculum.

FRENCH 3 HONORS

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: A grade of B or better in French 2

This course is offered to highly motivated students who want to be challenged with a fast paced curriculum and will be taking AP French Language & Culture the following year. Grammar and vocabulary will be covered in more depth, as well as familiarity with some grammatical concepts which are not taught in the regular French III curriculum. Students will continue to develop their understanding of French speaking cultures by integrating information on literature, art, history, music and current events into the curriculum. Students will also be working on Pre-AP French skills and activities including reading, writing, listening, and speaking. This class combines the coursework for Level 3 & 4, the next course would be AP.

FRENCH 4

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: A grade of C or higher in French 3

Students will continue to improve their language skills with the acquisition of vocabulary and grammar from the textbook supplemented with films, short stories, podcasts, and novels by well-known contemporary and classical authors. Fluency in oral and written expression is emphasized.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: A grade of B or better in French 4 or French 3 Honors

In this course, students will use authentic materials and sources to develop their language skills in multiple modes of communication. These include two-way interactions in both writing and speaking; interpretation of audio, audiovisual, and print materials; and oral and written presentation of ideas.

SPANISH 1

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This course introduces the study of the Spanish language and culture. Students will begin to learn Spanish using all four skills: listening, speaking, reading, and writing. There will be an emphasis on learning vocabulary and grammar as well as pronunciation and basic conversation.

SPANISH 2

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: A grade of C or better in Spanish 1 at the high school level; a grade of B or better in 8th Grade Spanish *and* instructor approval.

A continuation of Spanish 1, this course further develops speaking, listening, reading and writing skills in the target language. Emphasis will be placed on grammar, cultural understanding, and interpretive, interpersonal & presentational communication.

SPANISH 3

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: A grade of C or higher in Spanish 2

This course centers on in-depth grammar and extensive vocabulary development. Reading and self-expression are emphasized. Students will increase their conversational and presentational abilities. In addition to the text, classroom activities include short stories, novels, speeches, projects, and research papers. Culture comparisons will continue to be a large part of the curriculum.

SPANISH 3 HONORS

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: A grade of B or higher in Spanish 2

This course is offered to highly motivated students who want to be challenged with a fast paced curriculum and will be taking AP Spanish Language & Culture the following year. Grammar and vocabulary will be covered in more depth, as well as familiarity with some grammatical concepts which are not taught in the regular Spanish 3 curriculum. Students will continue to develop their understanding of Spanish speaking cultures by integrating information on literature, art, history, music and current events into the curriculum. Students will also be working on Pre-AP Spanish skills and activities including reading, writing, listening, and speaking. This class combines the coursework for Level 3 & 4, the next course would be AP.

SPANISH 4

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: A grade of C or higher in Spanish 3

Students will continue to improve their language skills with the acquisition of vocabulary and grammar from the textbook supplemented with films, short stories, podcasts, and novels by well-known contemporary and classical authors. Fluency in oral and written expression is emphasized.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: A grade of B or better in Spanish 4 or Spanish 3 Honors

In this course, students will use authentic materials and sources to develop their language skills in multiple modes of communication. These include two-way interactions in both writing and speaking; interpretation of audio, audiovisual, and print materials; and oral and written presentation of ideas.

**LHS PROGRAM PLANNING
WORKSHEET**

Use this sheet for planning your four years at LHS

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	1
Math	1
Biology	1
P.E. I	1
World History	1

Sophomore Year

	Credit
English	1
Phys Science / Chem	1
American Civics	.5
P. E. II/Health	1
Math	1

Junior Year

English	1
U.S. History	1
Physical Ed.	1
Math	1
*Consumer Ed./Econ	.5

Senior Year

English	1
Physical Ed.	1
*Consumer Ed./Econ	.5

GRADUATION REQUIREMENTS

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

- | | |
|----------------------------------|--|
| 4 Credits of English | 2.5 Credits of Social Studies including: |
| 2 Credits of Science | World History (1 Credit) |
| 3 Credits of Mathematics | American Civics (.5 Credit) |
| 4 Credits of Physical Ed./Health | U.S. History (1 Credit) |

*.5 Credit of Consumer Ed. Req
(Junior or Senior Year- Courses: Consumer Education or Economics)

1 credit from Career and Technology Education (Business, Family and Consumer Science and Technology Education) or the Humanities (Art, Music and World Languages)

5 credits from courses of your choice – Elective credits