

LYONS TOWNSHIP HIGH SCHOOL

District 204 Board of Education and Administrative Directory

Dawn Aubert, President

Jill Grech, Vice President

Tim Albores, Secretary

Jill Beda Daniels, Member

Elvia Nava, Member

Kari Dillon, Member

Michael Thomas, Member

District Administrators

- Dr. Brian Waterman 579-6451
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Email: bwaterman@lths.net
- Mr. Scott Eggerding 579-6470
Director of Curriculum & Instruction
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- Ms. Leslie Owens 579-6429
Director of Student Services
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- Mr. Ed Piotrowski 579-6456
Director of Human Resources
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- Dr. Jennifer Rowe 579-6415
Director of Equity and Belonging
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- Mr. Brian Stachacz 579-6464
Director of Business Services
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- Mr. Ed Tennant 579-6478
Director of Technology
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- Ms. Kristine Zieman 579-6360
Assessment & Research Coordinator
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- Ms. Mary Lin Muscolino 579-6471
Community Relations Coordinator
Email: mmuscolino@lths.net

Building Administrators

- Dr. Jennifer Tyrrell NC 579-6305
Principal SC 579-6505
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South Campus

- Mr. Greg Gardner 579-6500
Associate Principal, South Campus
Email: ggardner@lths.net
- TBD (Freshmen) 579-6528
Assistant Principal, South Campus
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- Ms. Monique Godziszewski (Sophomores) 579-6528
Assistant Principal, South Campus
Email: bradavich@lths.net

North Campus

- Ms. Sarah Smith 579-6300
Associate Principal, North Campus
Email: ssmith@lths.net
- Mr. Bryan Radavich (Juniors) 354-4700
Assistant Principal, North Campus
Email: bradavich@lths.net
- Mr. Adam Davis (Seniors) 354-4700
Assistant Principal, North Campus
Email: adavis@lths.net

North Campus

100 S. Brainard Avenue
LaGrange, IL 60525-2101
TEL: (708) 579-6300

District Office

100 S. Brainard Avenue
LaGrange, IL 60525-2101
TEL: (708) 579-6300
FAX: (708) 579-6768

South Campus

4900 S. Willow Springs Road
Western Springs, IL 60558-1795
TEL: (708) 579-6500



Division & Department Chair Directory

| Divisions | Departments | Division Chairs |
|---|---|--|
| Fine Arts SC TEL: (708) 579-6585 | Art, Music, World Languages..... | Mr. Gerry James NC TEL: (708) 579-6488 Email: gjames@lths.net |
| Global Studies SC TEL: (708) 579-6546 | Business Education, Social Studies Applied Technology, Family & Consumer Sciences | Dr. Daniel Buys NC TEL: (708) 579-6420 Email: dbuys@lths.net |
| Language Arts SC TEL: (708) 579-6563 | English, ELL, Media Arts, Theatre..... | Ms. Karen Raino NC TEL: (708) 579-6402 Email: kraino@lths.net |
| Mathematics and Science SC TEL: (708) 579-6580 | Mathematics, Science..... | Dr. Jeannine Prucha NC TEL: (708) 579-6409 Email: jprucha@lths.net |
| Physical Welfare SC TEL: (708) 579-6567 | Physical Education/Health..... Driver Education | Mr. Kurt Johns NC TEL: (708) 579-6383 Email: kjohns@lths.net |
| Special Education Services SC TEL: (708) 579-6521 | Special Education Services | Dr. Melissa Moore NC TEL: (708) 579-6341 Email: mmoore@lths.net |
| Student Support Services | Student Services..... | Mr. Drew Eder NC TEL: (708) 579-6433 Email: aeder@lths.net |



Counselor/Social Worker Directory

Telephone, fax, and email information below is for the 2024-2025 school year.

Counselor-student assignments for the class of 2028 will be determined at a later date.

Direct questions regarding the Class of 2028 to the Student Services Division Chair at (708) 579-6433.

Class of 2028

Chris Grosenaud (TBD)
SC Tel: (708) 579-TBD
Email: cgrosenaud@lths.net

Gia Garro (TBD)
SC Tel: (708) 579-TBD
Email: ggarro@lths.net

Kate Pruski (TBD)
Tel: (708) 579-TBD
Email: kpruski@lths.net

Brooke Spencer (TBD)
SC Tel: (708) 579-TBD
Email: bspencer@lths.net

Class of 2027

Nicole Ziroli (A-D)
SC Tel: (708) 579-6515
Email: nziroli@lths.net

David Figueroa (E-Le)
SC Tel: (708) 579-6514
Email: dfigueroa@lths.net

Kathryn Kozlowski (Li-Re) SC
SC Tel: (708) 579-6509
Email: kkozlowski@lths.net

Anne Strickland (Ri-Z)
SC Tel: (708) 579-6508
Email: astrickland@lths.net

South Campus Counselors and Social Workers (Grade 9-10) Tel: (708) 579-6510

Class of 2028 Social Worker

TBD
SC Tel: (708) 579-TBD
Email: TBD@lths.net

Jennie Fanta (TBD)
SC Tel: (708) 579-TBD
Email: jfanta@lths.net

Class of 2027 Social Worker

Mary Palacios
SC Tel: (708) 579-6518
Email: mpalacios@lths.net

Reyna Nunez (Li-Z)
SC Tel: (708) 579-6522
Email: rnunez@lths.net

Class of 2026

Patrick King (A-Fi)
NC Tel: (708) 579-TBD
Email: pking@lths.net

Jane Bauer (Fl-Li)
NC Tel: (708) 579-TBD
Email: jbauer@lths.net

Kristi Gabriel (Lk-Q)
NC Tel: (708) 579-TBD
Email: kgabriel@lths.net

Michael Ziroli (R-Z)
NC Tel: (708) 579-TBD
Email: mziroli@lths.net

Class of 2025

Lauren Cuchna (A-Fay)
NC Tel: (708) 579-6028
Email: lcuchna@lths.net

Alex Ip (Fe-Le)
NC Tel: (708) 579-6350
Email: aip@lths.net

Kristen Sisto (Li-Rad)
NC Tel: (708) 579-6348
Email: ksisto@lths.net

Tammy Miller (Rah-Z)
NC Tel: (708) 579-6349
Email: tmiller@lths.net

North Campus Counselors and Social Workers (Grades 11-12) Tel: (708) 579-6343

Class of 2026 Social Workers

Gina Horeni (A-Li)
NC Tel: (708) 579-TBD
Email: ghoreni@lths.net

Annette Butler (Lk-Z)
NC Tel: (708) 579-TBD
Email: abutler@lths.net

College and Career Coordinator

Mr. Cody Dailey
NC Tel: (708) 579-6357
Email: cdailey@lths.net

Class of 2025 Social Workers

Nekeia Wilson (A-Le)
NC Tel: (708) 579-6352
Email: nwilson@lths.net

Mimi Yong (Li-Z)
NC Tel: (708) 579-6345
Email: myong@lths.net



Course Request Timeline for 2024-2025 Academic School Year

| DATE | INCOMING FRESHMAN ACTIVITY | DATE | GRADES 9-11 ACTIVITY |
|----------------------|---|-------------------------|---|
| January 24 | <ul style="list-style-type: none"> Future Freshman Night at LTHS South Campus (LTHS-SC) | February 15 | <ul style="list-style-type: none"> Final day for parents/students to request academic level changes (Requests are made to Division Chairs) The next window for academic level change requests is after school starts |
| January | <ul style="list-style-type: none"> LTHS Division Chairs collaborate and consult with Associate School Teachers to make joint recommendations in math, science, and English | Late December | <ul style="list-style-type: none"> Academic Program Guide available online |
| January/ February | <ul style="list-style-type: none"> Orientation visits to Associate Schools Academic Program Guide distributed Course selection process reviewed | Mid-January | <ul style="list-style-type: none"> Teachers talk with students about sequence of courses in their subject areas. |
| January | <ul style="list-style-type: none"> Required courses with academic ability levels entered into Infinite Campus by LTHS | January 18 & 19 | <ul style="list-style-type: none"> Students attend presentations with Counselors on the Course Request Process by grade level |
| February 6 & 8 | <ul style="list-style-type: none"> Orientation meeting for all Private/Parochial School students & parents at LTHS South Campus 3:15-5:00 p.m. | January 22 - February 9 | <ul style="list-style-type: none"> Students meet individually with their Counselor to select courses. |
| January 25 | <ul style="list-style-type: none"> Academic level placement recommendations emailed home | February 18-23 | <ul style="list-style-type: none"> Summer School online registration at http://www.lths.net/domain/201 |
| January & February | <ul style="list-style-type: none"> Annual Review/IEP meetings held for students with special education needs | February 15 | <ul style="list-style-type: none"> Final day for parents/students to request academic level changes The next window for academic level change requests is after school starts |
| | <ul style="list-style-type: none"> Summer School online registration at http://www.lths.net/domain/201 | February 28 - March 5 | <ul style="list-style-type: none"> Course tallies generated based on student requests Student's Alternative Requests used if course requested does not run |
| February 15 | <ul style="list-style-type: none"> Elective course requests - Counselor visits to Associate Schools for elective course requests. After-school times available at LTHS for private/parochial school students | | |

***All dates subject to change. All changes will be posted.**

IMPORTANT NOTE:

Personal growth involves making informed decisions and learning from the consequences of those decisions. For this reason, the selection of courses should be made carefully by students and parents with information from teachers and counselors. The role of these professionals is to help students and parents make informed decisions which minimize failure, maximize success, and ensure the orderly and efficient operation of the school. Finally, teachers have the responsibility to maintain the integrity of standards and expectations of courses.

General Information

The **Academic Program Guide** should be reviewed carefully. As you make your course selections, it may be helpful to keep the following questions in mind:

1. What courses will I need to take each year to meet Lyons Township High School graduation requirements?
2. Considering my strengths, talents, and challenges, what career alternatives do I consider now?
3. In pursuing my probable educational and career plans, what continuing education will I want or need? Will I go directly to work? Should I consider a career in the armed services?
4. If I plan to seek additional education in college or other career preparation, am I familiar with the specific requirements needed for such a program?
5. Am I fully aware that my success depends upon good study habits, consistent self-discipline, an attitude of inquiry and cooperation, regular attendance, and positive progress toward predetermined goals?
6. Have I considered how much time is required to successfully manage the courses I have chosen? Will I be able to meet the demands of the course both physically and emotionally? Have I chosen courses that will allow for healthy and manageable levels of stress?

You should list the courses you need and desire, then discuss your choices with school staff in light of your performance, your aptitudes, your test scores, your interests, and your future planning. Consider not only the courses that are appropriate for next year but those that will meet your goals over four years of high school.

All faculty & staff at LTHS are available to assist students and parents. Counselors are especially qualified to help students assess their academic, personal, and social aptitudes to become increasingly capable of mature self-guidance. The final responsibility for making wise educational decisions ultimately rests with the student and the parents. I encourage you to read through this Guide and choose your courses carefully. LTHS has much to offer. We look forward to helping you achieve your goals through our motto: *Vita Plena* - the quest for the fulfilling life.

Yours,



Scott D. Eggerding

Director of Curriculum and Instruction

Equal Educational Opportunity

All persons who legally reside within LTHS attendance boundaries under the age of 22 (or until graduation) shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated, or discriminated against in the District's programs on account of race, color, national origin, sex, handicap, disability, or religion. District 204 affirms the human dignity and worth of each student to be free from discrimination and harassment.

The District does not permit harassment in its educational programs, activities, or employment policies as required by Title IX of the Federal Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title IIA of the Americans with Disabilities Act. Grievance procedures have been established for student and employee complaints. The Nondiscrimination Coordinator for District 204 is Mr. Ed Piotrowski, Director of Human Resources. The Section 504 Coordinator for District 204 is the Student Services Division Chair. The Special Education Director is Dr. Melissa Moore.

LTHS Equity Statement

Lyons Township High School remains committed to building a community based on a foundation of equity and inclusion where all students are treated with respect and dignity and know they belong. As an institution that fosters the physical, social, and emotional well-being of its students, we pledge to continue to promote practices, systems, and processes that advance equity, access, and inclusivity.

We understand the impact all of our decisions have on our students, their families, and our community. Decisions will be made to advance success, promote growth, and support social emotional health of all LT students.

Improving academic achievement and promoting student engagement in all LT has to offer remain top District priorities. We will continue to partner with associate school districts, colleges, community agencies, and others to continually enhance student opportunities, improve student preparedness, and provide positive learning environments for all students at Lyons Township High School.



Daily Schedule

The daily schedule is the same at South and North Campus. LTHS exceeds the required instructional time set forth by the State of Illinois and the Carnegie Instructional Unit. A daily schedule and special schedules will be set by the Principal's office for assemblies, guidance, registration, staff development, testing, late starts, early dismissals, school improvement, and other programs.

Lunch/Study

All students will be assigned a 25 minute study period that is led by a teacher. Students may be assigned to a support study hall for extra help until their grades improve.

LTHS Graduation Credit Requirements

| SUBJECT AREA | |
|------------------------------|-----------|
| Civics /AP US Gov't | .5 |
| Consumer Economics | .5 |
| Creative Arts/Practical Arts | 1.0 |
| Driver Education (classroom) | .5 |
| English | 4.0 |
| Health Education | .5 |
| Mathematics | 3.0 |
| -Algebra (1) | |
| -Geometry (1) | |
| Physical Education | 3.5 |
| Science | 2.0 |
| United States History | 1.0 |
| World History | 1.0 |
| Electives | 5.5 |
| Total Credits | 23 |

Graduation Requirements

A student must successfully complete all graduation requirements as specified by the LTHS Board of Education, the Illinois State Board of Education, and **The School Code of Illinois 105 ILCS 5/27-22**. In summary, a student must earn twenty three (23) academic credits as shown in the box on this page to receive a diploma from LTHS.

Enrollment in all courses is subject to requirements and prerequisites as noted throughout the **Guide** and as listed in each departmental section. Students and parents should carefully review these as courses are selected and as Four Year Academic Plans are developed. For any exception or deviation from the regular program not covered in the **Guide**, please refer to pp. 24-25 of the **Guide** for listing of **Alternative Educational Opportunities**.

Creative Arts Course Selections

Art - All Courses

Language Arts

All elective courses **EXCEPT**

- Philosophy of Self-Knowledge
- Language Learning Experience (ML)

Music - All Courses

Physical Education

- Dance Studies
- Dance Arts
- Dance Studies & Fitness (unless it is taken for Sophomore PE credit)

Technology Center of DuPage (TCD)

- Multi-Media & Television Production

Practical Arts Course Selections

Alternative Program

- Work and Careers

Applied Technology -All Courses

Business Education - All Courses **EXCEPT**

- Consumer Economics

Special Education Services

- Career Training & Education

Technology Center of DuPage (TCD)

- All programs and courses except Multi-Media and TV

Creative & Practical Arts Requirements

LTHS maintains its mission of meaningful learning through a comprehensive curriculum, in part, by requiring students to earn Creative and Practical Arts credits. The Creative and Practical Arts allow students to pursue unique areas of study that may interest them and that the student may not have been aware of. Students must earn one credit from the combined lists of Creative Arts and Practical Arts. Students and parents should discuss the selection of these required courses with their counselors. Please refer to course descriptions for campus location and year of course availability.

Promotion and Retention of Students

In general, students are classified as freshmen, sophomores, juniors, and seniors according to the number of credits they have earned. Requests for special classification should be made to the principal.

The Board of Education will promote students to succeeding grade levels as they successfully meet the District 204 academic standards embodied in course curricula or in courses of study demonstrated to be comparable to that of District 204.

Students earn academic grade level promotion based upon the following:

- To be promoted from grade 9 to grade 10, a student must pass a minimum of 5.00 units of academic credit.
- To be promoted from grade 10 to grade 11, a student must pass a minimum of 10.00 units of academic credit.
- To be promoted from grade 11 to grade 12, a student must pass a minimum of 15.00 units of academic credit and the state administered SAT.
- To graduate and earn a diploma from LTHS, a student must pass a minimum of 23.00 units of academic credit and fulfill all other District 204 requirements for high school graduation.

Students who successfully earn sufficient credits to advance to the next grade level will be reclassified to the appropriate grade level at the close of the semester in which such additional credit is earned.

Early Graduation

Students who satisfactorily complete the graduation requirements prior to the completion of four years may, at the option of the student and the parent(s), decide to leave LTHS for further education or work experience. Students who plan to graduate early must take required courses from LTHS or transfer into LTHS their equivalent. Students who complete graduation requirements ahead of the usual four year schedule receive their diplomas at the time their class graduates. Students are urged to consult with their counselors early to determine required courses and to adjust their four year academic plans as needed.

A student wishing to pursue a program leading to early graduation is required to arrange the following:

1. A conference with the counselor to discuss the feasibility for such plans
2. A conference with the student, parent(s), and class counselor, where parental understanding and approval will be established
3. If parental approval is given, a conference is held involving student, parent(s), counselor, and an administrator. The purpose of this last conference is to discuss and seek administrative approval for a plan leading to early graduation to pursue further education or meaningful work experience.

College Entrance Requirements

Students who intend to attend college should carefully review the requirements for admission to the institutions in which they are interested. Talking to counselors is a good first step in this process. The group guidance curriculum will also provide students with important resources to aid in the college search. College information is available in the College/Career Center. **Some colleges may not accept credit/no credit courses which are used for college entrance or consider credit/no credit as a “D” when calculating GPA.**

Wise program planning, registration each semester for six (6) to seven (7) subjects, and utilization of opportunities afforded by summer school will yield solid college preparation.

The Four Year Academic Plan on p. v of the **Guide** will help students create the best high school program to meet college admission requirements.

Sixteen (16) to eighteen (18) units of academic work in the areas of English, mathematics, science, social studies and world language are recommended for admission to most colleges. A solid background of courses in the academic areas is important. Strength of preparation in English, mathematics, languages, science and social studies has great significance not only for securing college admission but also for attaining success in college work. Many colleges continue to revise their admission requirements to include additional, specific courses; therefore, students should plan to fulfill more than the minimum entrance requirements for the colleges of their choice.

Students who enter four-year Illinois universities must meet minimum requirements. Up to three additional credits may be distributed among these five categories:

1. 4 credits of English (emphasizing written and oral communications and literature)
2. 3 credits of social studies (emphasizing history and government)
3. 3 credits of mathematics (introductory through advanced algebra, geometry, trigonometry and/or precalculus or fundamentals of computer programming)
4. 3 credits of science (laboratory sciences)
5. 2 credits in a world language; some universities allow substitution from language arts, music, career and technical education, or art. (practical arts)

For students who wish to play sports in college, the NCAA has strict course requirements. They can be found on page 22 of the Guide.

Class of 2023 Post-Secondary Profile

- 2023 Graduates: 964

College Plans

- 4-year College 74 %
- Public Colleges 66%
- 2-year College 19%
- Private Colleges 27%

Distribution of those attending 4-year Colleges:

189 Colleges in 40 States plus Canada, France, United Kingdom and Serbia

Total Continuing Education: 93%

Significant Academic Accomplishments

- 9 National Merit Finalists
- 23 Letters of Commendation from National Merit
- 196 Illinois State Scholars

Tests for College Admission

Most colleges require the score results from either the SAT or the ACT for admission. Students are encouraged to take college entrance examinations during the spring of their junior year.

The SAT consists of two sections: Reading and Writing and Mathematics. Each section of the test has 2 parts called modules. The total score on the SAT ranges from 400 to 1600. The section scores for Reading and Writing and for Mathematics each range from 200 to 800.

Beginning in the winter of 2024, the SAT will be administered digitally. Students will need an electronic device with the College Board testing application installed to complete the exam. More information on the digital version of the SAT can be found at <https://satsuite.collegeboard.org/digital>.

The ACT test is comprised of 4 subtests: English, math, reading and science. There is also an optional ACT essay. ACT scores range from 1 to 36 on each subtest. A composite score is calculated by averaging the subtest scores. The ACT essay total score range is 1-12.

The best preparation for college entrance tests is a rigorous background of academic courses. The following academic sequences are recommended for the best SAT and ACT preparation: English – the sequence of courses at the prep, accel, or honors level; mathematics – the sequence of courses at the prep, accel, or honors level; science – begin the study of science as early as possible in high school and select one of the following sequences: biology – chemistry – physics, or physical science – biology – chemistry; and social studies – world history, American history before the senior year, and one or more social studies electives.

Students may register for special SAT and PSAT test preparation classes which are offered after school and in the evenings. These classes help students familiarize themselves with the tests and teach test-taking strategies. Information about these classes can be obtained from the Testing Office at North Campus.

Advanced Placement (AP®) Program

The Advanced Placement Program® provides students with the opportunity to take college-level courses in a high school setting. Students who participate in the AP® Program not only gain college-level skills, but in many cases they can earn college credit while still in high school.

AP® courses are taught by highly qualified high school teachers with curriculum approved by the College Board AP® Audit process.

AP® Examinations are administered in May. The exams contain a free-response section (either essay, problem solving, or listening and speaking) and a multiple-choice question section (exception: the AP® Studio Art subject follows a portfolio assessment format). The multiple-choice questions are scored by computer. The free-response portions are evaluated by a team of skilled college professors and high school teachers who meet annually to score exams in their area of expertise. Each AP® Exam grade is a weighted combination of the student's score on the multiple-choice section and on the free-response section. The final grade is reported on a 5-point scale:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

AP® Grade Reports are sent in July to the college(s) that the student chooses, to the high school, and are available to the students online. The reports include grades for all of the AP® Exams a student has ever taken, unless the student has requested that one or more grades be withheld from a college or canceled.

Each college decides which AP® examination scores it will accept. Students may earn credit and/or placement at most colleges and universities in the U.S., as well as colleges and universities in more than 40 other countries, through qualifying AP® Exam scores. At many of these institutions, students can earn up to a full year of college credit (sophomore standing) through a sufficient number of qualifying AP® Exam grades. In July, 2015, Illinois enacted a law requiring state colleges to give credit for AP® scores 3 or higher. Individual colleges and universities, not the College Board or the AP® Program, grant course credit and placement. Because credit policies vary from school to school, students should obtain a college's AP® policy in writing. Students can find this information in the institution's catalogue, on its website, or by using collegeboard.org's AP® Credit Policy Info search. Colleges that have received an AP® Grade Report will generally notify the student of any placement, credit, and/or exemption earned during the summer. Students can also contact the college's admissions office to find out the status of AP® credits.

Parents and students who are anticipating college should begin early—even in the ninth and tenth

grade—to prepare for AP® opportunities by making sure that the appropriate prerequisite courses are taken. AP® courses are offered, provided enrollment is sufficient. The AP® policies listed in the departmental sections should be studied along with the specific course descriptions. Students should also consider the time required to adequately study and prepare for an AP course when developing a 4 year plan so as not to be overwhelmed.

| AP® Courses & Exams Offered at LTHS May 5-16, 2025 | |
|--|--|
| Art <ul style="list-style-type: none">• Art History• Studio Art: 2-D Design• Studio Art: 3-D Design• Studio Art: Drawing | Government & Politics <ul style="list-style-type: none">• Comparative Government & Politics• United States Government & Politics |
| Biology | History <ul style="list-style-type: none">• African American Studies• European History• Human Geography• United States History |
| Calculus <ul style="list-style-type: none">• Calculus AB• Calculus BC | Italian Language and Culture |
| Chemistry | Latin |
| Computer Science Principles | Music Theory |
| Computer Science A | Physics <ul style="list-style-type: none">• Physics C: Electricity & Magnetism• Physics C: Mechanics• Physics I: Algebra Based |
| Economics <ul style="list-style-type: none">• Macroeconomics• Microeconomics | Psychology |
| English <ul style="list-style-type: none">• English Language & Composition• English Literature & Composition | Spanish Language and Culture |
| Environmental Science | Statistics |
| French Language and Culture | |
| German Language & Culture | |

Spring 2023 - AP Examination Profile

- 1,360 Students took 2,499 Examinations
- Of the total grades reported, 82% were 3, 4, or 5.

| Course | Exams | Course | Exams |
|--------------------------|-------|------------------------|-------|
| Art History | 6 | Government-Comparative | 42 |
| Biology | 56 | Government-US | 280 |
| Calculus (AB) | 144 | Human Geography | 171 |
| Calculus (BC) | 113 | Italian Language | 7 |
| Chemistry | 32 | Japanese | 1 |
| Computer Science A | 51 | Music Theory | 8 |
| Computer Sci. Principles | 34 | Physics I | 208 |
| Macro Economics | 86 | Physics C: E & M | 36 |
| Micro Economics | 72 | Physics C: Mechanics | 37 |
| English Lang./Comp. | 368 | Psychology | 164 |
| English Lit./Comp. | 141 | Spanish Language | 19 |
| Environmental Science | 103 | Statistics | 57 |
| European History | 13 | Studio Art | 2 |
| French Language | 14 | U.S. History | 226 |
| German Language | 8 | | |

Career Internship Guidelines for Approval

A career internship is designed as a capstone experience for students who have completed a defined career pathway. Students will apply for the internship through the department that they wish to receive credit for the experience. A student will work a minimum of 90 hours during the semester for credit in the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, and be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for transportation to and from the workplace. It is the sole discretion of each department team to recommend the student for a work internship. The internship course may not be taken as an 8th course, but it may be taken for duplicate credit. Application does not guarantee admission. Internships may be developed in any Division with an established career pathway. Career Internships earn Level IV credit only and are available to juniors and seniors. As Internships are approved entirely on a case-by-case and departmental basis, every proposal is unique.

Components of an effective internship include:

- A culmination of study, not an introduction.
- A link to a career field with activities designed to prepare a student for a specific career, not necessarily a college major.
- A minimal time frame of 90 hours, which corresponds to a ½ (semester) Carnegie unit of credit.
- An instructor on LT's staff who will coordinate and ultimately evaluate the student's progress (determine the grade).
- A design/outline for a culminating project that the instructor has reviewed and approved.
- The possibility of earning an industry certification in the career field of focus.

Required steps include:

- A review by the internship teacher of prior student work in the internship area.

- A written document that describes the evaluation procedure to be employed by the supervising teacher that incorporates input from the employer.
- A written partnership agreement between LTHS and the employer.
- A final written document including the final grade and any artifacts used to determine the grade.

Internship Acceptance and Procedures

An application, document review, interview, and written partnership agreement will be required as a part of the acceptance process. The application, along with a resume and all required components, will be submitted to the teacher in the division that the student wishes to receive credit for the internship. The teacher, upon receiving a Career Internship Registration form, will confer with the Division Chair to ensure that all criteria are met.

Upon acceptance, a meeting with the teacher, Division Chair, student and employer (if possible) will set out the expectations for work, evaluation and any other necessary arrangements. Upon completion of the meeting, the Division Chair will submit a complete packet of documents to the Associate Principal, Principal, and the Director of Curriculum and Instruction.

Academic Ability Levels

Students are assigned to course levels on the basis of test scores, performance/achievement, and teachers' recommendations. A student may be in one or more honors or accelerated level courses at one time since departments individually place students. No student can take all courses at either the honors or accelerated level. Several courses required for graduation (practical arts, creative arts, consumer education, and physical education) are offered only at the preparatory level.

Initial Academic Ability Level Placement Procedures

Students are placed initially into ability levels as incoming freshmen through a process that involves articulation between LTHS and Township associate schools, both public and private. Placements are made using the following criteria:

- standardized test scores;
- grades from first semester eighth grade; and
- eighth grade teacher recommendations.

Discrepancies between recommended placements by the associate schools and LTHS are best resolved by conferences among LTHS division chairs, associate school teachers, and parents. Special Education Services placement information is available through the Special Education Services Division. Placement information specific to each department may be found in the division sections of the guide.

Academic Ability Levels - Standards and Expectations

OUR VISION: All students graduate prepared for life, career and college success.

GOAL: All students who enter LTHS will graduate prepared for college and careers through the systematic connections made among academics, character and leadership, career and technical education, health and physical education, the arts and design.

FOUNDATION: The minimum expectation for all students at LTHS is to succeed at the Preparatory level.

EXPECTATION: All students will challenge themselves to delve deeper into courses and programs that stretch their abilities and provide opportunities for college and career goals.

An emphasis on application of learning, problem solving, and critical thinking are imperative for all of our graduates, no matter their plans for their futures or the level assigned to the course of study.

- **Rigor** pertains to the fundamentals of education. All students will be expected to demonstrate mastery of the essential outcomes at the Preparatory level. Interventions and supports will be designed, implemented and measured to allow each student to succeed in accordance with individualized plans (e.g. IEP, Section 504).
- **Relevance** links the past, the present and the future. Relevance at LT is the use of the building blocks of the past as learned through disciplines, applied to the problems of the present, to design solutions for the future.
- **Relationships** are interconnected networks and systems. Wherever possible, opportunities to link course content to other courses and disciplines will be explored. While many assignments and courses require individual attention to achieve mastery, teachers and students will also seek relationships between and among all disciplines.

What Levels Signify at LTHS

Each course in the **Academic Program Guide** (core and elective) is assigned an academic ability level. Each level has a standard/expectation which outlines the academic rigor students are expected to meet to successfully complete these courses.

In addition to these expectations, academic ability level descriptions, standards and expectations are designed to assist students and parents in course selections and in understanding the differences among academic ability levels. These standards are also intended to help students meet the expectations of State Standards and to score well on ACT, SAT and AP assessments. Individual courses may have additional expectations and/or move at an accelerated pace. Students and parents should note each course's individual prerequisites, characteristics, and expectations in the **Guide**.

Level III Preparatory (Prep)

Courses for students are college-bound and desire secondary training, have attained basic school skills and are working toward higher competencies. Courses are offered in grades 9-12.

Level IV Accelerated (Accel)

Courses for students working at higher, challenging levels and school skills and/or at an accelerated pace. Courses are offered in grades 9-12.

Level V Honors (Hon/Advanced Placement)

Courses for students with exceptionally rapid learning abilities, advanced school skills, and/or who are preparing for an Advanced Placement Examination.

Student Course Assignment/Class Load

A student will be enrolled only in courses for which he/she has met the prerequisites as published annually in the **Academic Program Guide**. Initial student course selections will be accommodated whenever possible. Important and timely course and staffing decisions are based upon these selections. LTHS guarantees educational opportunities to students as posted in the **Guide** and as noted below:

1. A full-time student at LTHS carries a minimum of six (6) classes per semester. Most students at LTHS are enrolled in seven (7) classes per semester. Students who enroll in The Technology Center of DuPage (TCD) enroll for the equivalent of three (3) classes. The work experience portion of Cooperative Career Education is the equivalent of one class per semester. Students returning to LTHS for a fifth year carry only those classes necessary to complete graduation requirements.
2. LTHS will make every effort to deliver courses on the basis of two criteria:
 - minimum enrollment of 18 students per course, with the possible exception of capstone courses; and
 - student selection of courses does not result in irresolvable master schedule conflicts.
3. The class period in which a course is offered depends on a variety of scheduling considerations including staff availability, fewest master schedule conflicts, and facility usage.
4. If a course does not have the minimum enrollment at either North or South Campus, students have the following two options:
 - select that same course at the other campus, provided it has the minimum enrollment and provided it is offered during 1st and/or 8th periods or
 - drop the course and adding another available course in its place.
5. If a student chooses a course offered at the other campus, that student will only commute/travel between campuses on transportation provided by District 204. Students who select this option should be fully aware that instructional time of the periods before, during, and after the course selected will be lost due to travel time. Careful consideration of the student's academic and organizational strengths should be made before selecting this option. Students may not choose courses at the other campus during periods 2 - 7.
6. Specific semester course requests may not be accommodated based on balancing schedules for staffing purposes.
7. LTHS does not guarantee the delivery of elective

or capstone courses (see p. 32) regardless of their enrollments.

8. Students may register for only one study hall per semester.
9. Study hall period assignments are made by the District and may not be requested for specific periods or semesters.

Schedule Changes

Once initial student academic ability level placement is made following the process described under Initial Academic Ability Level Placement Procedures on page 10, a student's placement may be reviewed periodically to ensure that he/she is placed at an appropriately challenging level. Academic ability level changes may be made for students seeking a challenge (to a higher level) or for students experiencing exceptional difficulty (to a lower level). District guidelines for academic ability level changes are necessarily restrictive to ensure space is available in classes and that students begin the year in the best possible placement in an appropriate class. Barring significant exceptions, most changes are made for 1st semester by March of the previous school year and starting the week after Thanksgiving for 2nd semester.

- Placements for sitting freshmen, sophomores, juniors and seniors are based on the recommendations of LT teachers.
- If a student and/or parent wish to adjust a placement, the student and parent consult first with the student's teacher to review the current placement and determine if a change is warranted.
- After parents and students have reviewed the differences in levels and the reasons for level recommendation changes, parents and students have the final say in the decision.
- Changes are only made when space is available.

After initial placement and scheduling are completed in February, schedule changes are not permitted. Initial student course selections made during registration will be accommodated whenever possible. Important course and staffing decisions are based upon these selections. **Student changes of mind or schedule preferences (teacher, period, time of day) will not be accommodated.** Therefore, only for limited reasons will adjustments be considered and/or approved. Regardless of the request, students must continue attending class and completing assignments until notified of the decision regarding adjustment requests in case space is not available or a request cannot be accommodated.

Schedule Adjustments

Adding a Course

A course may be added to a student schedule during the first 10 days of the semester if the following criteria are met:

The student has a study hall that can be replaced by a course AND there is available space in the class during the same semester AND same period.

Necessary Course Adjustments

Individual courses can be adjusted based on the following criteria:

- A1)** An adjustment necessitated by completion or non-completion of summer courses
- A2)** An adjustment necessitated by first or second semester failures
- A3)** An adjustment necessitated by a student's Individualized Educational Plan (IEP) supports
- A4)** Documented change of college/career plans requiring a different course that cannot be accomplished during the 4 year academic plan, summer or remaining school years prior to graduation. This requires review by the College & Career Coordinator.

Drop to a Study Hall

Individual reviews by Student Assistance Teams may be considered for the following reasons:

- D1)** Documented economic necessity to work
- D2)** Documented provision for unusual family care situations and/or
- D3)** Documented psychological inability to handle schedule.

Level Changes

Student changes of mind on course preferences (teacher, period, time of day) are not considered for a level change and will not be accommodated. Level changes need review and approval by the corresponding Division Chair. There are two windows of opportunity for requesting level changes--during course selection in the winter and during the first four weeks of each semester. Students requesting a change from initial course placement must follow the procedural guidelines.

- 1. The change must be initiated within the first four weeks of a given semester.**
- 2. Space must be available in the desired course and any other courses that may need to be changed to accommodate the request.
- 3. No existing course may be dropped to accommodate a level change after the start of a semester.
- 4. The grade from the previous course will not travel with the student.

- 5. The student will be required to make up major assignments. These will be determined by courses and departments so they are consistent among teachers who teach the same courses.

Please note the master school schedule is built based on student requests during winter registration; consequently, any changes beyond that may not be possible due to space availability. Therefore, approved level changes are not a guarantee of schedule changes when seats are not available to accommodate the change.

Any appeals on schedule adjustments should be directed to the North or South Campus Associate Principal.

Repeating a Course

- 1. A student who repeats a course in order to improve the course grade shall have both courses and grades earned reported on the student's report card, transcript, and permanent record.
- 2. If a course is repeated, both grades earned are averaged, and the new averaged grade is used in the computation of the student's weighted and unweighted GPA.
- 3. Course credit shall apply only once towards a student's cumulative graduation credit requirement.

Full Time Student

Students are enrolled in 7 classes per semester with a minimum 6 credit bearing courses to be considered as a full time student. When students have circumstances that prevent them from carrying a full day schedule, school beyond 4 years is a potential path that must be considered.

Academic Grading System

The goals of a comprehensive high school education are accomplished by the pursuit of knowledge, skills, concepts and understanding. Diligent study and effort result in learning, achievement and rewards not measured by grades, GPA, and/or credits; however, grades and credit are universally accepted elements used to report on academic performance. A student's academic achievement in a course will be represented by a letter grade based on the attainment of objectives, standards and outcomes of the course.

Grading Vision:

The grading system at Lyons Township High School is consistent throughout the school, equitable and fair to all students, and reflective of student performance.

Purpose Statement

A grade communicates a student's level of achievement toward identified learning objectives at a point in time.

The LTHS Grading System:

- **must reflect growth and learning.**
By allowing students to retake tests and projects (with the ability to replace previous scores), teachers can reward learning, support a growth mindset, measure learning that occurs when a student is ready, and level the playing field for students who enter classrooms with weaker academic backgrounds.
- **must value knowledge and understanding.**
Instead of grading subjectively interpreted behaviors such as a student's "effort" or "participation," teachers should determine grades based on required skills, content or standards. Grades should not be used to reward compliance or homework completion, both of which invite implicit and institutional biases.
- **must provide a road map for success.**
Standards-aligned rubrics, simplified grade calculations, outcomes-aligned curriculum maps and standards-based scales and gradebooks make teacher expectations explicit and facilitate student understanding, ownership, and power over their grades.
- **must not include behavior or soft skills.**
Teachers can give students feedback on their behavior and teach soft skills; however, that feedback should not be included in a grade unless the course has specific outcomes focused on a specific behavior or soft skill.
- **must not measure effort, punctuality or attendance.**
If a student demonstrates understanding, the grade should not also measure the degree to which they tried, whether or not they came late to class, or if they missed multiple classes prior to demonstrating learning. Feedback and consequences for behaviors should and must still occur; however, they should not be included in a measure of student achievement.
- **must not reward or punish for participation.**
Grades need to measure the skills and outcomes of the course. In courses requiring participation, feedback must still be given so that the final summative grade can indicate mastery of outcomes, not compliance or participation.
- **must not measure personal organization or executive functioning.**
Feedback for organization and executive functioning is an important part of helping students to develop habits that lead to improved mastery of outcomes. Teachers should definitely give this feedback to a student, but organization and executive

functioning do not measure the attainment of learning outcomes.

- **must not "give" points for extra credit or compliance.**

Teachers should reward students for demonstrating new mastery of skills and outcomes. Extra Credit implies that points are not tied to learning and that they can be "given" based on work not often tied to the outcomes of the course.

Common Grading Practices at LTHS

- A common syllabus is used by all teachers of the same course and can be found on the District website.
- A common gradebook is used by all teachers of the same course.
- Coursework is included in semester grades and accounts for no more than 10% of the final grade.
- Coursework directly impacts student performance on summative assessments.
- "M" grades are used to indicate missing work in the Infinite Campus gradebook.
- Attendance is excluded from the academic grade.
- Students receive individual grades for work completed in groups. Group grades are not applied.
- Extra credit is not given.

In all courses, assessments of the learning objectives counted as part of the achievement grade can be retaken or revised without penalty or restrictions on the grade.

- Students are required to turn in summative work on time. If a student fails to turn in a summative assessment on the date it is due without a valid excuse or excused absence, the student will not have an opportunity to retake or revise the summative assessment.
- Students are required to submit the majority of their coursework prior to the initial summative to be eligible for a retake/revision.
- There is a two-week window to submit summative missing work before the grade turns into a zero. Teachers will record a grade of Missing (M=0) until the work is turned in.
- Course teams may choose to limit students to one retake/revision per summative assessment.
- Course teams may choose to limit the amount of retakes/revisions to a number that is equal to 50 percent of the total number of summative assessments eligible for retakes administered during the semester.

Course Teams will choose one of four options for final exam experiences:

- A Cumulative Final Exam
- A Final (Last) Summative Exam
- A Final Project or Performance
- An Opportunity to Retake, Revise or Reflect on the Work from the Semester

Academic achievement is represented by letter grades as follows:

- A - Superior
- B - Above Average
- C - Average
- D - Below Average
- F - Failure
- AS - Audit completed successfully
- AU - Audit completed unsuccessfully
- P - Pass
- CR - Credit
- NC - No Credit
- I - Incomplete
- W - Withdrawal
- WF - Withdrawal Failure

All letter grades noted above may be used for evaluation of student work per the following:

- A, B, C, D, F, I, AS, AU, CR, NC, W, WF all may be used at quarter and/or semester marking periods.
- P grades were used for Second Semester in 2020 due to pandemic challenges for students. The “P” grade carries the same grade point value as a D.
- A grade of “I” (Incomplete) is used when a student has not completed requirements for a course grade. It may be used at either quarter or semester time. Though completion of work as quickly as possible is recommended, a student may complete his/her work and receive a final grade for the course within the first six weeks of the following semester. Students receiving incomplete grades for second semester courses may complete work for final grades within the first six weeks of the following fall semester. After six weeks, the Incomplete becomes an F.
- A grade of “W” (Withdrawal) is generally used when a student drops or is removed from a course between the 10th day of a semester through the last day of the first or third quarter. The grade “W” will appear on the report card and transcript thereafter. The “W” grade does not receive a grade point value, and *is not* part of either the weighted/unweighted GPA or Honor Roll computation.
- During the pandemic in 2020-2021, a “W” grade was used instead of an “F”.
- A grade of “WF” (Withdrawal Failure) is generally used when a student drops a course during the second or fourth quarters (i.e., the halfway point or

later of a semester) or is removed from a course at any time due to attendance or disciplinary reasons. The “WF” grade will appear on the report card and transcript thereafter. The “WF” grade receives a grade point value of 0 and *is* part of the weighted/unweighted GPA and Honor Roll computation.

Teachers may use + or - signs with grades A-D in order to differentiate levels of achievement. These signs will appear on report cards and transcripts but they are not used to determine grade point averages.

Academic Grading Scales

The following grading scale is used to determine grades earned in most courses:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% or less

Some courses do not use percentages and assign just the letter grades, A-F. For these and other details regarding grading scales, please consult the course syllabus.

In Special Education, when a student receives a modified curriculum that has been collaboratively developed by Special Education and regular education professional staff and parents, grading criteria are established and stated in the modified curriculum. In the L.I.F.E. Program, authentic assessment and portfolios are used to determine grades. For some Special Education students, Individualized Education Plan (IEP) goals may indicate grading criteria that are different from the grading scales noted above.

Grade Reports and Grading Periods

LTHS informs parents of student grades twice each semester: Quarter Grades (9 weeks) and Final Semester Grades (18 weeks). Grade Status Reports are used by teachers through the Infinite Campus parent portal to notify parents if students are not working to their abilities and/or who are not passing classes. Quarter and final semester grading periods are posted on the official school calendar (see page iii of the **Guide**) and in the annual Parent Teacher Council Calendar. Final semester grade reports include 18-week daily grades, final examination grades (if applicable), weighted and unweighted GPA and honor roll designation.

Auditing Courses and Audit Grades

On rare occasions, a student is granted permission to audit a course and receive an audit grade (AS-audit completed satisfactorily; AU-audit completed unsatisfactorily). The school employs a stringent process for recommendation and approval of audit status.

An Audit Student (other than late admittance or transfer):

- Begins and ends the semester without having transferred in or out of LTHS.
- Applies to the Principal for audit status prior to the 15th day of a semester.
- Meets all course behavioral and academic standards and expectations including but not limited to attendance, quizzes, tests, final exams, projects, and homework.

Once the audit is approved by the Principal, it cannot be changed after 15 school days. The student will not receive a traditional grade (A, B, C, D, F) or credit. The grade (AS/AU) will not apply toward graduation requirements or weighted/unweighted grade point average (GPA).

For information concerning audit status for transfer and late admittance students, please see page 23. Students seeking additional information regarding audit standing should contact their counselor.

Credit/No Credit (CR/NC) Option

LTHS offers a series of courses for credit/no credit (CR/NC). The (CR/NC) option was developed so that students would take advantage of the full, comprehensive high school curriculum at LTHS. In addition, the (CR/NC) option provides an opportunity to take a broader range of courses that students might not otherwise experience. Choosing (CR/NC) to boost a student's GPA may actually affect college admissions.

The following conditions apply to all courses designated

(CR/NC) by LTHS and to students who elect to take these courses under the (CR/NC) option:

- Students must carry a minimum of five (5) subjects exclusive of Physical Education/Health.
- Students may enroll in only one course for (CR/NC) per semester or per summer term.
- Students electing a course designated (CR/NC) in the **Guide** must turn in a completed application form with parent and counselor approval no later than the **4th week** of each semester and cannot change back to the regular grading system after the decision has been made.
- **Completed applications must be submitted within the first 4 weeks of a semester.**
- An annual course may be selected at the start of its second semester for (CR/NC) even though it was not selected as such for the first semester, provided all conditions are still met. Students selecting both semesters of an annual course as (CR/NC) must apply for each semester separately.
- The procedure for grading students electing courses as (CR/NC) will be the same as for students enrolled under the regular grading system; however, instead of a letter grade, a "credit" (CR) or "no credit" (NC) will be entered on the quarter and semester grade card, transcript, and in the permanent record. Traditional letter grades will be reported on all interim progress reports.
- Students taking courses for the (CR/NC) option must earn grades of C- or higher in order to receive credit for these courses.
- Courses selected by students for (CR/NC) will not be utilized in the computation of GPA (grade point average).
- Students who are considering selective colleges ***should not*** take college preparatory courses for (CR/NC). Students and parents should consult their counselors in these instances.
- Independent study courses may not be taken as (CR/NC).

A list of departments and (CR/NC) course options are listed on the next page. Students and parents should refer to specific course descriptions for (CR/NC) courses. (CR/NC) courses are identified as such in the departmental course descriptions.

Students should be aware that some colleges may not accept credit/no credit courses which are needed for college entrance. In the years following the pandemic, many colleges change a CR/NC grade on a transcript to the grade of "D" when considering your GPA and coursework for admission. If you plan to apply to California schools, do not elect CR/NC. Since the pandemic, many more schools consider a (CR) to be a D.

Credit/No Credit Courses

Applied Technology

All courses **EXCEPT**

- Independent Study
- All Aviation Courses
- Small Engines
- Engine Rebuild & Diagnostics

Art

All courses **EXCEPT**

- Independent Study

Business Education

- Accounting 1
- Business Law
- Computer Applications (MOS)
- Introduction to Business
- Keyboarding
- Marketing
- MobileMakers 1
- PC Repair & Maintenance (A+)
- Programming in Python
- Web Page Development

Family and Consumer Sciences

All courses **EXCEPT**

- Chefs
- Fashion Merchandising
- Independent Study
- Teaching Internship - Preschool
- Teaching Internship - Elementary 1 & 2

Language Arts

All elective courses **EXCEPT**

- Independent Study
- Interdisciplinary Workshop (IDW)
- Journalism courses
- Radio: WLTL Management

Music

All courses **EXCEPT**

- Independent Study

Physical Education and Health

- Dance Arts (Must be taken in addition to P.E. if taken as CR/NC and/or Creative Arts graduation requirement.)
- Dance Studies & Fitness (unless it is taken as a Sophomore PE credit)

Social Studies

- Constitutional Law
- Economics
- Intro to Psychology
- Sociology

Special Education Services

- Personal/Social Development I-IV

Duplicate Credit Option

LTHS offers a small number of courses which can be taken more than once for full academic credit each time. Each of these courses, taken at different times, provides an academic experience that is unique and is designed to meet the individual needs/skills of students at given points in time. Students and parents should refer to specific course descriptions for duplicate courses listed below and discuss these options with their counselor. Duplicate credit option courses are identified as (dc) in the course descriptions. Course selections here are listed by department and by campus availability. Duplicate credit courses may only be taken twice unless otherwise noted. Courses with a 3+ may be taken 3 or more times. Courses with a 3 or 4 may be taken no more than the number of times indicated.

Alternative Program

- Life Skills 3+
- Work and Careers 3+
- South Campus English
- North Campus English

Applied Technology

- Automotive Engineering & Fabrication
- Engineering and Invention 2 (NC)
- Furniture/Cabinet Making II
- Private Pilot Operations

Art

- Studio Art Accel (NC)

Family & Consumer Sciences

- Chefs

Language Arts

- Beginning, Intermediate & Advanced ELL (SC/NC) 3
- Beginning Reading ELL (SC/NC) 3
- Beginning Tutorial ELL (SC/NC) 3
- Intermediate and Advanced Tutorial ELL (SC/NC) 3
- Language Learning Experience (Summer) 3
- Tutorial ELL (SC/NC) 4
- Journalism: Newspaper Production (NC)
- Journalism: Yearbook Production (NC)
- Playwriting (NC)
- Theatre: Acting (SC/NC)
- Theater: Improvisation and Mime (NC)
- Theater: Playwriting (NC)
- Theater: Stage Tech(SC/NC)
- LTTV Production (SC/NC) 3+
- TV: LTTV Summer Programming 3+
- WLTL Production 3+

World Languages

- Spanish for Heritage Speakers (SC/NC)

Music

- Concert Band (SC)
- Concert Choir (NC)
- Concert Orchestra (SC)
- Jazz Ensemble (NC)
- Symphonic Band (NC)
- Symphony Orchestra (NC) 3
- Treble Choir (NC)
- Wind Ensemble (SC/NC) 3

Physical Education

- Adaptive PE Leaders 3+
- Applied Personal Fitness (NC) 3+
- Dance Fitness
- Dance Arts 3+
- Dance Studies & Fitness (unless it is taken as a PE credit)
- Physical Education III/IV
 - Team Sports 3+
 - Individual Sports 3+
 - Adventure Ed 3+
 - Strength Training 3
- Sports Officiating
- Yoga II

Special Education 3+

- Academic Resource Center (SC/NC)
- B.A.S.E. II (SC/NC)
- Career Training & Education (SC/NC)
- Personal/Social Development I-II (SC/NC)
- Social Awareness & Perspective Taking (SC/NC)
- Advanced Social Awareness & Perspective Taking (SC/NC)
- L.I.F.E. Life Skills I (SC)
- L.I.F.E. Life Skills II (SC)
- All other L.I.F.E. courses

Grade Point Average (GPA)

LTHS computes, records and provides both weighted and unweighted Grade Point Averages (GPAs) on a semester basis. The GPA is the cumulative point total of all letter grades earned (A, B, C, D, & F only) divided by the number of semester courses in which grades are attempted. Weighted and unweighted GPA will be included on report cards and transcripts, are cumulative, and represent all final semester grades earned to date.

In computing the **unweighted GPA**, letter grades in all courses are assigned the same numeric values regardless of the academic ability level of each course, i.e., A=4, B=3, C=2, D=1, and F/WF=0. In computing the **weighted GPA**, letter grades in all courses are assigned numeric values based on the academic ability level of each course, i.e., A=6, 5, or 4, depending on the academic ability level. Please refer to the **Academic Ability Levels/Standards/Expectations** section (pp. 11-12) of the **Guide** for more information on academic levels. Two tables reflecting the unweighted and weighted numeric value for courses are provided below. Course credit transferred to Lyons Township High School from another accredited and approved institution is included when computing and determining GPA.

GRADE POINT VALUE TABLE

| WEIGHTED | | | | UNWEIGHTED | | | |
|----------|-----|----|---|------------|-----|----|---|
| | III | IV | V | | III | IV | V |
| A | 4 | 5 | 6 | A | 4 | 4 | 4 |
| B | 3 | 4 | 5 | B | 3 | 3 | 3 |
| C | 2 | 3 | 4 | C | 2 | 2 | 2 |
| D | 1 | 2 | 3 | D | 1 | 1 | 1 |
| F | 0 | 0 | 0 | F | 0 | 0 | 0 |

The sum total of each of these different values is then divided by the number of courses in which 1/2 (.5) credits are attempted per semester to determine the student's two GPAs. Using the above tables and formula, a student taking 7 half-credit (.5) classes would receive the following unweighted and weighted GPAs:

| COURSE | LEVEL | GRADE | UNWEIGHTED VALUE | WEIGHTED VALUE |
|--------|-------|---------|------------------|----------------|
| 1 | III | A | 4.0 | 4.0 |
| 2 | III | B | 3.0 | 3.0 |
| 3 | IV | C | 2.0 | 3.0 |
| 4 | III | B | 3.0 | 3.0 |
| 5 | IV | D | 1.0 | 2.0 |
| 6 | V | B | 3.0 | 5.0 |
| 7 | III | F or WF | 0 | 0 |
| GPAs | | | 2.28 | 2.85 |

Honor Roll

Lyons Township High School maintains one honor roll that recognizes the academic achievement of its students.

All grades earned by a student apply toward honor roll determination with the exception of Audit (AS/AU) and Credit/No Credit (CR/NC) courses. Honor roll status is determined using unweighted or weighted GPAs, whichever is higher. Honor roll is determined by using the unweighted or weighted grade point value table for grades earned. To qualify for honor roll status, a student:

1. must obtain a grade point average of 3.125 or higher.
2. cannot receive an F or WF.
3. must be enrolled in at least 4 courses for which he/she received grades of A, B, C, or D.
4. must be enrolled in at least 5 courses, each of which carries .5 credit.

Students enrolled in courses at TCD, or the Teaching Internships - Elementary 1 & 2 courses may be exempt from 4.

The LT honor roll is calculated, awarded and announced at the end of first and second semesters and is based on the entire semester work, including final semester examinations and exemptions. Both **Advisory Honor Roll** and **Semester Honor Roll** are submitted to the local media for publication. Summer School grades do not apply to Honor Rolls.

Academic Awards

Lyons Township High School offers a wide array of awards to its students for their academic achievement throughout their high school careers. Each award/honor has specific criteria which students must fulfill in order to be eligible. Some awards/honors require applications while others are based on test scores, GPA, or other criteria. Students are notified about these awards and honors through a variety of ways including daily announcements, *College News*, in Counseling Offices, on the College/Career page of the LT website and in the College/Career Center.

The following awards, honors, and/or scholarships have as their basis weighted GPAs: Gold L Award, Honor Graduate, Illinois State Scholar, IHSA All-State Academic Team, LTHS local scholarships, National Honor Society, National Merit Scholarship Program, President's Education Award, Robert C. Byrd Scholarships, and State of Illinois Merit Recognition Scholarships.

Lyons Township High School Honors

Academic awards are granted through LTHS for academic achievement. Each of these has specific academic criteria which students must meet in order to be eligible for and to receive the awards. These include the following:

- **Academic Letter Awards:** academic performance over time – honor roll status for three consecutive or four cumulative semesters.
- **Academic Chevron:** continuing academic performance, 1st Chevron - honor roll status for five consecutive or six cumulative semesters, 2nd Chevron - honor roll status for seven consecutive or eight cumulative semesters.
- **Gold L Award:** students graduate with a Gold L if, after the 7th semester, they achieve an unweighted GPA of 3.6667 or higher or a weighted GPA of 4.5 or higher.
- **High Honors:** students graduate with high honors if, after the 7th semester, they achieve an unweighted GPA of 4.0 or a weighted GPA of 5.0 or higher.

LTHS Division and Department Honors

At the end of each school year, LTHS recognizes outstanding students for their academic performances in and their contributions to departments and divisions.

LTHS Scholarships

LTHS and certain out-of-school individuals and organizations award a number of scholarships to graduating seniors. These scholarships have special significance because they are awarded from within the school for academic achievement in and contributions to other school and community related areas. The LT Awards, Honors, and Scholarship Selection Council comprised of faculty and administration selects recipients for these honors.

Local Honors

Many local community groups, agencies, and organizations support LTHS by providing scholarships, awards and honors to students each year. They represent a commitment to LTHS students and are visible proof that we are a community that cares deeply about its young people. Through school communication, LT makes efforts to publicize the availability of these honors to students, and in appropriate forums to recognize both donor(s) and student recipients.

Athletic and IHSA Academic Awards

Awards are presented to student-athletes and co-curricular students who perform at exceptionally high academic levels and are members of IHSA recognized athletic and activity teams/groups. Athletic-academic

awards are also presented to student-athletes through the West Suburban Conference (WSC).

Illinois State Scholar

The Illinois State Scholar Award is based on a combination of test scores and GPA. The Illinois Student Assistance Commission determines both eligibility and recipients for this award. Approximately 10% of the seniors in the state are recipients each year.

National Honors

There are several national honors awarded to LTHS students each year. Included are national academic awards in content areas and the President's Education Award.

Based on performance and eligibility requirements, students are also eligible for induction into the following national academic honor societies of which LTHS is a school member: world languages, Thespians, Quill and Scroll, and the National Honor Society.

Based upon their achievement on the *PSAT* taken in the fall of the junior year, students compete in the following categories of the National Merit Competition: National Merit Commended students (top 5% *PSAT* scores nationally); National Merit Semifinalists (top ½ of 1 percent of *PSAT* scores in Illinois); and National Merit Finalists (National Merit Semifinalists who have successfully competed using an application, essay, *SAT* scores, high school grades, and school recommendation).

Annual Academic Recognition Ceremonies

Each year, LTHS recognizes its students for their academic achievement at several major awards ceremonies: a monthly Student of the Month breakfast at each campus, a National Merit recognition evening, and the annual Senior Honors Awards Night. In all cases, parents are invited and encouraged to attend to show visible support for their student.

The Senior Honors Awards Night is held during the day at the end of the year to recognize graduating seniors in front of their peers, parents, and the community. Awards, honors, and scholarships are personally presented to students by the Principal or scholarship representative.

Advanced Placement (AP Scholars)

The College Board maintains an academic recognition program for students who excel in AP examinations. AP Scholars are those students who achieve high scores on three, four, five, or eight AP examinations. The following designations apply:

- **AP Scholar:** granted to students who received grades of 3 or higher on three or more AP Exams on full-year courses
- **AP Scholar with Honor:** granted to students who received grades of 3 or higher on four or more AP

Exams on full-year courses, with an average exam grade of at least 3.25

- **AP Scholar with Distinction:** granted to students who received grades of 3 or higher on five or more AP Exams on full-year courses, with an average exam grade of at least 3.5
- **AP National Scholar:** granted to students in the U.S. who receive an average grade of 4 or higher on eight or more AP Exams on full-year courses

LT students earning these designations are recognized at the annual Senior Honors Assembly.

National Honor Society

The National Honor Society (NHS) is a national organization established to recognize students who demonstrate excellence in scholarship, leadership, service, and character.

At LTHS, invitations to apply for NHS consideration will be extended to juniors and seniors who meet the minimum standard of scholarship of an unweighted GPA of 3.5 or higher or a weighted GPA of 4.25 or higher. Qualified candidates are also selected based on character, leadership and service.

Membership applications are distributed during the third quarter and require students to list demonstrated leadership and service to LTHS and the community. Teachers, coaches, and sponsors are asked to rate and comment on candidates they have had as students, players, and/or club members. The ratings are tallied and candidates are ranked. A selection committee comprised of an assistant principal, counselors, the Director of Student Activities, NHS sponsor(s), and at least one teacher each from North and South campus, review each application. Once selected, a student is invited to be a member at an induction ceremony. With induction, a member assumes certain obligations and must participate in at least half of the chapter's service functions. Examples include sponsoring the annual Thanksgiving luncheon for senior citizens, serving dinner at a local Ronald McDonald House, assisting at numerous school functions or serving as peer tutors.

Members are awarded an honor but are expected to share their talents and excellence in leadership, service, and character with their community and fellow students.

Office of Assessment and Research

Purpose

The Assessment and Research office supports student learning through data collection, data analysis, and data-driven decision making. When interpreted correctly and used in conjunction with other data points, assessment data helps teachers and administrators identify areas of strength and opportunities for growth. This information helps drive student programing and instructional practices to improve teaching and learning for ALL students at Lyons Township High School.

Assessments have three main purposes:

- Program Placement** It is necessary to assess the scholastic aptitude and achievement levels of students in order to recommend student placement to academic departments.
- Educational Program Assessment** Adjustments in curricular offerings, student supports, and instructional methods are made using assessment data as a guide.
- Growth Measurement** Frequent assessment provides students information concerning their academic growth. Assessment data helps school staff identify areas of strength and opportunities for growth to better meet the needs of each individual student.

Standardized Assessments

The Illinois State Board of Education (ISBE) and US Department of Education require school districts to assess the Illinois Learning Standards for English Language Arts (ELA), mathematics, and science. ELA and mathematics standards are assessed in grades 9 – 11 through the SAT Suite of Assessments. Science is assessed through the Illinois Science Assessment in grade 11. Some students will be administered the Dynamic Learning Maps Alternate Assessment (DLM-AA) instead of the SAT suite and the Illinois Science Assessment.

Test Preparation

The best preparation for any exam is a solid foundation of course work. LTHS offers test preparation classes to help develop testing strategies and review subject material for those tests.
More information is available at www.lths.net/oar.

Standardized Assessment Schedule

| Test Name | Grade Level & Description | Test Dates |
|-----------------------------|--|-----------------------|
| PSAT 8/9 | Grade 9 ELA & Mathematics | April 2025 |
| PSAT 10 | Grade 10 ELA & Mathematics | April 2025 |
| SAT with Essay | Grade 11 ELA, Mathematics, Writing *Graduation Requirement* | April 2025 |
| Illinois Science Assessment | Grade 11 | March 2025 |
| ACCESS for ELLs | English Language Lerner in Grades 9-12 English Language Proficiency Test | January-February 2025 |
| Dynamic Learning Maps | Select students in Grades 9-11 Alternate state assessment for ELA, Mathematics, Science | March-May 2025 |

National SAT Assessments

College admissions examinations may be required of students who plan to pursue higher education. A student who wishes to take an additional SAT assessment may register at www.collegeboard.org/sat/registration. The anticipated test dates for the 2024 – 2025 school year are below.

| National SAT Test Dates <i>(anticipated)</i> |
|--|
| August 24, 2024* |
| October 5, 2024 |
| November 2, 2024* |
| December 7, 2024 |
| March 8, 2025* |
| May 3, 2025* |
| June 7, 2025 |

*LTHS hosts
LTHS School Code: 142483

Academic Requirements for Athletic and Activity Eligibility

Illinois High School Association (IHSA) In order to maintain athletic/activity eligibility in high school, a student must pass work in at least five high school courses per week and he/she must have earned a total of two and a half credits in five - 1/2 credit bearing courses in the previous semester.

Lyons Township High School follows the IHSA requirements and also requires students who participate in athletics and/or activities and who are failing two courses and/or near failing three courses to do remedial work on a weekly basis with their teachers.

NCAA Academic Requirements

To be eligible to receive athletic scholarship assistance and to practice and play in the freshman year at a Division I or II college, NCAA Divisions I and II require 16 core courses. **Division I** requires 4 years of English, 3 years of math, 2 years of natural/physical science, 1 year

of additional English, math, or natural/physical science, 2 years of social science and 4 years of additional years of core courses. NCAA Division I initial eligibility also requires 10 core courses to be completed prior to the student's 7th high school semester. Students also must earn a 2.3 GPA in the core courses. **Division II** requires 3 years of English, 2 years of math, 2 years of natural/physical science, 3 years of additional English, math or natural/physical science, 2 years of social science, and 4 years of additional core courses. Beginning August 1, 2018, Division II students must earn at least a 2.2 GPA in the core courses. For specific NCAA requirements, please refer to the NCAA website (www.eligibilitycenter.org). Student-athletes must also be certified by the NCAA Initial-Eligibility Clearing House. Prospective college athletes should consult their counselors for further information on NCAA requirements and regulations. A list of NCAA approved core LTHS courses is below. For a complete list, including archived courses, please visit the NCAA website at www.eligibilitycenter.org.

Approved NCAA Core Courses

| English | Social Studies | Science | Math |
|--|---|---------------------------------------|---|
| English I Prep, Accel, Honors | World History Prep | Physical Science Prep† | Algebra Prep, Prep ML, Accel, Accel ML |
| English II Prep, Accel, Honors | World History ML | Biology Prep, Prep ML, Accel, AP | Geometry Prep, Prep ML, Accel, Honors |
| IPC II Accel | Human Geography | Chemistry Prep, Prep ML, Accel, AP | Geometry Accel, Accel ML, Honors |
| English III Prep & Accel Am Lit | Human Geography AP | Physics Prep, Prep ML | Algebra II Prep, Prep ML, Accel, Honors |
| English III Prep & Accel Am Studies | Contemporary Issues | AP Physics 1, AP Physics C | Trig/PreCalc Prep/Prep ML, Accel |
| English III AP Lang & Comp | Civics, Civics ML | Astronomy Prep, Accel | PreCalc Honors |
| American Lit and Comp Prep and Accel | European History AP | Environmental Science | Calculus AB AP |
| English IV Prep Lit of Comedy | US History Prep, Accel, ML | AP Environmental Science | Calculus BC AP |
| English IV Prep Visual Word | US History Am Studies Prep, Accel | Geology | Computer Science AP |
| English IV Prep World Persepctives | US History AP | Human Anatomy & Physiology | Statistics AP |
| English IV Prep Composition | Economics | Intro Organic Chemistry | Computer Science Principles |
| English IV Prep Lit Exp. of Cr. & Ref. | Global Relations | Forensic Science Prep, Prep ML | Data Probability and Stats |
| English IV Rhet of AP Lang and Comp | Sociology | Sustainable Urban Agriculture | |
| English IVH Reading Writing & Inquiry | Intro to Psychology | STEM Research | †Course no longer offered at LTHS |
| English IVH Literary Interpretation | Psychology of Mind | Additional Core Courses | |
| Multicultural Literature | Psychology AP | Am. Sign Language I, II Prep, Accel | Italian I, II Prep Italian I, II Accel |
| Creative Writing I Prep and Accel | US Government AP | ASL Expressive Language | Italian IIIH, IVH |
| Creative Writing II Accel | Comparative Government AP | ASL Receptive Communication | Italian AP |
| Journalistic Writing | Constitutional Law | French I, II Prep; French I, II Accel | Latin I, II Prep, Accel |
| Speech Arts | Macroeconomics/Microeconomics AP | French IV Accel, French V Accel | Lain Poetry, Prose Accel |
| | | French IIIH ACP, French IVH ACP | AP Latin |
| Disability Courses† | | German I, II Prep German I, II Accel | Spanish I, II Prep, Accel |
| World History, US History, Civics | †Disability Courses require separate approvals through NCAA. For eligibility information regarding students with IEP and 504 plans, see the NCAA website. | German Communication Accel | Span. for Heritage Spkrs Prep, Accel |
| English I, II, III, IV | | German Language Accel | Spanish IV Accel, Spanish V Accel |
| Math I, II, Geometry | | German IIIH, IVH | AP Spanish Language & Culture |
| Biology | | German Language & Culture, AP | Spanish IIIH ACP, Spanish IVH ACP |
| Physical Science | | | |

Student Records

Each District 204 student has both a permanent and a temporary record maintained by the Principal (or designee) from the time of the student's initial enrollment until his/her departure. Information about students is collected, maintained, used, disseminated, and retained in accordance with District administrative procedures and state and federal laws. Student records are confidential and are treated as such. They are accessible and released to the professional staff, parent/guardian, student, or other qualified individuals only as permitted by state and federal laws. For more information, please refer to the Student and Parent Handbook.

LTHS complies with the **Illinois Student Records Act** of 1975, Sections 50-2 through 50-4; the State of Illinois' **Freedom of Information Act**; and certain established procedures with regard to retaining or destroying student records and with confidentiality of student information. All student records are considered to be confidential information that is protected under state and federal laws. Records may not be shared or disclosed without prior written consent of the parent/eligible student. Student information may only be shared with other school officials, including teachers with a legitimate educational interest. Additional information is found in the Student and Parent Handbook and in school offices.

Transfer Students

Students transferring into District 204 must complete several important steps before enrolling and beginning classes.

- Transfer students and their parents must contact the appropriate campus associate principal to establish and verify residency.
- Transfer students are ineligible to receive audit grades (AS/AU) during the semester in which they transfer to LTHS, unless they meet the qualifications of late admittance.
- LTHS grants credit to a transfer student's previous work contingent upon receipt of official transcripts from a student's previous schools.
- LTHS reserves the right to assign academic ability level credits to courses on transcripts based on reviews by school personnel. Courses with academic ability level credits will be assigned LTHS academic ability level credit befitting the parallel structure at LTHS. Courses without academic ability level designations will be reviewed on a case-by-case basis.
- Transfer students must satisfy all State of Illinois high school requirements as specified in **The**

School Code of Illinois, and, from the point of initial enrollment through graduation, those requirements specified by LTHS.

- Transfer students and their parents should see their assigned counselors for complete information.
- Students transferring into LTHS after 15 days of the beginning of a school term or semester or who have not attended school for 15 days since leaving their previous schools should review **Transfer Students - Late Admittance to School** below.

Transfer students who hope to participate in interscholastic athletics must follow all Lyons Township High School enrollment procedures before they are eligible to participate in tryouts, practice or competitions of any kind. Each student will need to complete eligibility forms for the Illinois High School Association (IHSA) in order to be eligible to participate on these athletic teams. Please contact the Athletic Office if you are a transfer student who would like to participate in any sports program.

Transfer Students - Late Admittance to School

A student is required to enroll in courses at LTHS if he/she is a transfer student and meets one of the following criteria:

1. transfers to and enrolls in classes at LTHS more than 15 school days after the beginning of the semester and has not attended any school since the beginning of the current semester or the current school year; or
2. transfers to and enrolls in classes at LTHS after the beginning of the semester, and had attended a school since the beginning of the semester but who left that school and did not enroll in the District within 15 school days or less.

Students in both circumstances listed above will be required to audit the classes in which the student enrolls for that semester. They must complete all assignments and examinations prior to the date of enrollment as determined by the teacher of the course and all assignments and examinations subsequent to the date of enrollment.

Students who, in the judgment of their teachers, successfully complete course requirements will be awarded grades, weights, and credits. Those students who do not successfully complete course requirements will receive final grades of NC (no credit) for those courses. The

District will not enroll any person over the age of 19 who has dropped out of school and who, because of age and/or lack of credits, cannot attend classes during the normal school year(s) and graduate before or on his/her 21st birthday. (Board Policy 7.50)

Alternative Educational Opportunities

LTHS permits students to transfer credits into LTHS to meet its graduation requirements, but only under strict policies and procedures. A student may transfer a maximum of three (3) credits from among the opportunities listed below to meet LTHS graduation requirements. Students may not enroll in or receive transfer credit(s) for the alternative educational opportunities listed below during their enrollment in the same course(s) during the regular school day. Students may not enroll in or receive transfer credit(s) for the alternative educational opportunities listed below if their 8 period day schedule permit them to be enrolled in those same courses at LTHS during the regular school day. Students must make choices about required and elective courses to fulfill graduation requirements on time. In addition, pre-approval and credit for the listed alternative educational opportunities is given on a case-by-case basis after consultation with the student's counselor, appropriate division chair, Division Chair of Student Services, and approval by the Principal (or designee). Grades and grading scales used by the credit-granting institutions will be the only ones accepted. No attempt will be made to adjust, modify, substitute, or change those grades given by the credit-granting institution. Students are advised to carefully read the requirements below prior to enrolling in any of these opportunities.

1. Online Courses

With prior approval from the Principal (or designee), a student may be granted credit for successful completion of an online course. Students are advised that approval and credit are contingent on a review of course academic standards and rigor. Successful completion must be documented with an official transcript from the granting institution. These courses are typically tuition-based and require students to work independently. LTHS is not responsible for any costs or fees including tuition, software, textbooks, materials or services for credits earned through an online provider.

2. College/University Courses

With prior approval from the Principal (or designee), a student may be granted credit for successful completion of a course from an accredited college/university. Successful completion must be documented with an official transcript from the granting institution.

3. Other High School Courses*

Full-time students who seek to receive and to transfer into LTHS credit(s) earned at other high schools are subject to the same limitations as prescribed in this section. With prior approval from the Principal (or designee), a student may be granted credit for successful completion of courses at other high schools. Students are advised that approval and credit are contingent on a review of the course's academic standards, expectations, and rigor. LTHS is not responsible for any costs or fees including transportation, textbooks, materials, services, etc., for credits earned at other high schools.

*Other high school transfer credit as described here does not apply to transfer or home-schooled students.

4. Credit Recovery Courses

Any course that a student has failed may be made up through credit recovery courses. LT uses Edge-nuity for this service through Academy, Alternative School and Summer School. There is no limit to the number of courses a student can take to replace failing grades.

Independent Study

Independent study provides students with the opportunity for enrichment of learning. Records of successful completion of independent study will be designated on the student's transcript by department and/or course, with the accompanying designation "IS" (independent study). An Independent Study Application and Contract must be completed and signed by the student and approved by his/her parent(s), the supervising teacher, counselor, the division chair, and the Principal (or designee). The Independent Study Contract is an agreement between a teacher and a student to complete a course of study in an approved area of the school curriculum.

For courses listed in the **Guide**, IS is taken only at the levels indicated. IS taken for courses of study not published in the **Guide** must receive recommendations by teachers and approvals by division chairs and the Principal (or designee). Students pursuing such IS credit are expected to pursue a rigorous course of study above and beyond that demanded in a Level III course, with content that challenges their intellectual abilities and requires learning concepts at significantly higher cognitive and affective levels. Standards and expectations for the level at which the IS is approved and taken must be met by the student and evaluated by the teacher.

Conditions

A student may enroll in coursework through an IS if all the following guidelines are met:

1. A teacher is willing to supervise the IS student on a regularly scheduled basis and be responsible for validating that LTHS Standards and Expectations for the course and level have been met.
2. The course is not being offered during the current school year or a scheduling conflict exists that prevents the student from taking the course in a normal school schedule.
3. The student wishes to complete a prescribed program of study that goes beyond that offered in the normal school curriculum.
4. The course is not a required course for graduation.
5. The course may not be taken for credit/no credit.
6. The course is not taken as an 8th course/class.

Procedures

1. A student must obtain an Application for Independent Study Credit from the teacher and/or division office.
2. The application form must be completed in full (including parent signatures verifying approval) and signed by the supervising teacher and counselor.
3. The completed Application and the completed Independent Study Contract are given to the division

chair. When approved and signed by the division chair, the Application and Contract are forwarded to the Principal (or designee) for approval and processing. A student's schedule will not be changed and will not reflect an IS course until all counselor conditions have been met and the Contract has been approved by all signatories.

4. Prior to approval and signature, the division chair will conduct an interview with the student and the supervising teacher, which will include the following:
 - a. a review of the student's work (samples) or other materials, which provide evidence of the student's ability to complete work on an independent study basis
 - b. a presentation of the evaluation procedure to be employed by the supervising teacher
 - c. preparation of an evaluation form to be presented at the end of the IS
 - d. recommended academic level of credit.
5. Applications for IS credit must be completed and submitted according to the following schedule:
 - a. applications for annual or fall semester only must be approved and submitted by May 1 of the previous semester
 - b. applications for spring semester only must be approved and submitted by December 1 of the previous semester
 - c. applications for summer must be approved and submitted by March 1 of the previous semester.
6. Because a student may not take IS as an 8th course, a student will be assigned to a study hall for the IS (7th class). In addition, IS will also be reflected on the student's schedule but without a period adjustment.

Independent Study is available in each academic area; however, it is not posted in the departmental areas of the **Guide**. Students interested and eligible for an IS must begin the process with a supervising teacher.

RTI/504/Special Education Services Response to Intervention (RtI)

Federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting. This new process of providing interventions to students who are at risk for academic or behavioral problems is called Response to Intervention (RtI).

The RtI process at LTHS involves a problem-based review of available data and monitoring of student progress after identifying high-quality interventions matched to student needs. The information gained from the RtI process is used by school personnel and parents to adapt

instruction and to make decisions about the student's educational program. Problem-solving teams are called Student Achievement Teams (SAT) at each grade level with the assistant principal, grade level social worker, counselors, school psychologist and /or special education coordinators in attendance. Information is shared and teachers submit information to provide interventions within the general education program.

RTI plans are only for students who are not currently receiving Special Education Services through an Individual Education Plan (IEP) or Section 504 Accommodations Plan. The student and his parents will work with the SAT team to identify strengths and possible areas of for educational interventions through the Response to Intervention process.

Section 504 of Rehabilitation Act of 1973 American Disabilities Act

Students who qualify for Section 504 accommodations have a physical or mental impairment which substantially limits one or more life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working; do not have a disability under the individuals with Disabilities Act (IDEA); or do not need special education services. Information is reviewed by the SAT team to identify reasonable accommodations. The counselor monitors and informs teachers of the accommodations for the Section 504 Plan.

Special Education Services

The Special Education Services program at LTHS includes a broad continuum of specialized services ranging from supports in the general education classroom to special education instructional classes. The program serves students who have been identified as having one or more of the following characteristics or conditions: speech and language impairment, learning disability, behavior emotional disorder, physical impairment, visual impairment, hearing impairment, mental impairment, multiple impairments, autism, and/or traumatic brain injury.

LTHS actively seeks out and attempts to identify all students with disabilities who reside in the District. Teachers, counselors, and other professional personnel may refer for screening those students who exhibit characteristics/conditions which interfere with educational progress and/or adjustment to the educational setting. Any parent, guardian, and/or student may also request that a student be screened for a disability. Requests for a domain meeting should be made to the student's counselor. At the time of domain meeting, it will be determined if the school should complete a case study

evaluation. All private evaluations are considered in light of the school's case study. The need for special education services will be determined at a multidisciplinary conference following a case study evaluation.

Depending on a student's Individual Education Plan (IEP), modifications and/or supports for students may be provided in general education classes and/or special education instructional classes. Additionally, depending on the IEP, a student may be encouraged to and may access the broad range of courses available throughout the general education curriculum at LTHS.

Summer Programs

LTHS offers a wide variety of programs each summer for incoming and current students. These range from recreational/activity programs and non-credit workshops to required, credit courses. All summer programs are tuition-based, unless otherwise advertised. Students must provide their own transportation to and from summer programs. The Program is designed to help students make-up credits, accelerate their academic progress, enrich their high school experiences, provide opportunities for developing healthy life-styles and/or pursue vocational interests. Summer Academic Programs are an extension of the most recent and previous school term/year.

Information about the **Summer Academic Program** may be found in the **Guide** beginning on p. 174. Information about the **Summer Activity Program** will be mailed to residents of LTHS District 204 in February. Both programs can be accessed and registration should be completed at www.lths.net.

Pre-High School Credit

LTHS grants incoming freshmen high school credit for selected courses taken at a Township middle school or at LTHS prior to enrollment as a high school student. This is possible due to articulation efforts between LTHS and each Township associate district. Students and parents of incoming freshmen should consult their elementary school principals and/or district offices for specific information concerning their articulated agreements with LTHS. **Only students from schools within Lyons Township and with whom LTHS maintains articulated agreements will receive pre-high school credit.**

Many organizations, summer camps, and talent development groups suggest that students can earn credit for high school through their offerings. LTHS does not accept or consider any pre-high school credit.

Articulated courses are found in the World Language and Mathematics departments only. Students and parents should review the requirements and information under the respective departmental sections in the **Guide**. By state law, any math course accepted by LTHS for pre-high school credit does not count towards the state graduation requirement of 3 years of mathematics. Additionally, Pre-High School World Language courses accepted by LTHS for credit are generally not recognized for college and university admission. If students and parents have questions regarding pre-high school credit during the registration process, they should contact the respective division chairs.

There are rare occasions when pre-high school credit may be gained prior to 9th grade in advanced mathematics or in world language courses. In these instances, middle school students and parents begin the pre-high school enrollment process through their middle school principals' offices. A Pre-High School Student Enrollment Form must be completed and approved by the respective Division Chair for these situations.

Network and Internet Use Policy

The use of the Network and Internet shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. The use of the Network and Internet comply with the selection criteria for instructional materials and library/media materials and is in support of education and/or research.

The use of the Network/Internet is a privilege, and general rules for its use, behavior of the student using it, and communications apply. The District's *Student and Parent/Guardian Network Access Agreement Form* outlines the appropriate uses, ethics, and protocols for Network/Internet use by students and staff. Each student and his/her parent(s)/guardian(s) must read and sign the *Agreement Form* indicating understanding and acceptance of the District's policies, procedures, and uses prior to student use. Students and parents should contact the Principal's Office or the Director of Technology for more information.

Academic Honesty

Lyons Township High School is committed to providing students with ample opportunities to practice and improve their learning. To this aim, the assignments given to students by the classroom teacher are designed to give each student an opportunity to demonstrate what he/she knows and is able to do. In the writing process in particular, much time and effort is given to nurturing

a student's ideas and interpretations. Cheating and Plagiarism are diametrically opposed to the fundamental goals of all of our courses. To that end, students should consider all work assigned to an individual unless the teacher specifies it differently.

Cheating is an attempt through fraud or collusion to gain unfair advantage for a student which undermines learning, the primary focus of our school. Cheating always involves the loss of academic integrity and inhibits the student's opportunity to learn. Therefore, any student involved in cheating will be subject to corrective action.

Plagiarism is the act of taking, in part or in whole, someone else's original ideas without appropriately crediting the source and presenting them as one's own. The ideas may be presented in written, visual, auditory, computational, electronic, or other forms. Plagiarism, like other kinds of cheating, sacrifices academic integrity. Students who plagiarize will be subject not only to corrective action, but also to possible legal consequences.

Due Process: All divisions will follow the Disciplinary Procedures Relating to Cheating and Plagiarism in the Student Handbook. If, during the process of setting up a conference to remediate the behavior, a teacher finds another instance of plagiarism prior to the completion of the steps outlined in the policy, the student will be subject to the consequence of the next offense as well.

LTHS procedures reflect the district-wide commitment to honesty, integrity, and the first class principle "we are responsible and accountable for our actions." All violations of the plagiarism and cheating procedure are **cumulative** throughout the duration of the high school experience at LTHS. Please refer to the Student Handbook for specific consequences.

Instructional Materials and Textbooks

The LTHS Board of Education adopts all required textbooks used in its curricular and instructional programs. New titles are adopted annually at the regular Board of Education meeting after a 30 day review period. In addition, the Board has established procedures for the selection and use of textbooks and other, supplemental instructional materials and summer reading. Inspection of, objections to, and complaints about instructional textbooks and materials may be made in accordance with procedures outlined by the District. These are

available by contacting the Principal's office, the Curriculum and Instruction office, or the Superintendent's office.

The purpose of any instructional material (print, non-print, or classroom assignment) is to provide quality learning experiences for students. The following objectives have been established by the Board in the selection of all instructional materials:

- to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, maturity, and development level of the students served
- to provide materials that will stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards
- to provide background information that will enable students to make intelligent judgments in their daily lives
- to provide materials on opposing sides of controversial issues so that students may develop the practice of critical thinking and critical analysis of all media
- to provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage and its role in the modern world
- to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality to assure a comprehensive collection appropriate for the users of texts and supplementary materials
- to provide access to a current, balanced collection of reference materials, periodicals, and audio-visual materials, which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society
- to provide materials that are appropriate to the objectives of a course/lesson.

Textbook and Course Fees

LTHS has a District Rental Plan for textbooks and instructional materials. Students pay a flat \$75 Textbook Rental Fee, and in most cases, the District provides course textbooks and instructional materials for this fee. Several courses within a student's schedule may require purchase of consumable items in addition to the Textbook Rental Fee. These consumable items vary widely in cost. Students receive and/or purchase their textbooks and materials at the beginning of each school term. District Rental Textbooks/Materials are returned to the school at the end of semester or annual courses, while consumable items for which the student paid remain his/hers to keep. Some lab courses have fees in addition to textbook/instructional material costs. In

many instances, these are noted within course descriptions. Costs for courses taken at the Technology Center of DuPage (TCD) are noted within each of its courses.

Students may be eligible for fee waivers from course and textbook costs. Fee waivers are processed through the Assistant Principal's Office at each campus. Students and their parents should contact the appropriate office for additional information.

Technology Center of DuPage (TCD)

LTHS is a member of a career education consortium with other DuPage County districts for the benefit of junior and senior students. TCD is located in Addison, IL. It provides capstone training in a limited number of program areas: Building and Machining, Business, Communications, Health Services, Marketing, Mechanical, Personal Services, and Technical. The typical TCD student spends a morning (periods 1-5) at TCD taking courses that earn him/her 1.5 credits per semester or 3.0 credits per year. Interested students should review TCD information under the departmental/divisional section on p.180 of the **Guide** and consult with counselors for additional assistance and applications.

Career Information

All students participate in a career guidance curriculum in which they are provided the beginnings of on-line Career Planning. This is built upon throughout a student's four year high school experience at LTHS. Career Planning includes but is not limited to a career assessment, *Four Year Academic Plan* (p. v of the **Guide**), personal resume, and summaries of internship and career speaker experiences. Most departments have identified specific career paths/professions for which they prepare students, and may be found under each departmental section in the **Guide**. They reflect the need for students to develop a wide range of skills, in-depth knowledge, and the ability to be flexible and adaptable in a rapidly changing world.

LTHS & COLLEGE/UNIVERSITY DUAL CREDIT

An increasing number of the courses offered at LT allow for students to earn credit in a variety of ways through local and national colleges and universities. Check the **Academic Program Guide** online for up-to-date articulation agreements.

Dual Credit is awarded by a college or university in addition to the credit earned at LT. In order to receive dual credit, a student must complete a course at LT that has been recognized by the college or university as meeting the curricular standards of the college course. As part of the registration of the LT course, students will also register with the college or university granting dual credit. The grade earned in the LT course will also be listed on the college or university transcript. Transcribed grades may then be forwarded from the college/university granting dual credit to any subsequent college or university. In some states, dual credit is not synonymous with concurrent credit, although for LT student purposes, we may consider them as one and the same. LT offers Dual Credit through COD, Moraine Valley, Indiana University, Triton and Embry Riddle Aeronautical University (ERAU).

Benefits for Students:

- Earn college credits while still in high school
- An enriched and challenging curriculum that reduces the duplication between the last years of high school and the first years of college
- Individualized instruction from teachers than might be possible from college professors
- Confidence that derives from success in a college course

ACP Program through Indiana University

Advance College Project (ACP) is a dual-enrollment partnership between Indiana University and select high schools throughout Indiana and surrounding states. IU courses taught through the ACP program provide both high school and college credits (known as concurrent or dual enrollment) and allow students to fulfill high school graduation requirements as well as start building their college career. IU Courses are taught during the regular school day by certified high school teachers who hold adjunct lecturer status through Indiana University. ***There is a cost of only \$75 per credit or free for students who qualify financially.***

| <i>LTHS Course</i> | <i>College/ University</i> | <i>Course</i> | <i>Credit</i> |
|--|--------------------------------|--|---------------|
| DUAL or CONCURRENT CREDIT: | | | |
| Principles of Aeronautical Science | ERAU | ERAU AS120 Principles of Aeronautical Science | 3 |
| Private Pilot Operations | ERAU | ERAU AS121 Private Pilot Operations | 5 |
| Chefs: ServSafe | COD | CULIN 1120 Sanitation | 1 |
| Teaching Internship: Elementary 1 & 2 | COD | EDUCA 1110 Introduction to Education | 3 |
| Small Engines | COD | HORT 1152 4-Cycle Engine Repair/Maintenance | 3 |
| Keyboarding | COD | OFTI 1100 Introduction to Computer Keyboarding | 3 |
| PC Repair & Maintenance (Sem. 1) | COD | CIT 1111 Computer & Hardware Maintenance | 3 |
| PC Repair & Maintenance (Sem. 2) | COD | CIT 1112 Advanced System Maintenance | 3 |
| Computer Applications (MOS) | COD | OFTI 1200 Word Processing I | 3 |
| INCubatoredu | COD | BUSIN 1161 Entrepreneurship | 3 |
| American Sign Language I | COD | SIGN 1101 American Sign Language | 3 |
| Spanish for Heritage Speakers | COD | Spanish 2206 Heritage Speakers I | 4 |
| Spanish for Heritage Speakers | COD | Spanish 2208 Heritage Speakers II | 4 |
| Self Defense | COD | PHYS 1751 Personal Defense | 3 |
| Yoga 1 | COD | PHYS 1901 Hatha Yoga I | 3 |
| Yoga 2 | COD | PHYS 1902 Hatha Yoga II | 3 |
| Astronomy Accel | Moraine Valley | PHS 103 Descriptive Astronomy | 4 |
| Linear Algebra | Moraine Valley | Linear Algebra | 3 |
| Calculus III | Moraine Valley | Calculus III/Analytic Geometry | 4 |
| Engineering & Invention I | Triton | ENT 100 Introduction to Manufacturing | 4 |
| Engineering Design | Triton | ENT 110 Engineering Design Graphics/CAD | 4 |
| Automotive Engineering & Fabrication | Triton | ENT 116 Fabrication Processes | 4 |
| French III H (ACP) | Indiana Univ. | FRIT F200 Second-Year French I | 3 |
| French IV H (ACP) | Indiana Univ. | FRIT F250 Second-Year French II | 3 |
| Spanish III H (ACP) | Indiana Univ. | HISP S200 Second-Year Spanish I | 3 |
| Spanish IV H (ACP) | Indiana Univ. | HISP S250 Second-Year Spanish II | 3 |
| English IV Hon: Reading, Writing & Inquiry (ACP) | Indiana Univ. | IU English W131 Reading, Writing & Inquiry | 3 |
| English IV Hon: Literary Interpretation (ACP) | Indiana Univ. | IU English L202 Literary Interpretation | 3 |

Capstone Courses

A capstone course is a final course in a well-defined, multi-year course sequence within a department. While capstone courses are reviewed by the Administration and the Board of Education and given special consideration with regard to enrollment, LTHS does not guarantee the delivery of capstone course offerings regardless of their enrollments. The list of capstone courses below is by division and department.

Fine Arts

Art

- Ceramics Advanced
- Drawing and Painting Advanced
- Studio Art (Accel)
- AP Studio Art

Music

- Concert Choir
- Varsity Choir
- Treble Choir
- Sinfonietta
- Symphonic Band
- Symphonic Orchestra
- Wind Ensemble

World Languages

- French Language (Prep/Accel)
- Advanced French Communication
- AP French Language
- German Language (Prep/Accel)
- German Communication (Prep/Accel)
- AP German Language & Culture
- Italian IV (Accel)
- AP Italian Language & Culture
- Latin Prose (Accel)
- Latin Poetry (Accel)
- AP Latin
- Spanish Language (Accel)
- Advanced Spanish Communication
- AP Spanish Language

Global Studies

Applied Technology

- Architectural Engineering Design II
- Private Pilot Operations
- Advanced Engineering Design

Family and Consumer Sciences

- Advanced Culinary Arts
- Chefs
- Teaching Internship-Early Childhood Option
- Teaching Internship-Elementary Option

Language Arts

English

- Journalism: Newspaper Production
- English IV (Prep): all courses
- English IV (Accel): all courses
- AP English IV Rhetoric of Literature & Language
- AP English IV Literature & Composition

Math/Science

Mathematics

- AP Calculus BC
- AP Calculus AB
- Calculus III
- Trig/PreCalculus (Accel)
- Linear Algebra

Science

- AP Biology*
- AP Chemistry*
- AP Environmental Science*
- AP Physics C*
- Astronomy*
- Organic Chemistry*
- Human Anatomy and Physiology*

* At least one of these courses is needed to complete a four-year science program.

Physical Education/Health

- Dance Fitness
- Applied Personal Fitness

Technology Center of DuPage (TCD)

- All programs/courses. (Programs and courses are available through TCD procedures, but they are considered capstone courses at LT.)

Course Titles and Numbers

The **Academic Program Guide** contains information for each course offered at LTHS. Information such as levels, grades offered, credits, course numbers, prerequisites, and course descriptions are included. The following should assist students and parents in understanding course information:

- Roman numerals are used to designate annual courses that are in sequence. "I" represents an annual first course, "II" represents an annual second course, etc. Latin I and Latin II are examples of annual sequence courses.
- Arabic numerals are used to designate semester courses that are in sequence. "1" represents a first semester course and "2" represents the next semester course in sequence, etc. Accounting 1 & 2 are examples of semester sequence courses.
- In all other cases, descriptive course titles such as Biology (Prep) and Biology AP (Advanced Placement) are used.
- After each course title, specific information about the course is listed as follows: credit (1/2, 1, etc.); academic ability level(s) (I, II, III, IV, or V); grade offered (9, 10, 11, and/or 12); term offered fall, spring, and/or annual; course number; and prerequisites (courses, approval, etc.). Also, where applicable, notations for credit/no credit courses (CR/NC) and duplicate credit courses (dc) appear next to credit.

Students and parent(s) should carefully review these as academic programs are developed and as registration for the following semester and year are completed. Course descriptions begin on p. 44 of the **Guide**.

Lyons Township High School District 204 Homework Guidelines

Homework Philosophy

Homework is a valuable learning activity performed outside of the classroom that contributes to student achievement and is an essential part of the educational process. It enhances learning by providing opportunities for practice, enrichment, and extension of classroom learning. The assignment of homework is given by the teacher and completed by the student in order to reinforce skills and/or knowledge presented during classroom instruction and is used to assess student achievement. Students at LTHS are expected to be assigned and to complete purposeful homework on a regular and timely basis. By completing homework, students develop mastery by applying what they have learned; acquire effective habits of self-discipline and time management; learn to work independently and in groups; gain a sense of personal responsibility for learning; and develop research skills such as locating, organizing, and condensing information.

Responsibilities

Homework is a shared responsibility among the teacher, student and parents to encourage, provide and create an environment conducive to learning.

Teachers will...

- ◆ assign homework that:
 - is realistic in length, duration and difficulty.
 - extends and/or reinforces learning.
 - students have the necessary resources to complete.
 - is meaningful and purposeful.
 - corresponds to course content.
 - targets students' needs, learning styles, and abilities through a wide variety of activities.
 - represents a variety of levels of understanding.
 - allows for flexibility in its completion to accommodate individual circumstances at the teacher's discretion and without sacrificing the integrity of the assignment.
 - complies with the Academic Ability Levels – Standards and Expectations as outlined in the **Academic Program Guide**.
- ◆ provide:
 - clear explanations about what is expected.
 - sufficient time for completion of assignments.
 - feedback by checking and/or grading the assignment.
- ◆ return homework in a timely manner.
- ◆ never use homework as punishment.
- ◆ communicate with both students and parents regarding any on-going homework concerns.

Students will...

- be responsible for completing their assigned homework (including make-up assignments).
- take responsibility for their learning by seeking additional help when needed.
- exhibit academic honesty when completing homework assignments.
- communicate with both teacher and parents regarding any on-going homework concerns.

Parents will...

- monitor homework completion.
- provide an environment conducive to studying.
- offer guidance, not answers.
- communicate with both teacher and student regarding any on-going homework concerns.

Student Services

Drew Eder, Division Chair

TEL: (708) 579-6433

FAX: (708) 579-6439

EMAIL: aeder@lths.net

Student Services Department Mission Statement

The Student Services Department of Lyons Township High School believes that student services are an integral part of the total school's educational program. We believe that an effective program of student services is instructional in nature and includes developmental activities organized and implemented by student services personnel in collaboration with teachers, administrators, parents/guardians, and students.

An emphasis on the developmental/preventive processes of student services has led to the creation of a comprehensive guidance curriculum. Effective programs and activities are delivered by counselors, social workers, and school health personnel through the following major services:

- **Informational Service, for academics and post high school**
- **Counseling Service, for personal, social development planning**
- **Consultation Service, for home and school integration**
- **Coordination Service, for home, school, and community interactions**

The Student Services curriculum, programs, and activities at Lyons Township High School are designed to address the needs of all students by assisting them to make individually appropriate choices which promote healthy intellectual, emotional, and physical development. We believe that these programs and activities strengthen and encourage the development and clarification of the student's personal sense of uniqueness. The Student Services curriculum, programs, and activities are enhanced through continuing student and alumni assessments and ongoing professional development endeavors that are reflective of current research and practice in this field.

By pursuing this mission, we believe Student Services makes meaningful contributions to the attainment of personal and academic student success at Lyons Township High School.

Did You Know?

...Going to lths.net, clicking on Student Resources, then College/Career Center, you can find career and college links.

....LTHS has a Student Support Team (SST) for every grade level. The team consists of an Assistant Principal, Counselors, a Social Worker, a Nurse, and a School Psychologist. The team monitors student performance and provides referrals to internal academic supports or psychoeducation groups. Information for locating community resources to support students with substance abuse or mental health is also available through the SST.

...There are great resources for parents and students on interesting topics relevant to today's teen on the LTHS website. Click on the Student Resources tab and select the Student Assistance Program webpage to take advantage of these resources.

Student Services Department Standards

Delivery of Student Services

The Student Services professional staff will...

- A. coordinate all student services to ensure effectiveness
- B. emphasize the developmental, preventive, and educational characteristics of student services
- C. assess appropriate community resources and integrate them among existing student services
- D. utilize needs assessment measures as a component of a comprehensive and effective program
- E. emphasize evaluation as a critical component of a student services program and
- F. establish identification and utilization of internal resources as critical elements of an effective student services program

School Counseling Service

The counseling staff will...

Academic Development

- A. assist students to acquire the attitudes, knowledge, and skills that contribute to effective learning in school and throughout their life spans
- B. assist students to complete school with the academic preparation essential to choose from a wide range of post-secondary options
- C. assist students to understand the relationship of academics to their future

Career Development

- A. assist students to acquire the skills to investigate career choices in relation to self-knowledge and current job trends
- B. assist students to understand the relationship between personal qualities, educational and training opportunities, and careers
- C. assist students to learn decision-making strategies for future career choices

Personal/Social Development

- A. assist students to acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others
 - B. assist students to make decisions, set goals, and take necessary action to achieve goals
 - C. assist students to apply effective problem-solving and conflict resolution skills to make safe and healthy choices
-

School Social Work Service

Social workers will...

Direct Services

- A. evaluate student need for social work service and make recommendations as appropriate
- B. provide both short-term and long-term individual casework to both regular and special education students
- C. provide group work services to both regular and special education students
- D. provide crisis intervention to students, parents, and staff

Cooperative Services

- A. participate in conferences with teaching staff, parents, and other school specialists including counselors, school psychologists, school nurses, and school administrators
- B. coordinate and participate in multi-disciplinary staffings
- C. participate in the evaluation of students for special education placement, make recommendations as appropriate, and conduct social developmental studies
- D. provide supportive services to parents/guardians and families
- E. supervise social work interns
- F. consult with classroom teachers, counseling staff, paraprofessionals, and school administrators regarding student needs
- G. collaborate with school personnel in utilizing and providing in-school support programs for individual students

School-Community Relations Services

- A. serve as a liaison between school personnel, families, and community agencies
 - B. aid in the identification of students needing community-based, preventive social services
 - C. consult with community representatives in the identification, development, and delivery of appropriate support services
 - D. collaborate with community agencies in planning and delivery of crisis intervention services
 - E. collaborate with community agencies in planning and delivering intermediate and long-term support services
-

School Health Service

The nursing staff will...

Standards of Care

- A. collect and analyze client data to assist in determining a plan of care/action utilizing current research
- B. assist in implementing the interventions identified in the plan of care/action and evaluate client outcomes

Standards of Professional Performance

- A. systematically evaluate the quality and effectiveness of school nursing practice
- B. acquire and maintain current knowledge and competency in school nursing practice
- C. collaborate with the student, family, school staff, administration, and health care providers in providing student care
- D. assist families, school staff, and administration to achieve optimal levels of wellness through appropriately designed and delivered health education

Counseling Services Each student at LT is assigned to a counselor on an alphabetical basis. There are three counselors at each grade level, and these counselors move to subsequent grade levels along with their assigned students. Counselors assist students with adjustment to the high school environment, personal and social decision-making, academic program development, and career and post-high school planning. Counselors offer both group and individual counseling services and provide all students with a planned, sequential four-year guidance curriculum through their academic class structure. Grade level Student Achievement Teams (S.A.T.) consisting of counselors, social worker, assistant principal, nurse, and psychologist meet weekly to review student progress and coordinate/recommend support services. There are also student support counselors at each campus. The SAT provides progress monitoring for Response to Intervention.

All students are exposed to a four-year sequence of group guidance activities characterized by the following themes: Self Awareness, Career Awareness, Career Exploration, Career Planning, and Placement. Counselor activities support state social-emotional learning standards.

Social Work Services School social workers play an important role in the delivery of a comprehensive program of Student Services to the LTHS student and parent community. The goal of social work services is to help students become aware of and manage their emotional lives in order to facilitate the learning process. LT's school social workers strive to meet this goal by providing

- individual and group counseling
- crisis management services
- classroom and parent presentations
- assessments for special education services
- faculty, staff, and parent consultation

The areas of attention and issues addressed by LT's social workers include the following: developing reflecting skills, self-advocacy, interpersonal relationships, group relationships, responsibility and decision-making, wellness, adolescent development, and life transitions.

LT social workers are also involved in prevention programs in the mainstream of our educational program. Social workers help facilitate such leadership programs as Peer Leaders, and minority student achievement programs groups. Our social workers are responsible for directing our grade level Student Achievement Teams, which are composed of counselors, nurses, and administrators, who meet on a weekly basis to address student needs. In addition, LT's social work staff provides consultation to parents and teachers as well as referral

to community mental health personnel in the areas of problem-solving, communication skills, and leadership development.

Parents who have specific concerns may make direct contact with school social workers through the Student Services office at both campuses. School personnel and students may also request services as needed and appropriate.

College/Career Center LTHS provides a comprehensive college and career planning service supervised and coordinated by the College/Career Coordinator. The College/Career Center is available for student use at North Campus providing student access to many up-to-date resources, both print and electronic, useful in planning and researching post-high school career and educational experiences. The College/Career Center also arranges for college admissions representatives and career speakers to visit LTHS to speak to interested students.

Classroom teachers are encouraged to bring in career speakers to speak to students about a variety of careers. Counselors encourage student career exploration through the group guidance program by identifying ways to use the web for career planning and college searching. Parent programs are presented at all grade levels to assist parents during high school and with the post high school planning process.

Health Services Lyons Township High School maintains a Health Office at each campus, staffed by a full-time school nurse and supported by an on-call physician. This office is responsible for maintaining all student health records, providing basic first aid care for students, and for providing consultation to students and parents regarding health-related issues and concerns. School nurses also conduct hearing and vision screening of all students with special education needs and transfer students entering grades 10-12. Vision screening is only a screening, not a substitute for a professional eye exam.

Student Support Teams and Support Counselors Lyons Township High School Student Services works with students, families, and community agencies to support students in need of assistance for personal, emotional, mental health, and substance concerns. Each student has a Student Support Team consisting of counselors, a social worker, an assistant principal, and a school psychologist. Students and parents can contact members of their team to support students needing assistance. In addition to the team, three Student Support Counselors also work with the four grade level teams to support the wellness of our students.

Technology Services

Technology Division Philosophy

Lyons Township High School District 204 recognizes that technology can be viewed as both a means and an end within an educational setting. As a means, it is a tool to accelerate teaching, learning, and working, enrich our experiences and augment our opportunities. As an end, we must learn how to use various technologies in order for us to be more effective, efficient, and creative, as well as ethical users of technology.

Through technology, Lyons Township High School provides access for students and staff to resources from around the world. Instructional and administrative technologies take students and staff beyond the confines of campuses thereby expanding the reach of the classroom; providing opportunities for enhancing, extending, and rethinking the teaching/learning process; and technology assists in preparing each student to be a technologically responsible and literate citizen.

| Instructional Technology | Administrative Technology |
|--|---|
| <ul style="list-style-type: none">• Technical Support• Chromebook 1:1 Program for All Students• ClassLink LaunchPad Application Dashboard• 3 Business Education Labs• 2 Graphic & Animation Labs• 2 Networked Engineering/Design & Aviation Simulator Labs• 1 Music Composition & Recording Lab• 3 Publications & Broadcast Media Labs• Canvas Learning Management System (LMS)• Google Workspace for Education Plus for Online Personal Productivity & Collaboration tools• Mastery Management Assessment System• Infinite Campus Portal• 2 Teacher / Staff Professional Development and Support Labs• Internet access via the Illinois Century Network and the Western Springs Municipal and Educational Consortium | <ul style="list-style-type: none">• VMware Virtualized Data Centers• HPE/Nimble Data Storage Arrays• Google Workspace for Education Plus for Online Personal Productivity & Collaboration tools• Hosted VoIP solution (completing implementation SY24)• Technical Support• Infinite Campus Student Information System• Human Resource Information System• Financial Information System |



Standards for Student Learning with Technology

Lyons Township High School has established Standards for Student Learning with Technology through a collaborative process that involved its students, faculty/staff, parents, and the community. These technology standards have been developed in order to set levels of student understanding and proficiency of technology and to provide departments and divisions a guide by which to incorporate technology into their programs, courses, and instruction. There are eight general technology standards, and each standard has additional specific standards which are available upon request.

- Standard I** Students will recognize the importance of information to a democratic society.
- Standard II** Students will practice ethical behavior with regard to information and information technology.
- Standard III** Students will participate effectively in groups to pursue and generate information.
- Standard IV** Students will pursue information related to personal interests.
- Standard V** Students will access information efficiently and effectively.
- Standard VI** Students will evaluate information critically and competently.
- Standard VII** Students will use information effectively and creatively.
- Standard VIII** Students will use technology to create and deliver information for a variety of audiences and a variety of purposes.

Business Labs

Three labs, most with more than 30 computers each, are located across the two campuses. The Business labs' computers are used to directly support teaching students the skills necessary to succeed in a technology rich world. For example, they are used for application programming, web development, INCubator and IOS app development. Microsoft products are the core of the Business Education program's suite of applications, though experiences with a variety of tools and technologies ensure LT students a well-rounded and relevant curriculum.

Graphics & Animation Labs

Each campus boasts a lab used for graphics applications. Each lab is used by teachers and students scheduled in art, graphics, and animation classes. All have access to a comprehensive set of graphics tools, such as color printers, digital cameras, scanners and software, including the Adobe Creative Cloud applications.

Engineering & Design and Aviation Labs

Labs dedicated to the Applied Technology specialties of Engineering & Design and Aviation are operated at both campuses. Students have access to AutoCAD and Flight Simulator, among an array of applications focused on these unique learning opportunities.

Publications and Broadcast Media Arts Labs

LT offers opportunities to learn about publication (newspaper, yearbook, etc.) and media arts (radio and television production and broadcasting) via a dedicated classroom at South Campus and a trio of specialized labs at North Campus. Industry-common and relevant applications provide students with real-world experience on solutions used in these professions.

Administrative Technology

Offices throughout both campuses have access to technology for tracking student and staff information, budgeting, purchasing and payroll, among myriad other tasks.

Internet

LTHS has access to the Internet via the Illinois Century Network and Western Springs Municipal and Educational Consortium. Each campus also has a complex system of main and intermediate distribution wiring centers that provide high speed access to every classroom, lab, and administrative office. Wireless access is available via district-owned devices, as well as guest-owned (LT-Guest) devices. This network provides student and staff access to real-time and up-to-the-minute experts, information, pictures, sounds, and news literally from around the world. Research databases and full text articles are readily available.

LT has a significant web presence. With pages dedicated to providing information about the District, school, and our academic, athletic, co-curricular and community programs, the LTHS website averages more than 65,000 visits each month from students, families, staff, the community and across the world. Beyond the website, LT provides students and parents with up-to-date information related to student progress via the Infinite Campus Portal.

Extra Help

The Student Chromebook and Staff Help Desks are open before and after school hours, in addition to during the school day, so students and staff have the opportunity to access technology when it is most convenient. Parents seeking assistance with the Infinite Campus Portal or Canvas are encouraged to contact the Student Chromebook Help Desk.

Staff Development Program

LT is always looking for new and better ways to ensure that the staff maintains a particular level of technical abilities. Two staff development centers were created to meet this need head on. These labs allow teachers to enhance their technology skills, more deeply embed technology into their curricula and instructional practices, and to experiment with software/hardware. These professional learning labs are supported by LT's Technology Enriched Curriculum (TEC) coaches.

1:1 Computing

LT launched a 1:1 computing program for all students at the beginning of the 2021-22 school year. Each student is provided a Chromebook and success to web-hosted applications to use in school and at home.

The 1:1 program at Lyons Township High School:

- Allows students to drive their own learning
- Engages students in the learning process
- Encourages and supports collaboration
- Requires critical thinking
- Fosters student creativity
- Creates global connections

Academic Support Programs

Lyons Township High School District 204 provides support by offering a wide array of academic programs and services because it recognizes that there are many different types of learners. Support programs are those that provide students additional assistance with their academic work. Alternative programs enhance the traditional academic course offerings and in many instances, provide real-life experiences for students that supplement work in the classroom.

Skills for Success

Credit: 1 (general elective)(dc) Level: III
Grade Offered: 9, 10 Annual AL0976A
AL0977A
Prerequisite: Student Support Team and/or 504 team approval

Skills for Success is an intensive support targeting executive functioning skills, including skills related to organization, work completion, tracking assignments, test taking, note taking, self-advocacy and communication with teachers. Skills for Success is a recommended course based on needs identified by a Grade Level Student Support Team and/or a student's 504 team. This course is a full period course and thus takes an elective spot in a student's schedule. Skills for Success can be recommended for one semester or more than one semester.

demonstrate a willingness to participate in the program and display a constant effort to achieve. An IDW contract must be signed by both students and their parents/guardians prior to participation in this course. IDW is awarded as a general elective credit.

Academy

Credit: TBD Level: III
Grade Offered: 9-12

| | | | |
|---------|--------|--------|--------|
| Academy | 9, 10 | Fall | ST1116 |
| | | Spring | ST1117 |
| | 11, 12 | Fall | ST1111 |
| | | Spring | ST1112 |

Prerequisite: All applicants will be reviewed by the Student Support Team to affirm appropriateness of enrollment

Inter-Disciplinary Workshop (IDW)

Credit: 1 Level: III
Grade Offered: 11 Annual AL0771
AL0772

Prerequisite: 1 Must be enrolled in at least two of the following: English III (Prep), U.S. History (Prep), American Studies (Prep), a mathematics course, and a science course.
1 Recommendation from previous year's English, math, science, and/or World History teachers.
1 All applicants will be reviewed by the Student Achievement Team to affirm appropriateness of enrollment.

Academy is designed to support students fulfilling graduation requirements who are credit deficient. Courses are completed online through Edgenuity and/or Illinois Virtual School with the direct support of our LTHS staff. Daily attendance is required and curriculum includes community building, executive functioning support, family partnership and Student Service intervention when necessary. Students are eligible for Academy after they have received a W or F in the traditional classroom setting.

IDW is designed for students who need extra help in order to succeed in English III (Prep), U.S. History (Prep), American Studies (Prep), math, or science courses. It is a skills-building/reinforcing program for students who had success with academic support programs at South Campus, or for those who have academic challenges in core courses such as English, math, science, and social studies. Students in this class are expected to work independently on history, English, math, and/or science assignments, integrated assignments, and ACT preparation. Weekly writing tutorials are also part of the curriculum. Students enrolled in IDW need to

Alternative Program

Contact: • Mr. Drew Eder
Student Services Division Chair
(708) 579-6433

The Alternative Program will provide students an alternate pathway to success and opportunities for personal, academic and social growth that will lead to earning credits toward graduation.

The Alternative Program is a minimum one semester program designed to help students gain strategies to function successfully in the regular education environment. In addition to a number of core academic course offerings, students participate in a Skills for Success class while enrolled in the Alternative Program. Students who are deficient in credits may access on-line educational courses with the approval of the administration.

The admission process includes application to the Alternative Program and an interview of the prospective student and parents following review of teacher, counselor, social worker, and administrator observations of student academic performance, attendance patterns, and behavioral history.

Skills for Success (Alternative Program)

| | |
|----------------------------------|--|
| Credit: 1 (general elective)(dc) | Level: III |
| Grade Offered: 9, 10 | Annual AL0976 |
| | AL0977 |
| 11, 12 | Annual AL0971 |
| | AL0972 |
| Prerequisite: | Student must be enrolled in the LTHS Alternative Program |

The Skills for Success provides Alternative Program students with specific strategies that promote student success in academic and life skills.

Career Ready

| | |
|------------------------|---------------|
| Credit 1/2 | Level: III |
| Grade Offered: 12 only | Fall AL0931 |
| | Spring AL0932 |
| Prerequisite: | None |

This course offers students the opportunity to explore different career paths and post-secondary education options as well as assist in navigating the process of applying to college if they are interested. This class is designed to help students with their personal future goals as we explore the following topics: college information and options, financial aid information, paying for college, career options, the labor movement and unions, interpersonal skills, resume building, interviewing skills, social-emotional topics such as Imposter Phenomenon, financial awareness, current events, social justice issues and more! This course is awarded as a practical arts credit.

Aeronautics

Aviation 1
Aviation 2
Drones: UAS
Principles of Aeronautical Science
Private Pilot Operations

Architecture

Engineering Design
Advanced Engineering Design
Architectural Engineering Design 1, 2

Automotive

Small Engines
Engine Rebuild & Diagnostics
Car Care Essentials
Automotive Engineering & Fabrication
Automotive Service & Diagnostics

Engineering

Engineering and Invention 1, 2
Engineering Design
Advanced Engineering Design
Robotics 1
Robotics 2

Furniture Making

Introduction to Furniture Making 1, 2
Furniture & Cabinet Making I, II

General Electives

Adaptive Tech Leader (2025-2026)
Home Maintenance and Repair
Career Internship

Applied Technology

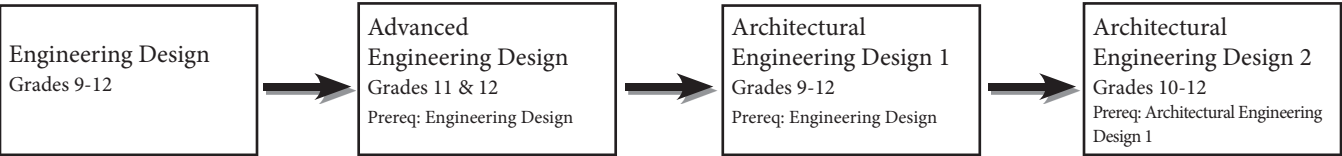
Applied Technology Department Mission Statement

Career and Technical Education allows students to explore their interests and abilities through a wide range of courses and experiences. CTE equips students with the ability to apply academic skills to the exploration of career pathways. Through hands-on activities, project-based learning, and partnering with industry and educational institutions, CTE prepares students for careers and provides opportunities for post-secondary credits and industry certifications.

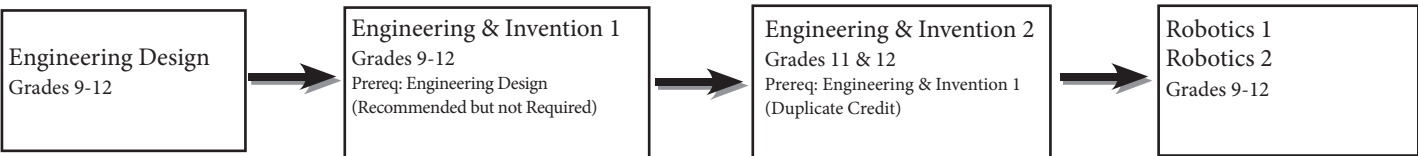
Career Pathway Sequences

Below are recommended course sequences for students based on their career interest. Students can take these courses at any time while attending LTHS. These sequences are only recommendations and a student may start taking courses in one sequence and change to another provided they meet any prerequisites for the courses they wish to take or the approval of the Division Chair.

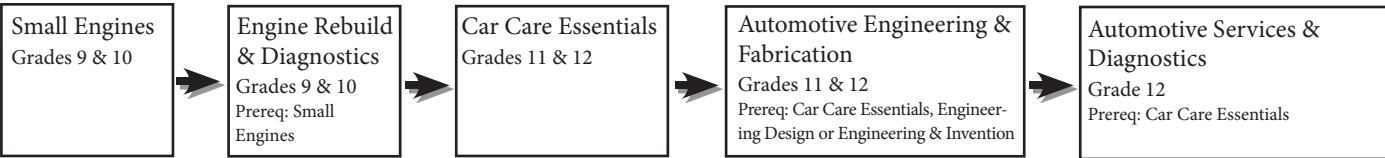
Recommended Engineering Design Pathway



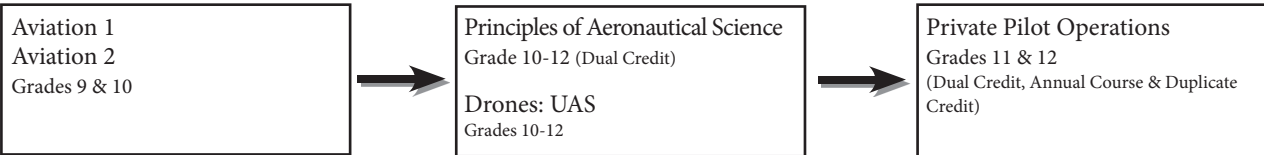
Recommended Engineering Pathway



Recommended Automotive Technology Pathway



Recommended Aviation Pathway



Recommended Furniture & Cabinet Making Pathway



Applied Technology Department Standards

The Applied Technology Department has established standards based on resources gathered from national and state professional organizations in the fields of technology, technology education, engineering, science and math, and career development. There are nine general standards as indicated below. Each general standard is supported by specific student learning standards that are available upon request. Specific course standards have been developed to support the general standards and these are distributed to students at the beginning of each semester, or annual course.

Students within Applied Technology will be able to....

1. select/use appropriate technological instruments/tools and formulas to solve problems, interpret results, and communicate findings.
2. accept opportunities to develop expertise, experience, and emotional intelligence for transferable employability skills in relation to individual, career, and community roles and responsibilities.
3. develop skills, strategies, expertise, experience, and emotional intelligence for career exploration and transferability skills in relation to the career clusters of technology, transportation, communication, and manufacturing.
4. analyze the internal and external factors that influence individual, work teams, and commercial enterprises.
5. develop and apply strategies to manage conflict and stress in individual and team situations.
6. recognize and be able to demonstrate effective verbal and non-verbal communication skills.
7. evaluate decisions in relation to available resources and options.
8. demonstrate leadership skills and abilities reflecting democratic ideals at school, in the workplace, and in the community.
9. promote optimal growth, development, and learning of self, family, community, and others as a life-long activity.

- All courses listed under Applied Technology apply toward the Practical Arts graduation requirement.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

AERONAUTICS

Aviation 1

| | |
|----------------------|---------------|
| Credit: 1/2 | Level: IV |
| Grade Offered: 9, 10 | Fall AT5156 |
| | Spring AT5157 |
| Prerequisite: None | |

This course provides a foundation in flying and unmanned aircraft systems (drones). Students will learn about the engineering process, problem solving, and innovations and technological developments that led to the aviation and aerospace industries of today. Students will learn problem-solving that served as the basis for today's modern space exploration. Students will also gain historical perspective from earliest flying machines to modern aircraft and the integral role aviation plays in today's world. This is a hands-on course and you will learn to fly on simulators and a real airplane.

Aviation 2

| | |
|----------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 9, 10 | Fall AT5166 |
| | Spring AT5167 |
| Prerequisite: None | |

This core aerospace and aviation course is designed to give students a clear understanding of career opportunities in aviation and aerospace and the critical issues affecting the aviation system. Student will explore modern innovations and will develop their own ideas to address real-world aviation industry challenges. This is a hands on course and students will have opportunities to fly on simulators and a real airplane.

Principles of Aeronautical Science ERAU AS120 (3cr)

| | |
|---|---------------|
| Credit: 1/2 | Level: IV |
| Grade Offered: 10 | Fall AT5216 |
| | Spring AT5217 |
| 11, 12 | Fall AT5211 |
| | Spring AT5212 |
| Prerequisite: Minimum 2.5 unweighted GPA per ERAU | |

Principles of Aeronautical Science is a survey course. Modes of aerodynamic travel are studied in this course. This course discusses advanced aircraft and the technology around them. Aerodynamic forces are explored

through hands-on projects. Subjects include aircraft history, categories, as well as developments in aviation. You will also get hands on with flight simulation and in a real airplane! **Transcribed college credit with Embry-Riddle Aeronautical University.**

Drones: UAS

| | |
|--|---------------|
| Credit: 1/2 | Level: IV |
| Grade Offered: 10 | Fall AT5176 |
| | Spring AT5177 |
| 11, 12 | Fall AT5171 |
| | Spring AT5172 |
| Prerequisite: Aviation 1 or Principles of Aeronautical Science | |

This course focuses on flight operations of Unmanned Aircraft Systems (UAS), commonly referred to as drones. Emphasis is put on the commercial history, growth, and application of UAS. This course will provide acquisition, use, and operation of UAS with an emphasis on operations. This class will use various DJI and Parrot drones to teach students safe flight procedures and operations. Students will be prepared to take the Federal Aviation Administration Part 107 Certification Exam to obtain their Remote Pilot Certificate with a sUAS (drones under 55 lbs.) endorsement. With this license you can get paid to fly your drone!

Private Pilot Operations ERAU AS121 (5cr)

| | |
|--|---------------|
| Credit: 1 (dc) | Level: V |
| Grade Offered: 11, 12 | Annual AT3361 |
| | AT3362 |
| Prerequisite: Principles of Aeronautical Science and minimum 2.5 unweighted GPA per ERAU | |

This course develops aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land rating. Topics include regulations, safety, pre-solo operations, cross-country planning, airspace, chart use, communications, weather, performance, weight and balance, aerodynamics, and decision-making. The student will utilize simulation in class so that they can apply knowledge of the subject to the aircraft. **Transcribed college credit with Embry-Riddle Aeronautical University.**

ARCHITECTURE

Engineering Design

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 9, 10 | Fall AT5536 |
| | Spring AT5537 |
| 11, 12 | Fall AT5531 |
| | Spring AT5532 |

Prerequisite: None

Drafting is a valuable part of our global society. It is sometimes referred to as the “universal language.” This course is an excellent choice for those students wishing to explore the field of drafting, planning a career in engineering, architecture, construction, interior design or other related fields. CAD (Drafting) projects include: learning the AutoCAD and Fusion 360 software, multi-view drawing, dimension drawings, section drawings, and isometric drawings. 2D drawings will be covered in the first part of the semester followed an introduction to basic 3D drafting in the second part of the semester. **Students may receive four college credits with Triton College upon successful completion of this dual credit course.**

Advanced Engineering Design

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade offered: 11, 12 | Fall AT8531 |
| | Spring AT8532 |

Prerequisite: Engineering Design

This course studies three-dimensional (3D) CAD techniques and applications with emphasis on increasing productivity in the creation and editing of 3D models using Autodesk Fusion 360 software. Units focus on the nature of solid modeling as contrasted with traditional two-dimensional techniques emphasizing mechanical applications and include development and editing of solid entities, wireframe modeling, surfacing, shading, 3D primitives of solids, plotting 3D models on the 3D printer, and generating solids that aid in 3D construction models in manufacturing situations.

Architectural Engineering Design 1

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 9, 10 | Fall AT9216 |
| | Spring AT9217 |
| 11, 12 | Fall AT9211 |
| | Spring AT9212 |

Prerequisite: Engineering Design

Students will begin exploring the architectural career field. This course covers the architectural drafting fundamentals, planning, and design. We will study architectural home style and the basic home designs that go into the different styles. A focus will be placed on designing a home concerning the understanding of how

the living, sleeping, and service area layouts are essential to creating an efficient and effective home design. Students will be using Autodesk Revit software to create 2D and 3D homes. Students will complete the course by designing their dream home.

Architectural Engineering Design 2

| | |
|---------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 10 | Fall AT9316 |
| | Spring AT9317 |
| 11, 12 | Fall AT9311 |
| | Spring AT9312 |

Prerequisite: Architectural Engineering Design I

Students will continue exploring the architectural career field. This course covers plot plan development, construction systems, utilities, and presentation methods. The course covers common residential construction materials, components, and systems related to wood and metal framing structures. Students will produce a professional set of presentation drawings and rendering models of their dream home they created in Architectural Engineering Design I. Students will be using Autodesk Revit software to create 2D and 3D homes.

AUTOMOTIVE

Small Engines

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall AT6226 |
| | Spring AT6227 |

Prerequisite: None

Small Engines is the first class taken on the road to become a qualified automotive technician. The course introduces the small engine and uses it to demonstrate in-depth concepts like 4 stroke theory, thermodynamics, and alternative fuel sources in a fun, lab centered environment. Students will understand the parts of an engine, how they interact together, and how to disassemble and reassemble its components. Students will also learn diagnostic procedures to resolve common issues and become proficient in rebuilding carburetors, testing ignition systems, fuel systems, and replacing broken parts. **Students may receive three college credits with College of DuPage upon successful completion of this dual credit course.-**

Engine Rebuild & Diagnostics

| | |
|-----------------------------|---------------|
| Credit: 1/2 | Level: IV |
| Grade Offered: 9, 10 | Fall AT6346 |
| | Spring AT6347 |
| Prerequisite: Small Engines | |

This course allows a comprehensive tear down, diagnosis, and rebuild of two of the industry's top performance engines. Students will have the opportunity to work on Chevrolet 350 V8 and LS based engines. These 400 horse power engines will be torn down to a bare crankshaft and fully rebuilt with all new gaskets. The motors will then be started and checked for proper operation on a live engine test stand and revved to 6000 RPM. Advanced engine building techniques will be discussed, diagnostic procedures will be practiced, factories will be toured, and students will have the opportunity to learn about high performance options such as turbochargers, superchargers, and nitrous.

Car Care Essentials

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 11, 12 | Fall AT5911 |
| | Spring AT5912 |
| Prerequisite: None | |

Don't leave home without it! This course will teach the necessary skills in basic car care, preventative maintenance, and roadside safety. Students will learn how to maximize the life of a vehicle while saving money and becoming a self-sufficient automotive technician. Students will have the opportunity to work on live vehicle repairs after covering units such as under hood checks, oil / lubrication, roadside safety, tires, brakes, purchasing new/used vehicles, and professional automotive detailing. This course is the foundation of the automotive program.

Automotive Engineering & Fabrication

| | |
|--|---------------|
| Credit: 1/2 (cr/nc) (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall AT6351 |
| | Spring AT6352 |
| Prerequisite: Car Care Essentials or Engineering Design or Engineering & Invention 1 | |

This course focuses on the research, design, and fabrication aspects of the automotive industry. Students will have the opportunity to design, engineer, and build custom projects of their choice after completing 10 unique mini labs. These mini labs include fabricating metal roses, a phone stand, CNC cut name tags, and even learning CAD/CAM design software. Students will become proficient using fabrication equipment like MIG welders, TIG welders, pipe notchers, pipe benders, box ban breaks, bead rollers, english wheels, vertical mills, lathes, and bandsaws. "Duplicate Credit" students will

complete a semester-long final project where they have the option to build a motorized project, work on our SEMA hot rod, or a custom project of their dreams. The only limit to this course is your imagination. **Students may receive four college credits with Triton College upon successful completion of this dual credit course.**

Automotive Service & Diagnostics

| | |
|-----------------------------------|---------------|
| Credit: 1 (cr/nc) | Level: IV |
| Grade Offered: 12 | Annual AT5311 |
| | AT5312 |
| Prerequisite: Car Care Essentials | |

Automotive Service and Diagnostics is the culminating course of the LTCC Automotive Program that expands on the skills learned in Car Care Essentials. Students will have the opportunity to complete live lab work on a variety of vehicles after covering units focusing on brakes, cooling systems, steering, suspension, drive-train, starting/charging systems, and OBD2 /vehicle diagnostics. Students will become proficient technicians by using manufacturing specific tools, scan tools, and digital multimeters. Students will also communicate as a service consultant with the vehicle's respective owners, manage lab teams, and become career ready.

ENGINEERING

Engineering and Invention 1

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 9, 10 | Fall AT9546 |
| | Spring AT9547 |
| 11,12 | Fall AT9541 |
| | Spring AT9542 |
| Prerequisite: None | |

This is a course for the student who wants to explore engineering as a career. This course uses STEM (Science, Technology, Engineering, and Mathematics) project-based assignments to explore and understand the engineering design process. Problem solving is utilized to overcome problems of design, development, production, and testing of a product. Topics covered include mechanical, structural, electrical, hydraulics, robotics, and programming. Students will use a variety of software programs to design, test, and analyze problems. Students will work in design teams and present their findings to the class in various applications. **Students may receive four college credits with Triton College upon successful completion of this dual credit course.**

Engineering and Invention 2

Credit: 1/2 (cr/nc) (dc) Level: IV
 Grade Offered: 11, 12 Fall AT6411
 Spring AT6412
 Prerequisite: Engineering and Invention 1

This is a continuing course of Engineering 1. Still using STEM (Science, Technology, Engineering, Mathematics) project based assignments. Problem solving is utilized to overcome problems of design, development, production, and the testing of a product. Topics covered could include but not limited to; mechanical, structural, pneumatics, vacuum forming, robotics, and materials. Students will use a variety of softwares to design, test, and analyze problems. Students will work in design teams and present their finds to the class in various applications.

Robotics 1

Credit: 1/2 (cr/nc) Level: IV
 Grade Offered: 9, 10 Fall AT5616
 Spring AT5617
 11, 12 Fall AT5611
 Spring AT5612
 Prerequisite: None

The study of educational robotics affords a wide variety of learning opportunities because it has STEM (Science, Technology, Engineering, and Math). Students gain an understanding and knowledge through the connecting of concepts from each of the STEM domains. Robotics 1 is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on assembly, applications, and programming (using VEXcode EXP), sensors, motors, drive configurations, software tools and visual interface. This introductory course to robotics will be using the Vex EXP kits.

Robotics 2

Credit: 1/2 (cr/nc) Level: IV
 Grade Offered: 9, 10 Fall AT5626
 Spring AT5627
 11, 12 Fall AT5621
 Spring AT5622
 Prerequisite: Robotics 1

This course is focused on industrial robotics. It will introduce the students to the V5 Workcell that they will modify as they explore different manufacturing processes. Students will first investigate components and applications of industrial robots. Once the students have gained experience with the build, they will add sensors, motors, and conveyors to enhance the capabilities of the V5 Workcell while exploring the automation effectiveness of the Workcell. This culminates with the Factory Automation Competition (FAC) Program inside the classroom.

FURNITURE MAKING

Introduction to Furniture Making 1

Credit: 1/2 (cr/nc) Level: III
 Grade Offered: 9, 10 Fall AT5716
 Spring AT5717
 11, 12 Fall AT5711
 Spring AT5712
 Prerequisite: None

This course is designed to introduce the student to the safe operation of industrial machinery, power tools, and hand tools. Students will complete three projects designed to teach the fundamentals of basic joinery, growth ring lay out, gluing/clamping, and finishing techniques. We begin with an in-depth study of the machinery and power tools used in this industry with a major examination of how they work, and most importantly, how to use them in a safe and productive manner to produce furniture. Each student will then have an opportunity to make several beginning level projects that he/she will bring home throughout the semester. **Students will be responsible for lumber and hardware fees of \$45.00.**

Introduction to Furniture Making 2

Credit: 1/2 (cr/nc) Level: III
 Grade Offered: 9, 10 Fall AT5726
 Spring AT5727
 11, 12 Fall AT5721
 Spring AT5722
 Prerequisite: Introduction to Furniture Making 1

This course picks up where Introduction to Furniture Making 1 leaves off. Students will build a piece of furniture by using the knowledge gained from the first course and building upon it with new techniques and joinery. Students will be encouraged to work more independently, and collaborate with other students using team building skills during parts of the project. Emphasis will be placed on raising quality standards. **Students will be responsible for lumber and hardware fees of \$65.00.**

Furniture/Cabinet Making I

| | |
|----------------------|---------------|
| Credit: 1 (cr/nc) | Level: IV |
| Grade Offered: 9, 10 | Annual AT5846 |
| | AT5847 |
| 11, 12 | Annual AT5821 |
| | AT5822 |

Prerequisite: None

This course will allow the student to study furniture making by using hand tools, power tools, and industrial machinery. During this year-long course, students will be given the opportunity to make a flat paneled, solid hardwood, blanket chest. Standard choice of lumber is red oak. For an additional cost, students can choose to upgrade to ash, quartered red oak, quartered white oak, or cherry during the first two weeks of the class. **Students will be responsible for basic red oak lumber and hardware fees of \$110.00.**

Furniture/Cabinet Making II

| | |
|------------------------|---------------|
| Credit: 1 (cr/nc) (dc) | Level: IV |
| Grade Offered: 10 | Annual AT5856 |
| | AT5857 |
| 11, 12 | Annual AT5851 |
| | AT5852 |

Prerequisite: Furniture and Cabinet Making I

This course has been designed to allow students to continue to study advanced furniture making skills. Students will build on the previous year's knowledge through the opportunity to make a solid wood computer table/writing desk with turned legs, and with a pullout keyboard and/or dovetailed drawer boxes. Standard choice of lumber is red oak. For an additional cost, students can choose to upgrade to ash, quartered red oak, quartered white oak, or cherry during the first two weeks of the class. **Students will be responsible for basic red oak lumber and hardware fees of \$135.00.**

Students taking the course for duplicate credit (DC) will make a small entertainment console by using veneered plywood, solid wood face frames mitered into flat paneled sides, dovetailed drawer boxes, flat paneled drawer fronts and solid flat paneled doors, and adjustable shelving. Choices of woods are red oak, quartered red oak, white oak, quartered white oak, and cherry. **Students will be responsible for lumber and hardware fees that range between \$290 to \$450.00, depending upon the lumber chosen.**

GENERAL ELECTIVES

Adaptive Tech Leader (offered 2025-2026)

| | |
|--------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Spring AT7107 |
| 11, 12 | Spring AT7102 |
| Prerequisite: None | |

This is a one semester course designed for any student who is interested in working alongside special education peers within a culinary arts/art/music/Applied Tech course. Students will develop an understanding and gain experience in: modifying activities to meet individual needs, developing lessons and assisting with instruction, and working alongside peers with special needs to develop meaningful connections. Students will be involved in partnering with and assisting students in acquiring skills through a variety of engaging activities. This course fulfills a creative/practical art elective requirement.

Home Maintenance and Repair

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: II |
| Grade Offered: 11, 12 | Fall AT5221 |
| | Spring AT5222 |

Prerequisite: None

This course is for students who wish to learn the basic skills in maintaining a home. Students will learn how to repair basic electrical circuits, basic framing construction, drywall installation, mudding/taping and hole repair for drywall, painting, installation of ceramic tile, basic plumbing of copper and PVC, and demolition. Skills developed will help students maintain, upgrade and care for a home while saving money by doing the work themselves.

Career Internship Program

| | |
|-----------------------|-------------------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall AT5571 |
| | Spring AT5572 |
| | Summer AT5558 or AT5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

Applied Technology Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

AT5846/7 Furniture / Cabinetmaking I

Fall Only

AT5156 Aviation 1
AT5166 Aviation 2
AT5536 Engineering Design
AT9546 Engineering & Invention 1
AT5616 Robotics 1
AT5626 Robotics 2
AT5716 Intro Furniture Making 1
AT5726 Intro Furniture Making 2
AT6226 Small Engines
AT6346 Engine Rebuild & Diagnostics

Spring Only

AT5157 Aviation 1
AT5167 Aviation 2
AT5537 Engineering Design
AT9547 Engineering & Invention 1
AT5617 Robotics 1
AT5627 Robotics 2
AT5717 Intro Furniture Making 1
AT5727 Intro Furniture Making 2
AT6227 Small Engines
AT6347 Engine Rebuild & Diagnostics

Sophomore Courses

Annual

AT5846/7 Furniture / Cabinetmaking I
AT5856/7 Furniture / Cabinetmaking II

Fall Only

AT5156 Aviation 1
AT5166 Aviation 2
AT5176 Drones: UAS
AT5216 Principles of Aeronautical Science
AT5536 Engineering Design
AT9216 Architectural Engineering Design 1
AT9316 Architectural Engineering Design 2
AT9546 Engineering & Invention 1
AT5616 Robotics 1
AT5626 Robotics 2
AT5716 Intro Furniture Making 1
AT5726 Intro Furniture Making 2
AT6226 Small Engines
AT6346 Engine Rebuild & Diagnostics

Spring Only

AT5157 Aviation 1
AT5167 Aviation 2
AT5177 Drones: UAS
AT5217 Principles of Aeronautical Science
AT5537 Engineering Design
AT9217 Architectural Engineering Design 1
AT9317 Architectural Engineering Design 2
AT9547 Engineering & Invention 1
AT5617 Robotics 1
AT5627 Robotics 2
AT7107 Adaptive Tech Leader

Sophomore Courses

Spring Only (cont'd)

AT5717 Intro Furniture Making 1
AT5727 Intro Furniture Making 2
AT6227 Small Engines
AT6347 Engine Rebuild & Diagnostics

Junior and Senior Courses

Annual

AT3361/2 Private Pilot Operations
AT9311/2 Architectural Engineering Design II
AT5311/2 Automotive Service & Diagnostics
AT5821/2 Furniture / Cabinetmaking I
AT5851/2 Furniture / Cabinetmaking II

Fall Only

AT5171 Drones: UAS
AT5211 Principles of Aeronautical Science
AT3361 Private Pilot Operations
AT5911 Car Care Essentials
AT5571 Career Internship
AT5531 Engineering Design
AT9541 Engineering & Invention 1
AT6411 Engineering & Invention 2
AT8531 Advanced Engineering Design
AT9211 Architectural Engineering Design 1
AT9311 Architectural Engineering Design 2
AT5611 Robotics 1
AT5621 Robotics 2
AT5711 Intro Furniture Making 1
AT5721 Intro Furniture Making 2
AT5221 Home Maintenance and Repair
AT6351 Automotive Engineering & Fabrication

Spring Only

AT5172 Drones: UAS
AT5212 Principles of Aeronautical Science
AT3362 Private Pilot Operations
AT5912 Car Care Essentials
AT5572 Career Internship
AT5532 Engineering Design
AT9542 Engineering & Invention 1
AT6412 Engineering & Invention 2
AT8532 Advanced Engineering Design
AT9212 Architectural Engineering Design 1
AT9312 Architectural Engineering Design 2
AT5612 Robotics 1
AT5622 Robotics 2
AT5712 Intro Furniture Making 1
AT5722 Intro Furniture Making 2
AT5222 Home Maintenance and Repair
AT6352 Automotive Engineering & Fabrication
AT7102 Adaptive Tech Leader

Adaptive Art Leader

AP Art History

Ceramics - Beginning/Intermediate/Advanced

Digital Photo Art

Advanced Digital Photo Art

Animation

Drawing & Painting - Beginning/Intermediate/Advanced

Graphic Design

Jewelry & Metalsmithing - Beginning/Intermediate

AP Studio Art/Studio Art Accel

Career Internship Program

Art

Mr. Gerry James, Division Chair
 TEL: SC (708) 579-6585, NC (708) 579-6488
 FAX: (708) 579-6497
 EMAIL: gjames@lths.net

Mark Dahl Assistant Division Chair
 TEL: NC (708) 579-6368
 EMAIL: mdahl@lths.net

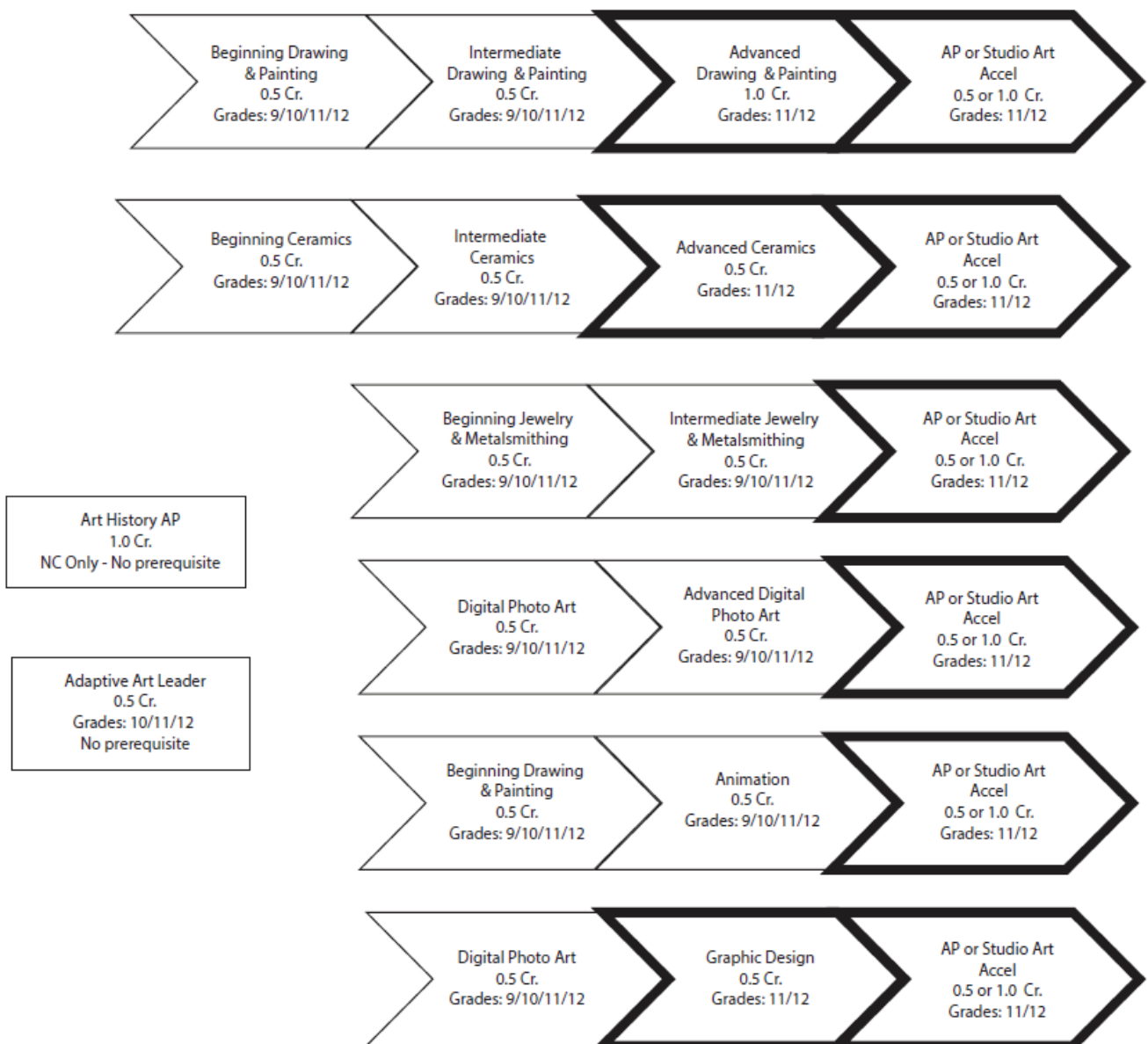
Fine Arts Division Philosophy

The departments of the Fine Arts Division include Art, Music, and World Languages. All focus on the need for individual expression and communication with others. Each area nurtures the internal development of creativity, intuition, reasoning, and imagination and offers a unique means by which thoughts and feelings can be conveyed to familiar and foreign societies. It is the belief of the Division that, through these timeless disciplines, students will come to appreciate civilizations past and to contribute to the future advancement of the individual and society.

Art Department Philosophy

Focusing on production, aesthetic understanding, art criticism, art history, and communication skills, students will experience a variety of media and materials with which they can creatively express their thoughts and feelings. Such creation will enrich students' life experiences.

Course Sequences



Art Department Standards

Standard I

Studio Art Skills

- A. Students will apply the elements and principles of design in the creation of works of art.
- B. Students will work with a variety of tools, materials, processes, and technology necessary to creating works of art.
- C. Students will be prompted and encouraged to explore the production of art in a creative, communicative, and expressive manner.
- D. Students will learn to create art in a responsible manner.

Standard II

Art Criticism

Students will learn the skills and appropriate vocabulary for discussing a work of art in terms of its positive and negative qualities and its overall effectiveness on a formal and conceptual level.

Standard III

Aesthetic Education

Students will be introduced to the concept of aesthetic values and will consider these values in regards to their personal work and the work of others.

Standard IV

Art History

Students will learn about significant artists and artworks in regards to how they relate to concepts and skills that they are practicing in the studio.

Art and Advanced Placement (AP) Examinations

- Students interested in AP Studio Art should carefully plan their schedules in their freshman and sophomore years before they get to North. To get to AP Studio Art in Drawing and Painting, students must take Beginning and Intermediate freshman or sophomore year, the full year of Advanced junior year, to be followed by the full year of AP Studio Art senior year. To get to AP Studio Art in Photography, students need to take Digital Photo Art to be followed by Advanced Photography in their junior year. To get to AP Studio Art in the 3D program, students need to either complete the Jewelry and Metalsmithing sequence through the Intermediate class or the Ceramic sequence through the Advanced class by the end of their junior year.
- The Art Department offers advanced art students the opportunity to prepare for two Advanced Placement examinations: Art History and Studio Art (Drawing, 2D Design, 3D Design).
- Students wishing to prepare for the AP Art History examination should enroll in AP Art History.
- Students wishing to qualify for the AP Studio Art (Drawing, 2D Design, or 3D Design) portfolio are expected to produce original work of high quality and to explore areas of particular interest to them. Works for the portfolio must be photographed in digital form and should be quality examples representative of the breadth and concentration of their experiences. Students interested in participating in these AP experiences are encouraged to enroll in AP Studio Art.

Other Information

- Some courses require students to purchase a portion of their own materials.
- All courses listed under Art apply toward the Creative Arts graduation requirement.
- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

AP Art History

| | |
|-----------------------|-------------------------|
| Credit: 1 (cr/nc) | Level: V |
| Grade Offered: 11, 12 | Annual AR8011 AR8012 |
| Prerequisite: None | |

AP Art History introduces students to the understanding and enjoyment of works of art and prepares them for the AP Art History examination. It promotes the understanding of art as it relates to its cultural context. The class begins with prehistoric art and continues throughout the year with a series of lectures, assignments, and field trips that cover the history of art into the 21st century. No prior experience in art is necessary. Students who are interested in areas such as history, literature, and art are encouraged to enroll.

Ceramics - Beginning

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall AR5616 |
| 11, 12 | Spring AR5617 |
| | Fall AR5611 |
| | Spring AR5612 |
| Prerequisite: None | |

This beginning level course introduces students to basic methods of using clay to create artwork. Students will practice hand-building techniques that include coil rolling, and slab construction. Students will also be introduced to, and gain experience on the potter's wheel. Basic design and decorative processes will be included to assist students in developing unique and creative projects in clay.

Ceramics - Intermediate

| | |
|------------------------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall AR4726 |
| 11, 12 | Spring AR4727 |
| | Fall AR4721 |
| | Spring AR4722 |
| Prerequisite: Ceramics - Beginning | |

Students will develop throwing skills using the potter's wheel and hand-building skills using slabs and coils. Students will also explore a variety of surface decorating techniques and work with different clay bodies including terra cotta and porcelain. Students in this course will concentrate on developing their technical skills and creatively expressing ideas with clay.

Ceramics - Advanced

| | |
|---|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 11, 12 | Fall AR4731 |
| | Spring AR4732 |
| Prerequisite: Ceramics - Beginning and Intermediate | |

Students will continue to develop their hand-building skills and throwing techniques using the potter's wheel. Emphasis will be placed on the technical and conceptual development of the student's clay work. Creativity in design and using clay as an expressive medium of ideas will be explored in-depth. Examples of student work, as well as that of historical and contemporary ceramics artists, will be examined.

Drawing and Painting - Beginning

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall AR5316 |
| 11, 12 | Spring AR5317 |
| | Fall AR5311 |
| | Spring AR5312 |
| Prerequisite: None | |

This is a hands-on class designed to introduce students to basic 2D art skills through studio work and sketch-book assignments. Students will learn how to draw the figure and other objects through observation. Students will also be introduced to different materials and ways of art-making. This will connect basic ideas of art history to the students' projects. Through these basic ideas and projects, students will learn how to discuss and critique art.

Drawing and Painting - Intermediate

| | |
|--|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall AR4426 |
| 11, 12 | Spring AR4427 |
| | Fall AR4421 |
| | Spring AR4422 |
| Prerequisite: Drawing and Painting - Beginning | |

Students will continue their explorations from the beginning class with more sophistication while learning new skills and processes. Students will consider ideas and content as they create their works. Some key projects will be an acrylic painting, more observational work, and an experience in printmaking.

Drawing and Painting - Advanced

| | |
|---|-------------------------|
| Credit: 1 (cr/nc) | Level: IV |
| Grade Offered: 11, 12 | Annual AR4431 AR4432 |
| Prerequisite: Drawing & Painting - Beginning and Intermediate | |

This is a year-long class in which students will continue their study of drawing, painting, and printmaking. They will learn new processes like making drypoints or an oil painting with greater expectations for the quality of their work and images. Along the way, students will complete journals and study images to learn the process of art-making in preparation for further practice in college or on their own. This class will provide the founda

tion for the start of a portfolio as students move from an emphasis in skill-based projects in the fall to focus projects in the spring.

Animation

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall AR5416 |
| | Spring AR5417 |
| 11, 12 | Fall AR5411 |
| | Spring AR5412 |

Prerequisite: None

Animation is a beginning level course. Students will learn basic skills and key concepts involving digital capture and illustration through the creation of traditional 2D and CG animations. Learning will be geared towards tools and basic techniques using industry standard software in Adobe Photoshop, Adobe Premiere, Adobe Flash, and Adobe After Effects. No previous computer skills required.

Digital Photo Art

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall AR6616 |
| | Spring AR6617 |
| 11, 12 | Fall AR6611 |
| | Spring AR6612 |

Prerequisite: None

Students will learn the fundamentals of photography by exploring both the technical and artistic aspects of the medium including basic camera operation, composition, digital enhancement, and manipulation using primarily Adobe Photoshop and Adobe Illustrator. Focus will be on technical and aesthetic growth along with the creative process of making imagery. The class will introduce students to the principles of contemporary media. Students are encouraged to supply their own digital camera. It must have adjustable focus and exposure which allows control of both aperture (A or Av settings) and shutter speed (S or TV settings). Students may NOT use a fully automatic or "point and shoot" type camera or cell phone to take photos in this course. LTHS provides an opportunity for students to borrow school owned camera equipment on a limited 24 hour basis. A contract for borrowing equipment will be required stating the student's responsibility for broken, lost, stolen equipment repair or replacement. **No equipment will be loaned without a signed contract.**

Graphic Design

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 11, 12 | Fall AR6411 |
| | Spring AR6412 |

Prerequisite: None

This class is for any student who would like to learn to communicate visually through digital design and drawing. Students will be exposed to the fundamental skills required to make sophisticated graphic design: process, historical context, and communication through image-making and typography. Students will produce advertisements, logos, menus, and package designs using Adobe Photoshop, Illustrator, and InDesign. This course is designed for students considering a career in art.

Advanced Digital Photo Art

| | |
|---------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 9-12 | Fall AR6326 |
| | Spring AR6327 |
| | Fall AR6321 |
| | Spring AR6322 |

Prerequisite: Digital Photo Art

Students will continue to expand their basic photographic knowledge and techniques including camera usage, manipulation, and presentation. This class is designed to introduce students to a more advanced level of photographic skill and aesthetic judgment. Students will be directed toward more narrative and conceptual projects that result in a portfolio of thematic images. Technical skills will be mastered, visual awareness refined, and personal creative expression explored using Adobe Photoshop, Adobe Illustrator, and Adobe Lightroom Classic. Students are encouraged to supply their own digital camera. It must have adjustable focus and exposure which allows control of both aperture (A or Av settings) and shutter speed (S or TV settings). Students may NOT use a fully automatic or "point and shoot" type camera or cell phone to take photos in this course. LTHS provides an opportunity for students to borrow school owned camera equipment on a limited 24 hour basis. A contract for borrowing equipment will be required stating the student's responsibility for broken, lost, stolen equipment repair or replacement. **No equipment will be loaned without a signed contract.**

Jewelry & Metalsmithing, Beginning

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall AR4836 |
| | Spring AR4837 |
| 11, 12 | Fall AR4831 |
| | Spring AR4832 |

Prerequisite: None

This beginning level course introduces students to the basic techniques for creating jewelry and other small art forms using metals and found objects. Students will explore metalworking techniques that include sawing with a jeweler's saw, soldering with a torch, etching with acid, piercing with a drill press, stone-setting, and wire manipulation. Basic design and other decorative processes will be covered to encourage each student in

developing unique and creative projects in metal. Safety is of utmost importance. All safety procedures must be followed and a safety and behavior contract must be turned in before beginning to work. Students will purchase safety goggles from the bookstore.

Jewelry and Metalsmithing, Intermediate

| | |
|----------------------|---------------|
| Credit: ½ (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall AR4846 |
| | Spring AR4847 |
| 11, 12 | Fall AR4841 |
| | Spring AR4842 |

Prerequisite: Jewelry & Metalsmithing, Beginning

Students will continue to develop their metalworking and design skills. Sawing, soldering, etching, piercing, stone-setting and wire manipulation skills will be reviewed and explored in depth. Additional techniques may include work with metal mold-making material, cold connections, bezel stone setting, hand-coloration of metals, and using found objects. Equipment/materials such as torches, drill press, flexi-shaft, hand tools, buffers, saws, and etching acids will be used. Students should come creatively motivated and have good time management skills. Safety is of utmost importance. All safety procedures must be followed and a safety and behavior contract must be turned in before beginning to work. Students must purchase safety goggles from the bookstore if not saved from the beginning class.

Adaptive Art Leader

| | |
|-------------------|-------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall AR7106 |
| 11, 12 | Fall AR7101 |

Prerequisite: None

This is a one semester course designed for any student who is interested in working alongside special education peers within a culinary arts/art/music/Applied Tech course. Students will develop an understanding and gain experience in: modifying activities to meet individual needs, developing lessons and assisting with instruction, and working alongside peers with special needs to develop meaningful connections. Students will be involved in partnering with and assisting students in acquiring skills through a variety of engaging activities. This course fulfills a creative/practical art elective requirement.

Studio Art Accel

| | |
|------------------------|---------------|
| Credit: ½ (cr/nc) (dc) | Level: IV |
| Grade Offered: 12 | Fall AR9011 |
| | Spring AR9012 |

Prerequisite: Advanced course in Drawing & Painting, Ceramics, Jewelry & Metalsmithing,

Graphic Design and/or Digital Photography

This class offers students the option to continue their studies from the advanced classes of any studio area. It is encouraged for those interested in creating a portfolio for college or applying for scholarships. This accelerated class is offered for one or two semesters. Students must declare an area of concentration and will be placed in a classroom of advanced students.

AP Studio Art

| | |
|-------------------|-------------------------|
| Credit: 1 (cr/nc) | Level: V |
| Grade Offered: 12 | |
| 2-D Design | Annual AR9211 AR9212 |
| 3-D Design | Annual AR9221 AR9222 |
| Drawing | Annual AR9231 AR9232 |

Prerequisite: Successful completion of the full sequence of Drawing and Painting, Ceramics, Jewelry & Metalsmithing, Graphic Design and/or Digital Photography courses

In this class, students continue their studies at a highly rigorous level from the advanced classes of any studio area. The course design will follow the guidelines of the Advanced Placement class of the College Board. Students must declare an area of concentration and will be placed in a classroom of advanced students. Those students interested in creating a portfolio for college, applying for scholarships, or submitting materials for the College Board examination (2-D Design, 3-D Design or Drawing) are encouraged to enroll. **Please read the section on AP Studio Art on page 55.**

Career Internship Program

| | |
|-----------------------|----------------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall AR5551 |
| | Spring AR5552 |
| | Summer AR5558 AR5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

Art Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Fall Only

AR6326 Advanced Digital Photo Art
AR5416 Animation
AR5616 Ceramics, Beginning
AR4726 Ceramics, Intermediate
AR6616 Digital Photo Art
AR5316 Drawing & Painting, Beginning
AR4426 Drawing & Painting, Intermediate
AR4836 Jewelry & Metalsmithing, Beginning
AR4846 Jewelry & Metalsmithing, Intermediate

Spring Only

AR6327 Advanced Digital Photo Art
AR5417 Animation
AR5617 Ceramics, Beginning
AR4727 Ceramics, Intermediate
AR6617 Digital Photo Art
AR5317 Drawing & Painting Beginning
AR4427 Drawing & Painting Intermediate
AR4837 Jewelry & Metalsmithing, Beginning
AR4847 Jewelry & Metalsmithing, Intermediate

Sophomore Courses

Fall Only

AR7106 Adaptive Art Leader
AR6326 Advanced Digital Photo Art
AR5416 Animation
AR5616 Ceramics, Beginning
AR4726 Ceramics, Intermediate
AR6616 Digital Photo Art
AR5316 Drawing & Painting, Beginning
AR4426 Drawing & Painting, Intermediate
AR4836 Jewelry & Metalsmithing, Beginning
AR4846 Jewelry & Metalsmithing, Intermediate

Spring Only

AR6327 Advanced Digital Photo Art
AR5417 Animation
AR5617 Ceramics, Beginning
AR4727 Ceramics, Intermediate
AR6617 Digital Photo Art
AR5317 Drawing & Painting, Beginning
AR4427 Drawing & Painting, Intermediate
AR4837 Jewelry & Metalsmithing, Beginning
AR4847 Jewelry & Metalsmithing, Intermediate

Junior and Senior Courses

Annual

AR8011/2 AP Art History
AR9111/2 AP Studio Art
AR4431/2 Drawing & Painting, Advanced

Fall Only

AR7101 Adaptive Art Leader
AR6321 Advanced Digital Photo Art
AR5411 Animation
AR5611 Ceramics, Beginning
AR4721 Ceramics, Intermediate
AR4731 Ceramics, Advanced
AR6611 Digital Photo Art
AR5311 Drawing & Painting, Beginning
AR4421 Drawing & Painting, Intermediate
AR6411 Graphic Design
AR4831 Jewelry & Metalsmithing, Beginning
AR4841 Jewelry & Metalsmithing, Intermediate
AR9011 Studio Art Accel

Spring Only

AR6322 Advanced Digital Photo Art
AR5412 Animation
AR5612 Ceramics, Beginning
AR4722 Ceramics, Intermediate
AR4732 Ceramics, Advanced
AR6612 Digital Photo Art
AR5312 Drawing & Painting, Beginning
AR4422 Drawing & Painting, Intermediate
AR6412 Graphic Design
AR4832 Jewelry & Metalsmithing, Beginning
AR4842 Jewelry & Metalsmithing, Intermediate
AR9012 Studio Art Accel

Fall or Spring

AR5551/2 Career Internship



AP Computer Science A
AP Computer Science Principles
Accounting 1, 2
Business Law
Career Internship Program
Computer Applications (MOS)
Consumer Economics
INCubatoredu
Introduction to Business
Keyboarding
Marketing
MobileMakersEdu 1
MobileMakersEdu 2
PC Repair & Maintenance (A+)
Programming in Python
Web Page Development

Business Education

Business Education Department Mission Statement

Career and Technical Education allows students to explore their interests and abilities through a wide range of courses and experiences. CTE equips students with the ability to apply academic skills to the exploration of career pathways. Through hands-on activities, project-based learning, and partnering with industry and educational institutions, CTE prepares students for careers and provides opportunities for post-secondary credits and industry certifications.

| Programs | South Campus 9-10 | North Campus 11-12 |
|----------------------------------|--|--|
| Accounting → | <ul style="list-style-type: none"> • Introduction to Business • Accounting 1 | <ul style="list-style-type: none"> • Accounting 1 & 2 • INCubatoredu |
| Business Administration → | <ul style="list-style-type: none"> • Introduction to Business | <ul style="list-style-type: none"> • Business Law • Computer Applications (MOS) • Introduction to Business • INCubatoredu |
| Computer Science → | <ul style="list-style-type: none"> • AP Computer Science Principles • Computer Applications (MOS) • Keyboarding • MobileMakersEdu 1 • PC Repair & Maintenance (A+) • Programming in Python • Web Page Development | <ul style="list-style-type: none"> • AP Computer Science A • Computer Applications (MOS) • Keyboarding • MobileMakersEdu 1 • MobileMakersEdu 2 • PC Repair & Maintenance (A+) • Programming in Python • Web Page Development |
| Marketing → | <ul style="list-style-type: none"> • Computer Applications (MOS) • Introduction to Business • Keyboarding • Web Page Development | <ul style="list-style-type: none"> • Computer Applications (MOS) • Introduction to Business • Keyboarding • Marketing • Web Page Development |
| Technology → | <ul style="list-style-type: none"> • Computer Applications (MOS) • Keyboarding • MobileMakersEdu 1 • PC Repair & Maintenance (A+) • Programming in Python • Web Page Development | <ul style="list-style-type: none"> • AP Computer Science A • Computer Applications (MOS) • Keyboarding • MobileMakersEdu 1 • MobileMakersEdu 2 • PC Repair & Maintenance (A+) • Programming in Python • Web Page Development |

Business Education Department Standards

The Business Education Department has established standards for student learning that both guide its courses and programs and challenge students academically. There are six general standards as titled and stated below. In addition, each general standard has specific student learning standards that are available upon request. Finally, specific standards for each course and program have been developed, and these are distributed to students at the beginning of each semester or annual course.

Business Education programs will include experiences that provide for...

- | | |
|---------------------|---|
| Standard I | Career Awareness study and understanding of business-related careers and for the evaluation of activities in the workplace. |
| Standard II | Communication Skills effective use of communication skills. |
| Standard III | Technological Knowledge and Skills study and understanding of business-related technological hardware and software. |
| Standard IV | Work Ethics study and understanding of practical ethical behavior. |
| Standard V | Business Principles study and general understanding of the business world and basic skills for business management. |
| Standard VI | Economic Literacy study and understanding of how people have organized for and worked within the production, distribution, and consumption of goods and services. |

- **Personal Use** Students should select from appropriate courses to preview subject areas in which an interest exists as this may help in narrowing down possible college majors.
- All courses listed under Business Education apply toward the Practical Arts graduation requirement except Consumer Economics (see p. 7).
- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may apply for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Accounting 1

| | |
|---------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 10 | Fall BU5516 |
| | Spring BU5517 |
| 11, 12 | Fall BU5511 |
| | Spring BU5512 |
| Prerequisite: None | |

This course is recommended for students who want to pursue a fundamental understanding of accounting for college and for a career. The practices of a business accounting program are presented. The theory of double-entry accounting and the accounting cycle are emphasized. Accounting is a basic requirement for college business majors. Problem applications will be presented to enhance understanding.

Accounting 2

| | |
|----------------------------|---------------|
| Credit: 1/2 | Level: IV |
| Grade Offered: 11, 12 | Spring BU5522 |
| Prerequisite: Accounting 1 | |

This course continues with the fundamentals of accounting theory. It includes the study of payroll accounting, inventory methods, and methods of depreciation, which provide students with the practical experience of keeping financial records for a simulated business enterprise during a normal month's operations. Whenever possible, this course should immediately follow Accounting 1.

AP Computer Science Principles

| | |
|-------------------------|---------------|
| Credit: 1 | Level: V |
| Grade Offered: 9, 10 | Annual BU9746 |
| | BU9747 |
| Prerequisite: Algebra I | |

This course introduces the students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create

artifacts of personal value and develop an interest in computer science that will foster further endeavors in the field.

AP Computer Science A

| | |
|-----------------------|---------------|
| Credit: 1 | Level: V |
| Grade Offered: 11, 12 | Annual BU9751 |
| | BU9752 |

Prerequisite: Algebra II (Prep) or concurrent enrollment

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. AP Computer Science A is equivalent to a first-semester, college-level course in computer science.

Business Law

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 11, 12 | Fall BU5811 |
| | Spring BU5812 |
| Prerequisite: None | |

This course enables the student to develop the ability to identify and evaluate the fundamental principles of law used in the business world and day-to-day business activities. It will aid students in understanding their legal rights, obligations, and responsibilities both personally and in the business world. The material covered includes a study of the essential elements of contracts, criminal and civil, fraud, capacity, court systems, real estate and estate planning. Students will study realistic cases and participate in a mock trial.

Computer Applications (MOS)

| | |
|----------------------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall BU4226 |
| | Spring BU4227 |
| 11, 12 | Fall BU4221 |
| | Spring BU4222 |
| Prerequisite: Keyboarding skills | |

In order to remain current in today's ever-changing workplace, up-to-date computer skills are a necessity. Computer Applications will train students in the areas of Word, Excel, Access and PowerPoint. Using the Microsoft Office 2019 suite, students will become proficient with intermediate and advanced features of these programs. Students will gain hands-on experience completing projects using the various programs. This course will also assist students in other courses at Lyons Township High School, including development of proper formatting for research papers using the Modern Language Association (MLA) guidelines, which is a requirement of all research papers at LT. The goal of this course is to help students compete in today's world of technology and achieve success in whatever field they choose to pursue. **Students may receive three college credits with College of DuPage upon successful completion of this dual credit course.**

Consumer Economics

| | |
|-----------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 11, 12 | Fall BU0551 |
| | Spring BU0552 |
| Prerequisite: None | |

This course focuses on personal money management concerns that face all consumers. Topics to be studied include economics, insurance, investments, taxes, finance, comparison shopping, consumer protection, credit, and career planning.

INCubatoredu

| | |
|-----------------------|---------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Fall BU5911 |
| | Spring BU5912 |
| Prerequisite: None | |

This course is designed to get students excited about becoming true entrepreneurs by giving them the opportunity to create and fully develop their own product or service. Student teams will explore, research, pivot, iterate, and develop resilience as they work to solve problems they care about. Real-world entrepreneurs and business experts will serve as coaches and mentors, guiding student teams through the process of ideation, market research, and business plan development. Over the course of the year, student teams will learn about

marketing, accounting, and human resources, as well as the legal aspects of running business to get them geared up for Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors so they can pitch their innovative idea to win funding and turn their wishful thinking into a reality. **Students may receive three college credits with College of DuPage upon successful completion of this dual credit course.**

Introduction to Business

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall BU5116 |
| | Spring BU5117 |
| 11, 12 | Fall BU5111 |
| | Spring BU5112 |
| Prerequisite: None | |

Would you like to learn how businesses are operated and managed in our global society? Getting involved in the business world is the objective of this learning experience. Students will gain a foundation in business ownership, human resources, marketing, ethics, accounting, finance, governmental regulation and law. Students will have the unique opportunity to create a business plan, prototype, and participate in a real-world shark tank presentation. As you explore these areas, take your first step toward becoming a business leader of tomorrow. This course should be considered a survey to the other courses in the Business Education Department.

Keyboarding

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall BU5416 |
| | Spring BU5417 |
| 11, 12 | Fall BU5411 |
| Prerequisite: None | Spring BU5412 |

This course is needed by all students who wish to learn the required keyboarding skills used in today's technical world. Students selecting this course will learn basic keyboarding skills and proper use of the keyboard. Students will improve their speed and accuracy as they key, as well as improve their proofreading skills. In addition, proper formatting of reports, letters, and emails will be learned along with a variety of other keyboarding applications. Keyboarding skills are required for further course work in Computer Applications (MOS), Programming in Python and MobileMakersEdu 1 & 2. **Students may receive three college credits with College of DuPage upon successful completion of this dual credit course.**

Marketing

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 11, 12 | Fall BU4711 |
| | Spring BU4712 |
| Prerequisite: None | |

Have you noticed marketing is all around us? Did you know that each marketing campaign is designed around a target market? You will have the opportunity to brand your own product. Every specific piece of the plan is selected and geared towards that target market. Learn how tools and strategies come together to convince the buyer to say, "YES, I want it!"

MobileMakersEdu 1

| | |
|--|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall BU4956 |
| | Spring BU4957 |
| 11, 12 | Fall BU4951 |
| | Spring BU4952 |
| Prerequisite: Algebra I and possess keyboarding skills | |

MobileMakersEdu 1 provides students an opportunity to create Apple iPhone applications by building and deploying iOS applications with the programming language Swift. Students use problem-solving skills to produce iOS apps that solve every day problems. These apps will grow in complexity throughout the semester. By the end of the course, students will have several working applications that they can load onto an iPhone or iPad. No prior programming knowledge is required, but solid keyboarding skills and strong mathematical reasoning are recommended. This course is a prerequisite for MobileMakersEdu 2.

MobileMakersEdu 2

| | |
|---------------------------------|---------------|
| Credit: 1/2 | Level: IV |
| Grade Offered: 11, 12 | Fall BU4961 |
| | Spring BU4962 |
| Prerequisite: MobileMakersEdu 1 | |

MobileMakersEdu 2 builds on skills learned in MobileMakersEdu 1. Students will construct and deploy advanced iOS applications using complex programming skills and iOS frameworks. Functionality such as GPS and mapping features, physics engines, and external databases are included. Details of object-oriented programming and data structures will be covered. Students leave with a portfolio of iOS apps and an appreciation for the skill sets needed in Computer Science. MobileMakersEdu 1 is a prerequisite for this course.

PC Repair & Maintenance (A+)

| | |
|----------------------|---------------|
| Credit: 1 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Annual BU4836 |
| | BU4837 |
| 11, 12 | Annual BU4831 |
| | BU4832 |

Prerequisite: None

As technology continues to evolve, there are more A+ computer service technician jobs than there are people to fill them. The A+ PC Repair course allows you to take industry recognized certification exams at a discount to LT students. Students who complete the course will become knowledgeable in troubleshooting, configuring, upgrading, preventive maintenance, safety, deploying, repairing, and using PC devices, laptops, smartphones, tablets, printers, and wired/wireless networks. Students are offered the opportunity to receive 6 hours of dual credit through College of DuPage, at no additional cost. This is a hands-on class that includes working in a computer lab with devices and networks to learn and utilize computer repair skills. **Students may receive six (6) college credits with College of DuPage upon successful completion of this dual credit course.**

Programming in Python

| | |
|----------------------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall BU4466 |
| | Spring BU4467 |
| 11, 12 | Fall BU4461 |
| | Spring BU4462 |
| Prerequisite: Keyboarding skills | |

Programming in Python is an introduction to computer programming for solving practical problems encountered in daily life. Python is a very useful language that is used in careers in the sciences, finance, engineering, and software. Students will learn programming in a hands-on environment, programming both at home and in a computer lab at school. Students will learn programming concepts like decisions, loops, input and output of data, data structures, and modular programming of functions/methods. Emphasis is placed on writing well-structured programs that are user-friendly. Students do not need any prior programming experience, but solid keyboarding skills and strong mathematical reasoning are recommended.

Web Page Development

| | |
|----------------------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall BU4846 |
| | Spring BU4847 |
| 11, 12 | Fall BU4841 |
| | Spring BU4842 |
| Prerequisite: Keyboarding skills | |

Are you interested in creating websites and learning about various aspects of the Internet? Web Development concentrates on creating web pages using Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS). Current topics such as Internet safety and the social media are also discussed. Students will work on a final project in a group to develop a website for a local business or non-profit organization.

Career Internship Program

| | |
|-----------------------|----------------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall BU5551 |
| | Spring BU5552 |
| | Summer BU5558 BU5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion

of each department team to recommend a student for a career internship. An application does not guarantee admission.

Have you ever considered a career in business? Then you should consider taking courses such as:

- Accounting
- Business Law
- Computer Applications (MOS)
- Economics
- INCubatoredu
- Introduction to Business
- Keyboarding
- Marketing

Have you ever considered a career in technology? Then you should consider taking courses such as:

- AP Computer Science A
- AP Computer Science Principles
- Computer Applications (MOS)
- Keyboarding
- MobileMakersEdu 1 & 2
- PC Repair and Maintenance (A+)
- Programming in Python
- Web Page Development

Business Education Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Fall Only

BU5116 Introduction to Business
BU5416 Keyboarding
BU4226 Computer Applications (MOS)

Spring Only

BU5117 Introduction to Business
BU5417 Keyboarding
BU4227 Computer Applications (MOS)

Computer Technology

Annual Course

BU9746/7 AP Computer Science Principles
BU4836/7 PC Repair & Maintenance (A+)

Fall Only

BU4956 MobileMakersEdu 1
BU4846 Web Page Development
BU4466 Programming in Python

Spring Only

BU4957 MobileMakersEdu 1
BU4847 Web Page Development
BU4467 Programming in Python

Sophomore Courses

Fall Only

BU5116 Introduction to Business
BU5516 Accounting I
BU5416 Keyboarding
BU4226 Computer Applications (MOS)

Spring Only

BU5117 Introduction to Business
BU5517 Accounting I
BU5417 Keyboarding
BU4227 Computer Applications (MOS)

Computer Technology

Annual

BU9746/7 AP Computer Science Principles
BU4836/7 PC Repair & Maintenance (A+)

Fall Only

BU4956 MobileMakersEdu 1
BU4846 Web Page Development
BU4466 Programming in Python

Spring Only

BU4957 MobileMakersEdu 1
BU4847 Web Page Development
BU4467 Programming in Python

Junior and Senior Courses

Fall Only

BU0551 Consumer Economics
BU5511 Accounting 1
BU5811 Business Law
BU5111 Introduction to Business
BU5411 Keyboarding
BU4221 Computer Applications (MOS)
BU4711 Marketing

Spring Only

BU0552 Consumer Economics
BU5512 Accounting 1
BU5522 Accounting 2
BU5812 Business Law
BU5112 Introduction to Business
BU4222 Computer Applications (MOS)
BU4712 Marketing
BU5412 Keyboarding

Fall or Spring

BU5551/2 Career Internship

Computer Technology

Annual

BU9751/2 AP Computer Science A
BU5911/2 INCubatoredu
BU4831/2 PC Repair & Maintenance (A+)

Fall Only

BU4951 MobileMakersEdu 1
BU4961 MobileMakersEdu 2
BU4461 Programming in Python
BU4841 Web Page Development

Spring Only

BU4952 MobileMakersEdu 1
BU4962 MobileMakersEdu 2
BU4462 Programming in Python
BU4842 Web Page Development

Driver Education

Driver Education Department Mission

The LT Driver Education Department’s mission is to assist students in developing the knowledge, skill, and decision-making to become safe drivers in today’s dynamic driving environment.

- Lyons Township High School offers Driver Education that is approved by the Illinois State Board of Education and endorsed by the Illinois Secretary of State office.
 - Prerequisite: each student attending any public or non-public high school in the District must receive a passing grade in at least 8 semester courses during the previous 2 semesters prior to enrolling in the Driver Education program.
 - Driver Education is offered for Grades 10-12 (11 & 12 by special arrangement) at South Campus during the regular school year, and it is offered as part of the Summer Academic Program.
 - 2025 Summer School registration eligibility date:
⇒ freshmen must be born on or before 12/31/2008
 - 2024-2025 Registration eligibility dates are as follows:
⇒ sophomores in first semester must be born on or before 3/15/2009
⇒ sophomores in second semester must be born on or after 3/16/2009
 - The fee for Driver Education is \$150 payable to L.T.H.S. and a \$20 fee to the Secretary of State, which covers the cost of the permit and a 3 year driver’s license.
 - The Secretary of the State of Illinois does not allow LT to give students their permit any earlier than 30 days prior to the start of the Driver Ed course.
-

Classroom

| | |
|---------------------------|--|
| Credit: 1/2 | Level: III |
| Grade Offered: 10, 11, 12 | One semester |
| | Fall DR9116 |
| | Spring DR9117 |
| | Summer school |
| Prerequisite: | 9, 10, 11, 12 At least 15-years-old and have passed at least eight classes (four credits) in the previous two semesters. |

The Classroom phase of Driver Education is the only requirement for graduation at LTHS. (See pgs. v and 6).

Classroom: meets every other day and emphasizes the classroom standards listed above.

Range: students will receive 11 hours of range instruction and will develop basic car skills.

Behind The Wheel (BTW): students will receive two hours of Behind the Wheel instruction. It will take place in a dual control car with an instructor stressing the rules of the road, visual-perceptual skills, and basic car controls that were taught in the three areas above.

Driver Education Department Standards

The Driver Education Department has developed standards for each phase of the program. Listed below are the general standards for learning. The more specific and detailed standards for each phase of the course are available upon request.

Classroom Standards

- I. The student will understand signs, signals, and roadway markings.
- II. The student will understand basic car control.
- III. The student will understand making safe driving decisions using the IPDE Process.
- IV. The student will understand the laws of nature and their effects on the vehicle's performance.
- V. The student will understand how to perform basic car maneuvers.
- VI. The student will understand how to negotiate safely through intersections.
- VII. The student will understand how to share the roadway.
- VII. The student will understand how to drive in urban areas.
- IX. The student will understand how to drive in rural areas.
- X. The student will understand how to drive on expressways.
- XI. The student will understand how to drive in adverse conditions.
- XII. The student will understand how to handle emergencies.
- XIII. The student will understand the effects of driver condition on risk taking.
- XIV. The student will understand how alcohol and other drugs affect driving.
- XV. The student will understand the responsibilities of owning a vehicle.

Driving Standards

- I. The student will be able to demonstrate basic car control skills while driving on the range.
- II. The student will be able to demonstrate and develop the following skills: visual, perceptual, evaluative, decision-making, and reactionary.
- III. The student will develop and demonstrate safe vehicle control; knowledge of the **Rules of the Road** and apply them to the driving task.

Adaptive Culinary Leaders
Adult Living
Advanced Culinary Arts
Advanced Fashion & Design
Chefs
Child Development 1, 2
Culinary Arts
Early Childhood Education Internship
Fashion & Interior Design
Fashion Merchandising
International Foods
Introduction to Family and Consumer Science Careers
Teaching Internship Elementary 1, 2
Career Internship Program

Family & Consumer Sciences



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Family and Consumer Sciences Department Mission Statement

Career and Technical Education allows students to explore their interests and abilities through a wide range of courses and experiences. CTE equips students with the ability to apply academic skills to the exploration of career pathways. Through hands-on activities, project-based learning, and partnering with industry and educational institutions, CTE prepares students for careers and provides opportunities for post-secondary credits and industry certifications.

| <u>Programs</u> | <u>South Campus 9-10</u> | <u>North Campus 11-12</u> |
|---|---|---|
| Child Development & Family Relations → | <div>Child Development 1</div> <div>Child Development 2</div> | <div>Child Development 1, 2 Early Childhood Education Internship Teaching Internship Elementary 1, 2 Adult Living</div> |
| Culinary Arts Nutrition → | <div>Culinary Arts Advanced Culinary Arts Adaptive Culinary Leaders</div> | <div>Culinary Arts Advanced Culinary Arts Adaptive Culinary Leaders International Foods Chefs</div> |
| Design → | <div>Fashion and Interior Design</div> | <div>Fashion and Interior Design Advanced Fashion & Design Fashion Merchandising</div> |
| Life & Career Development → | <div>Intro to Family & Consumer Science Careers</div> | |

Suggested Course/Career Sequencing (please read descriptions for content and prerequisites)

Child Development/Family - Intro to Family & Consumer Science Careers - Child Development 1 & 2 - Early Childhood Education Internship - Teaching Internship Elementary 1 & 2

Culinary Arts/Nutrition - Intro to Family & Consumer Science Careers - Culinary Arts - Advanced Culinary Arts - Adaptive Culinary Leaders - International Foods - Chefs

Design - Intro to Family & Consumer Science Careers - Fashion & Interior Design - Advanced Fashion & Design - Fashion Merchandising

Life & Career Development - Intro to Family & Consumer Science Careers

TCD Connections - Culinary - Early Childhood Education & Care - Certified Nurses Assistant - Medical & Health Care Careers

Family and Consumer Sciences Department Standards

The Family and Consumer Sciences Department has established standards based on information from national and state professional organizations in the fields of sociology, family practices, foods and nutrition, consumerism, fashion and design, science, mathematics, and technology. Nine general standards were established as a result of the review of literature. Each general standard is supported by specific student learning standards, which are available upon request. Additionally, specific course standards have been developed that support the general standards, and these are distributed to students at the beginning of each semester or annual course.

Students within Family and Consumer Sciences will be able to....

1. Develop skills and strategies to explore career paths in family and consumer sciences.
2. Select and use appropriate technological instruments and formulas to solve problems, interpret results, and communicate findings.
3. Recognize and demonstrate effective verbal and non-verbal communication skills.
4. Develop and apply strategies to manage conflict and stress in individual and team situations.
5. Analyze the internal and external factors that influence individual and family wellness throughout their life spans.
6. Encourage opportunities to develop expertise, experience and emotional intelligence for transferable employability skills in relation to individual, family, career, and community roles and responsibilities.
7. Promote optimal growth and development of self, family members, and others throughout their life spans.
8. Evaluate decisions in relation to available resources and options.
9. Demonstrate leadership skills and abilities reflecting democratic ideals in the family, workplace, and community.

- All courses listed under Family and Consumer Sciences apply toward the Practical Arts graduation requirement except Consumer Education.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

CHILD DEVELOPMENT & FAMILY RELATIONS

Adult Living

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 11, 12 | Fall FC5411 |
| | Spring FC5412 |
| Prerequisite: None | |

Adult Living is a one semester course that focuses on the foundation of adult living. Students will explore topics including: communication, decision making, morals & values, goal setting, relationships & dating, basic nutrition & food preparation, personal finance, stress management and living arrangements in college and beyond. This course will help students adapt to living independently in a variety of settings following high school graduation.

Child Development 1

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall FC5656 |
| | Spring FC5657 |
| 11, 12 | Fall FC5651 |
| | Spring FC5652 |
| Prerequisite: None | |

This course covers information from conception through the first week of life. Included in this course is a unit on parenting which helps students think through the responsibilities and roles of parents. This course exposes students to career components in education through application of theory in a 9-week preschool lab. During the preschool students plan and implement developmentally appropriate lessons while engaging preschoolers in the learning process. **This course is a prerequisite for Child Development 2. Any student intending on taking Teaching Internship or Early Childhood Internship must earn a grade of B or better in Child Development 1 (a CR/NC grade is not accepted).**

Child Development 2

| | |
|-----------------------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 9, 10 | Fall FC5756 |
| | Spring FC5757 |
| 11, 12 | Fall FC5751 |
| | Spring FC5752 |
| Prerequisite: Child Development 1 | |

This is the second course in the Child Development sequence and picks up where Child Development 1 left off, covering the development of children from birth to age 5.

During the semester, we take a deeper look into all areas of development: physical, intellectual, social & emotional. Students will further refine their teaching methods through a 9-week preschool lab. During the preschool, students plan and implement developmentally appropriate lessons while engaging preschoolers in the learning process.

Early Childhood Education Internship

| | |
|--|---------------|
| Credit: 1/2 or 1 | Level: IV |
| Grade Offered: 12 | Fall FC6551 |
| | Spring FC6552 |
| Prerequisite: B or better in Child Development 1 | |

This class is for students truly interested in a career related to preschool teaching, child psychology, social work, and/or pediatric care. Working with preschool to First grade age students while becoming more career ready is the focus of this course. ECE Internship provides an introduction to teaching as a profession as well as real life experience as a teacher aide in District 204's associate schools. Students leave campus for a period to assist and teach in a D204 classroom. Students will implement methodology learned in the classroom to their internship setting. Students will build a professional portfolio on current educational topics as they gain experience in the field. This class is offered as an annual or semester course.

Teaching Internship – Elementary 1

| | |
|---|---------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Fall FC6531 |
| | Spring FC6532 |
| Prerequisite: B or better in Child Development 1 or Child Development 2 | |

This course is for students interested in a career in teaching or a career related to teaching, child psychology, social work, or pediatric care. It provides an introduction to teaching as a profession as well as real life experience as a teacher aide in District 204's associate schools where students will be implementing methodology learned in the classroom. The course covers a variety of perspectives on current educational topics relevant to the teaching profession. The course is scheduled for a 7th and 8th period block allowing students to intern at their assigned schools. **Students may receive three college credits with College of DuPage upon successful completion of this dual credit course.**

Teaching Internship – Elementary 2

Credit: 1 Level: IV
Grade Offered: 11, 12 Spring FC6562
Prerequisite: Teaching Internship Elementary 1

This course is a continuation of Teaching Internship 1. Successful completion of Teaching Internship I is required to enroll in Teaching Internship 2. Course Structure is a block schedule of 7th and 8th periods allowing for students to intern at District 204's associate schools. Students continue to work on honing their teaching skills, and lesson planning. The course also covers a variety of perspectives on current educational topics relevant to the teaching profession. **Students may receive three college credits with College of DuPage upon successful completion of this dual credit course.**

CULINARY ARTS

Culinary Arts

Credit: 1/2 (cr/nc) Level: III
Grade Offered: 9, 10 Fall FC5226
11, 12 Spring FC5227
Fall FC5221
Spring FC5222

Prerequisite: None

Culinary Arts is designed to teach basic food preparation skills utilizing various types of culinary equipment and a range of preparation and cooking techniques. The following areas of study are covered in this course: kitchen and food safety, measuring, knife skills, cooking methods, nutrition and various culinary specific units. Lab periods provide practical experiences in time management, equipment use, food preparation skills. While this course provides personal enrichment, it may also serve as a foundation for further training in culinary arts. Peanut, tree nut and sesame seed free.

Advanced Culinary Arts

Credit: 1/2 (cr/nc) Level: IV
Grade Offered: 9, 10 Fall FC5236
11, 12 Spring FC5237
Fall FC5231
Spring FC5232

Prerequisite: Culinary Arts

Students will have the opportunity to further explore topics and refine skills from Culinary Arts. Students will develop more advanced skills such as different knife cuts, plating techniques, candy making, fresh pasta, egg white foams, cupcake decorating and the preparation of proteins (this includes working with meats such as pork, beef, fish and seafood) as well as develop different seasoning profiles. Students will study for their ServSafe Food Handler certificate as part of the class. Peanut, tree nut and sesame seed free.

International Foods

Credit: 1/2 (cr/nc) Level: IV
Grade Offered: 11, 12 Fall FC5311
Spring FC5312

Prerequisite: Culinary Arts

Students study cuisines from various regions around the world. Staple ingredients, food customs, and special diets are the focus of this class. While preparing different foods from around the world, students will develop various preparation and garnishing techniques as they learn about different cultures. Peanut, tree nut and sesame seed free.

Chefs

Credit: 1 (dc) Level: IV
Grade Offered: 11, 12 Fall FC5871
Spring FC5872

Prerequisite: Culinary Arts

Topics covered in this course include restaurant management, catering, hospitality and quantity food preparation. Students will develop skills needed to manage workers, time schedules, food costs and market orders. Students will plan and prepare meals for LT events and are required to participate in catering events before, during or after school. Students will study for their ServSafe Food Manager certificate as part of the class. This course can be repeated. Peanut, tree nut and sesame seed free. **Students may receive one college credit with College of DuPage upon successful completion of this course.**

Adaptive Culinary Leader

Credit: 1/2 Level: III
Grade Offered: 10 Spring FC7107
11, 12 Spring FC7102
Prerequisite: None

This is a one semester course designed for any student who is interested in working alongside special education peers within a culinary arts/art/music/Applied Tech course. Students will develop an understanding and gain experience in: modifying activities to meet individual needs, developing lessons and assisting with instruction, and working alongside peers with special needs to develop meaningful connections. Students will be involved in partnering with and assisting students in acquiring skills through a variety of engaging activities. This course fulfills a creative/practical art elective requirement.

DESIGN

Fashion and Interior Design

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 9, 10 | Fall FC5286 |
| | Spring FC5287 |
| 11, 12 | Fall FC5281 |
| | Spring FC5282 |
| Prerequisite: None | |

This course focuses on relevant career readiness for industry areas of fashion and interior design. Students will learn how to use the elements and principles of design to create beauty, harmony and balance in their artwork. It is a project-based course that will give students the opportunity to study the history of fashion, design original fashion illustrations, and construct garments through a sewing unit. Students will also learn the basics of architecture, housing categories, produce scaled floor plans and create digital interior designs along with other basic skills needed for working in the field of design.

Students will be responsible for project and supply fees of \$25.00.

Advanced Fashion & Design

| | |
|---|---------------|
| Credit: 1/2 (cr/nc) | Level: IV |
| Grade Offered: 9, 10 | Fall FC5296 |
| | Spring SC5297 |
| 11, 12 | Fall FC5291 |
| | Spring FC5292 |
| Prerequisite: Fashion & Interior Design | |

Advanced Fashion & Design is a one-semester course aimed at creating industry level readiness. Students will explore topics including the process of fashion design from ideas and sketches, to creating garments that are personalized and runway ready. Elements and principles of design will be applied as students discover what makes fashion relevant to today's trends and how they can include their own personalities into the many career opportunities in the fashion industry. This project-based class focuses on fashion careers such as public relations, styling and consulting, illustrating and designing, merchandising, and sewing. Students are required to take the Fashion and Interior Design course as a prerequisite. **Students will be responsible for project and supply fee of \$25.00.**

Fashion Merchandising

| | |
|---|---------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall FC5301 |
| | Spring FC5302 |
| Prerequisite: Fashion & Interior Design | |

This project based course focuses on the business side

of the fashion industry, fashion design, and the merchandising of fashion related products. Topics include an overview of the fashion industry, the evolution, trends and movement of fashion, career development, merchandising, and promotion. Students will study current fashion trends and popular designers, explore a variety of fashion related careers in the retail industry and practice merchandising fashion products. Students interested in the fashion industry should also consider taking Advanced Fashion & Design. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Students may receive college credit with College of DuPage upon successful completion (upon approval from College of DuPage).

LIFE & CAREER DEVELOPMENT

Introduction to Family & Consumer Science Careers

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall FC5356 |
| | Spring FC5357 |
| Prerequisite: None | |

Communication, goal setting, decision-making, and interpersonal relationships are emphasized throughout the semester. You will learn about yourself, your family, child development, and parenting which could lead to taking Family Health Issues, Adult Living, Child Development or Teaching Internship class. Also included are units of food preparation, meal management, and design which lead into the Culinary Arts sequence and Fashion and Interior Design.

Career Internship Program

| | |
|-----------------------|-----------------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall FC5551 |
| | Spring FC5552 |
| | Summer FC5558, FC5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

FAMILY AND CONSUMER SCIENCES CAREERS

- No asterisk - entry level position; high school graduation usually required
- *Some post high school education usually required
- **College degree usually required

| Career Areas | Courses | Careers | Careers |
|--------------------------------|--|--|---|
| Apparel/Fashion Design | Intro to Family & Consumer Science Careers Fashion & Interior Design Advanced Fashion & Design Fashion Merchandising Career & Community Partnerships | Tailor Buyer** Company representative** Drapery maker Dressmaker* Fabric designer* Fashion designer** Fashion illustrator* Seamstress | Textiles technician* Color manager/colorist Facilities renovation Purchasing agent Visual merchandiser Educational marketing Store planner Trend director Assistant in production development |
| Interior/House Design | Fashion & Interior Design Career & Community Partnerships | Building and remodeling consultant* Buyer Equipment designer* Equipment salesperson* Furniture designer** Interior designer** Interior decorator** Print manager and Computer Aided Design operator | Contract/commercial design Residential design** Space planner* Kitchen and bath designer* Restaurant designer* Design in environments for special populations** Remodeling Historic preservation Realtor* |
| Foods/Nutrition | Intro to Family & Consumer Science Careers Culinary Arts Advanced Culinary Arts International Foods Chefs Career & Community Partnerships | Pastry chef* Cook* Dietician* Food inspector** Food broker* Food technician* Food scientist** Military Nutrition Educator** Restaurant management | Menu planning Nutrition and health writing* Hospitality* Sports nutrition** Recipe development** Private practice Food promotion Wellness centers Government agencies (USDA, WIC, EFNEP) |
| Child/Human Development | Intro to Family & Consumer Science Careers Child Development 1 & 2 Early Childhood Education Internship Teaching Internship Elementary Career & Community Partnerships | Day Care center director** Day Care center worker* Extension specialist Child life/hospitalized child care provider Residential youth care provider Early childhood education** | Elementary education** Secondary education** Child care service and referral provider Crisis nursery** At-risk youth programming* |
| Family Relations | Intro to Family & Consumer Science Careers | Case worker** Family counselor** Social worker** Counselor Psychologist Career coach | Family life educator** Marriage enrichment Volunteer coordinator Support group coordinator Publish health/public aid Crisis hotline programs |
| Consumer Management | Career Internship | Consultant** Companies Consumer Banker Marketing Specialist** Advisor** Consumer communication/media specialist | Product information specialist Consumer educator Consumer advocate Consumer complaint investigator/mediator Consumer relations specialist Lobbyist |

Family & Consumer Sciences Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Fall Only

| | |
|--------|---|
| FC5226 | Culinary Arts |
| FC5236 | Advanced Culinary Arts |
| FC5356 | Intro to Family & Consumer Sciences Careers |
| FC5286 | Fashion & Interior Design |
| FC5296 | Advanced Fashion & Design |
| FC5656 | Child Development 1 |
| FC5756 | Child Development 2 |

Spring Only

| | |
|--------|---|
| FC5227 | Culinary Arts |
| FC5237 | Advanced Culinary Arts |
| FC5357 | Intro to Family & Consumer Sciences Careers |
| FC5287 | Fashion & Interior Design |
| FC5297 | Advanced Fashion & Design |
| FC5657 | Child Development 1 |
| FC5757 | Child Development 2 |

Sophomore Courses

Fall Only

| | |
|--------|---|
| FC5226 | Culinary Arts |
| FC5236 | Advanced Culinary Arts |
| FC5356 | Intro to Family & Consumer Sciences Careers |
| FC5286 | Fashion & Interior Design |
| FC5296 | Advanced Fashion & Design |
| FC5656 | Child Development 1 |
| FC5756 | Child Development 2 |

Spring Only

| | |
|--------|---|
| FC7107 | Adaptive Culinary Leader |
| FC5227 | Culinary Arts |
| FC5237 | Advanced Culinary Arts |
| FC5357 | Intro to Family & Consumer Sciences Careers |
| FC5287 | Fashion & Interior Design |
| FC5297 | Advanced Fashion & Design |
| FC5657 | Child Development 1 |
| FC5757 | Child Development 2 |

Junior and Senior Courses

Annual

| | |
|----------|---------------------------------|
| FC6551/2 | Teaching Internship - Preschool |
| FC6611/2 | Work Exp Career/Comm Part I |
| FC6621/2 | Work Exp Career/Comm Part II |
| FC5871/2 | Chefs |

Fall Only

| | |
|--------|----------------------------------|
| FC5411 | Adult Living |
| FC5231 | Advanced Culinary Arts |
| FC5291 | Advanced Fashion & Design |
| FC5221 | Culinary Arts |
| FC5281 | Fashion and Interior Design |
| FC5301 | Fashion Merchandising |
| FC5311 | International Foods |
| FC6531 | Teaching Internship 1 Elementary |
| FC6551 | Early Childhood Educ. Internship |
| FC5651 | Child Development 1 |
| FC5751 | Child Development 2 |

Spring Only

| | |
|--------|----------------------------------|
| FC7102 | Adaptive Culinary Leader |
| FC5412 | Adult Living |
| FC5232 | Advanced Culinary Arts |
| FC5292 | Advanced Fashion & Design |
| FC5222 | Culinary Arts |
| FC5282 | Fashion and Interior Design |
| FC5302 | Fashion Merchandising |
| FC5312 | International Foods |
| FC6532 | Teaching Internship 1 Elementary |
| FC6562 | Teaching Internship 2 Elementary |
| FC6552 | Early Childhood Educ. Internship |
| FC5652 | Child Development 1 |
| FC5752 | Child Development 2 |

Fall or Spring

| | |
|----------|-------------------|
| FC5551/2 | Career Internship |
|----------|-------------------|

English I
English II
English II Interpersonal Communication
English III American Literature & Composition
English III American Studies
English III AP Language and Composition
English IV Literary Expressions: Creating & Reflecting
English IV The Visual Word
English IV The Literature of Comedy
English IV Multicultural American Literature
English IV World Perspectives in Literature
English IV Composition
English IV AP Rhetoric of {Language & Composition}
English IV AP Literature & Composition
English IV Reading, Writing & Inquiry (ACP)
English IV Literary Interpretation (ACP)

Language Arts Electives

Creative Writing I
Creative Writing 2
Journalism: Journalistic Writing
Journalism: Newspaper Production (Lion)
Journalism: Yearbook Production (TAB)
Philosophy of Self-Knowledge
Media Arts: Intro to Radio/TV
Media Arts: LTTV Television Production
Media Arts: WLTL Management
Media Arts: Radio & Podcasting
Speech: Speech Arts
Theatre: Acting
Theatre: Improvisation & Mime
Theatre: Playwriting
Theatre: Stage Tech
Theatre: Introduction to Theatre
Career Internship Program

Language Arts

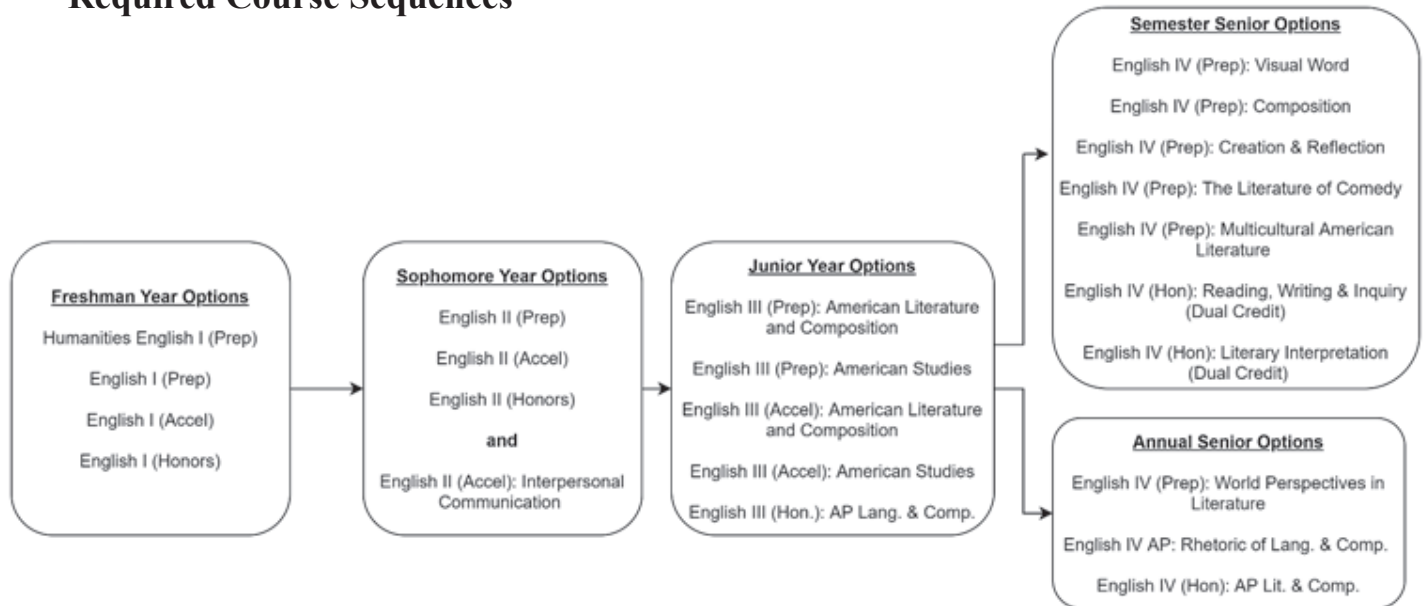
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Language Arts Philosophy

The mission of the Language Arts Division is to develop students' skills so they become critical thinkers, expressive writers, curious readers, active listeners, and effective communicators. In order to foster empathetic learning, we value the importance of studying multiple perspectives by challenging students to draw from the insights and experiences of their classmates, teachers, and diverse voices studied in various forms of texts.

Required Course Sequences



LANGUAGE ARTS ELECTIVE AREAS AND SEQUENCES

Creative Writing (11-12 only)

- Creative Writing 1



- Creative Writing 2

Journalism

South Campus 9-10

- Journalism: Journalistic Writing



North Campus 11-12

- Journalism: Newspaper Production (LION)
- Journalism: Yearbook Production (Tabulae)
- Journalism: Journalistic Writing

Philosophy (11-12)

- Philosophy of Self-Knowledge

Radio/TV

South Campus 9-10

- Media Arts: Intro to Radio/TV
- Media Arts: WLTL Summer Programming
- Media Arts: LTTV Television Production
- Media Arts: LTTV Television Production (Summer)

North Campus 11-12

- Media Arts: Radio & Podcasting
- Media Arts: WLTL Management
- Media Arts: WLTL Summer Programming
- Media Arts: LTTV Television Production
- Media Arts: LTTV Television Production (Summer)

Speech (9-10)

- Speech: Speech Arts

Theatre

South Campus 9-10

- Theatre: Introduction to Theatre
- Theatre: Acting

North Campus 11-12

- Theatre: Acting
- Theatre: Improvisation and Mime
- Theatre: Playwriting
- Theatre: Stage Tech
- Theatre: Summer Stock

Other Elective Offerings North Campus 11-12

- Inter-Disciplinary Workshop (IDW) (Grade 11 only)
- Career Internship

Language Arts Division Standards

The Language Arts Division has established five academic standards for student learning that guide and challenge students. Additionally, specific standards relating to each course have been developed and are distributed to students at the beginning of each course.

Standard I

Reading

- A. Read with comprehension and fluency using a variety of reading strategies
- B. Understand and appreciate classical and contemporary literature representing various genres, cultures, eras, and ideas

Standard II

Writing

- A. Write with clarity of thought, focus, language, and syntax for varying audiences and purposes
- B. Use writing as a tool for reflection, creative expression, and discovery of personal voice

Standard III

Presenting/Listening/Developing Media Literacy

- A. Communicate effectively for varying audiences and purposes using spoken and visual language
- B. Listen, view, and respond respectfully to perspectives other than one's own
- C. Analyze media with understanding and fluency using a variety of strategies

Standard IV

Researching

- A. Generate questions and anticipate research problems for self-directed inquiry
- B. Gather, evaluate, and synthesize data from a variety of sources to communicate discoveries in ways that suit purpose and audience

Standard V

Aesthetics

- A. Explore the arts to build an understanding of self and culture
- B. Elect process-oriented performance classes to translate the experiences and understanding of literature into products (e.g., Theatre, Speech, Stage Tech, Radio, Television, LION, and TAB)

- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may submit an application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

English I (Prep)

| | |
|--------------------|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 9 | Annual LA5116 LA5117 |
| Prerequisite: None | |

The Preparatory curriculum is designed to give students an exposure to many literary genres and types of writing. Students are introduced to core skills that will be reinforced throughout the sequence of courses at LT including strategies designed to help them improve their ability to read, write, listen, and research more effectively. Writing activities are highly structured early in the year with an expectation for students to develop into more independent writers, readers and thinkers. Grammar is primarily taught within the context of the writing and reading material. Vocabulary is emphasized to improve reading comprehension. Independent reading is integrated into the course.

English I (Accel)

| | |
|--------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 9 | Annual LA7116 LA7117 |
| Prerequisite: None | |

The Accelerated curriculum is designed to challenge students with above-average reading and writing abilities. Intensive reading selections cover the genres of short story, drama, epic poetry and historical fiction, building from the short story to longer, more complex works while the study of poetry is integrated throughout the course. Selections are studied to emphasize the mastery of early high school skills in reading, writing, speaking, listening, media literacy, researching, and aesthetics. Grammar is studied in the context of writing. Vocabulary building is integrated with reading to prepare students for the analysis of more sophisticated works. Writing instruction involves mastering a single paragraph essay and progressing to multiple paragraph writing. Independent reading is integrated into the course.

English I (Honors)

| | |
|--------------------|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 9 | Annual LA8116 LA8117 |
| Prerequisite: None | |

The Honors curriculum is designed for students who

have demonstrated a potential for high achievement in the study of literature, composition, and language arts. Mastery of early high school skills is expected as a prerequisite, allowing students to apply those skills to complex interpretation and synthesis of a wide range of literary genres and types of writing. Higher level comprehension and independence are crucial. Linked with composition, studies of language, literature, and vocabulary encourage students to express ideas with clarity, coherence, and precision. Reading, writing, research, and vocabulary are all integrated and designed to challenge students and prepare them for the AP English Language and Literature exams. Independent reading is integrated into the course.

English II (Prep)

| | |
|--------------------------------|--|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall or Spring LA5126* *Semester determined by LTHS |
| Prerequisite: Freshmen English | |

The English II (Prep) curriculum is designed to continue the exploration of genres and types of writing begun freshman year. Students will focus on fiction, non-fiction, and poetry, which they are required to analyze, interpret, and evaluate. Students move to mastery of core early high school skills that will be reinforced throughout the sequence of courses at LT including strategies designed to help them improve their ability to read, write, listen, speak, present and analyze media more effectively.

English II (Accel)

| | |
|--------------------------------|--|
| Credit: 1/2 | Level: IV |
| Grade Offered: 10 | Fall or Spring LA7126* *Semester determined by LTHS |
| Prerequisite: Freshmen English | |

This course continues the exploration of genres and the writing process begun freshman year. Students will analyze, interpret and evaluate both fiction and nonfiction while employing reading strategies unique to each genre. Activities and writing assignments are designed to measure the mastery of early high school skills. Students are expected to demonstrate independent thought through discussion, composition and oral presentation. Synthesis of these skills is demonstrated through a variety of activities including in-depth research and literary analysis.

English II (Accel): Interpersonal Communication

Credit: 1/2 Level: IV
Grade Offered: 10 Fall or Spring
LA7256*

*Semester determined by LTHS

Prerequisite: Freshmen English

This course examines how people communicate, why people communicate, and what factors affect communication both positively and negatively. Whether one is giving a presentation, participating in a group, or engaging in any other communication activity, this course will help students to interact more effectively with others. Critical thinking skills and strategies learned in this course will help students critique the communication messages that surround them. The primary assessments for the course are performance-based speaking opportunities; the reading and writing expectations are commensurate with an accelerated level of study.

English II (Honors)

Credit: 1/2 Level: V
Grade Offered: 10 Fall or Spring LA8126*
*Semester determined by LTHS

Prerequisite: Freshmen English

This course continues the Honors level expectations and rigor established during the freshman year. Students must demonstrate mastery of written conventions and be capable of interpreting, synthesizing, and evaluating a wide range of literary genres. Students are exposed to many forms of the written word through the reading of essays and the participation in a writer's workshop to enhance their writing skills. Students will engage in literary analysis, emphasizing critical thinking, peer editing of writing, and studies of language.

English III (Prep): American Literature & Composition

Credit: 1 Level: III
Grade Offered: 11 Annual LA5331
LA5332

Prerequisite: Sophomore English

This course addresses skill development in reading, writing, listening, speaking, and research while exploring American themes and experiences present in fiction and nonfiction. The course emphasizes the analysis of poetry, literature, language, and the study of rhetoric in a variety of texts. This is a writing intensive course that develops narrative, analytical, argumentative, and research skills and develops student voice, purpose,

and audience through a variety of papers, projects, and presentations.

English III (Accel): American Literature & Composition

Credit: 1 Level: IV
Grade Offered: 11 Annual LA7331
LA7332

Prerequisite: Sophomore English

This course addresses reading, writing, listening, speaking, and research skills while exploring American themes and experiences present in fiction and nonfiction. The course emphasizes the analysis of poetry, literature, language, and the study of rhetoric in a variety of texts. This is a writing intensive course that develops narrative, analytical, argumentative, and research skills and develops student voice, purpose, and audience through a variety of papers, projects, and presentations. It moves at an accelerated pace. Foundational skills in all domains of discourse are expected. Tasks are challenging and focus on analysis, synthesis, and evaluation.

English III (Prep): American Studies

Credit: 2 (1 credit for English & 1 credit for U.S. History)
Level: III
Grade Offered: 11 Annual LA5741
LA5742

Prerequisite: Sophomore English

American Studies III (Prep) is designed for students who want to try something a little different, yet meet all the requirements of the English III (Prep) and U.S. History (Prep) courses. The course meets daily in a two-hour block of time. This unique structure creates the flexibility to more fully explore the people and events that helped shape this country's history and the literature that is informed by that history. For instance, while studying past and current trends of immigration, students will participate in a simulation of Ellis Island, read short stories and poems written by or about immigrants, and debate the melting pot and salad bowl views of American society all while reading various contemporary viewpoints regarding immigration theory and evolution. This course involves group work/collaboration, reading, writing, public speaking, presentation opportunities and tests that are geared to all English III (Prep) and U.S. History (Prep) students.

English III (Accel): American Studies

Credit: 2 (1 credit for English & 1 credit for U.S. History)
Level: IV
Grade Offered: 11 Annual LA7411
LA7412
Prerequisite: Sophomore English

American Studies is a combination of U.S. History and American literature that meets daily in a two-hour block of time during which, most often, two classes are team taught by two teachers in one large classroom. It meets all the requirements for college preparatory English and U.S. History credit, but the course experience differs from a traditional English and history classroom. Students will practice four habits of mind throughout each unit of study: synthesis, asking questions, a broader literacy drawing from sources in the arts and media, and reading the current world. The combination of literature and history allows students to practice these habits of mind in examining American culture and the historical forces that shaped it. The class is organized thematically; for example, students will explore America’s expansion from 1803 through 1901 and will separately study the legacy and lasting impact of slavery from 1619 through today. In this way, students analyze questions about why America expanded using a variety of works from art to primary documents and literary texts to make connections to today’s world. Students will also examine poetry, music, and documentaries connected to America, historically and culturally. Throughout the course, major emphasis is placed on written analytical skills that synthesize information from both courses and argumentation skills in preparation for college expectations.

English III (Honors):
AP Language and Composition

Credit: 1 Level: V
Grade Offered: 11 Annual LA8311
LA8312
Prerequisite: Sophomore English

AP English Language & Composition differs from other high school English courses in its focus on rhetoric. Throughout their course of study, students will think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument as discovered in the American experience. According to the College Board, upon completion of the Language and Composition course, students should be able to analyze and interpret samples of good writing, apply effective strategies and techniques, create and sustain arguments, demonstrate an understanding and mastery of standard written English, write in a variety of genres, and move through the stages of the writing process with careful attention to inquiry and research. Students who complete this course will be prepared for

and should sit for the AP Language and Composition examination. Summer reading is required.

English IV (Prep): Composition

Credit: 1/2 Level: III
Grade Offered: 12 Fall LA4151*
*Semester determined by LTHS

This class provides students the opportunity to develop their writing through a variety of skills, including but not limited to argumentation, research, and impromptu responses. Using a workshop format, this course focuses on writing as a process, with a strong emphasis on revision. Students will enhance their ability to read and analyze selected models of prose writing, as well as synthesize other authors’ ideas. Student progress is evaluated throughout the semester in a manner that authorizes students to take an active role in their learning.

English IV (Prep): Literary Expressions:
Creating and Reflecting

Credit: 1/2 Level: III
Grade Offered: 12 Fall or Spring LA4361*
*Semester determined by LTHS
Prerequisite: Junior English

This course focuses on developing curiosity and reflective practices to promote meaningful, life-long learning through the study of literature and art. Emphasis is placed on an experiential and holistic approach that will engage students in a variety of activities to stimulate the creative process. Students will read a variety of fiction and non-fiction works, including *How to Think Like Leonardo da Vinci*, a book that celebrates the creative genius of all individuals, and *Tuesdays with Morrie*, a book that explores lessons in living a meaningful and fulfilling life. Topics such as curiosity, observation, paradox, logic and imagination will be explored. This course is student centered and actively involves students in the study of “self” while improving reading, writing, and thinking skills.

English IV (Prep): The Literature of Comedy

Credit: 1/2 Level: III
 Grade Offered: 12 Fall or Spring LA4371*
 *Semester determined by LTHS
 Prerequisite: Junior English

This course will provide a solid, college preparatory language arts experience approached through the lens of comedy. Humor is not just about laughter; it is an important tool to criticize through satire, persuade and influence, and illuminate through observation. Students will explore humor through nonfiction: essays, satirical news, memoirs, and articles; through fiction: drama, short stories, and a novel; and visual texts: cartoons and various comic performances. Emphasis will be placed on analysis and creation.

English IV (Prep): The Visual Word: Turning Literature into Film

Credit: 1/2 Level: III
 Grade Offered: 12 Fall or Spring LA4391*
 *Semester determined by LTHS
 Prerequisite: Junior English

This course gives students the opportunity to think critically, read analytically, and write for a variety of purposes - all through the lens of film studies. Just like students analyze an author's ability to craft a story in the written form, here they evaluate a director's ability to craft one in cinematic form. Literary qualities such as characterization, theme, tone, and symbolism are analyzed via cinematic techniques like composition, editing, lighting, and sound. The course includes the reading of non-fiction texts, scripts, and fiction to better understand film techniques and the process of adaptation. Students are given the opportunity to demonstrate their learning through a variety of assignments including tests, analytical writing, and project-based assessments.

English IV (Prep): Multicultural American Literature

Credit: 1/2 Level: III
 Grade Offered: 12 Fall or Spring LA*4351
 *Semester determined by LTHS
 Prerequisite: Junior English

This semester-long course gives students the opportunity to engage with multiple voices, diverse perspectives, and varied social identities. While the class centers work by writers from traditionally marginalized groups, students also explore their own complex cultural

identities and challenge "single stories" they may have encountered about "the other." Students study poems, short stories, plays, non-fiction and film that address questions of identity, culture and human connection. Students create an argumentative essay, poetry, and various narratives to develop writing, speaking, and critical thinking skills.

English IV (Prep): World Perspectives in Literature

Credit: 1 Level III
 Grade Offered: 12 Annual LA5231
 LA5232
 Prerequisite: Junior English

This annual literature-based course examines universal themes and provides students the opportunity to discover and appreciate diverse value systems through encounters with global fiction, non-fiction, and visual text. Students will participate in activities including close reading, writing, research, discussion, and presentation in order to explore how authors wrestle with what it means to be human; how universal forces shape us; how we evolve in the face of psychological, religious, and philosophical struggle; and how we experience boundaries and form identity. The work in this class will provide a strong foundation for success in college and career.

English IV AP: Rhetoric of {Language & Composition}

Credit: 1 Level: V
 Grade Offered: 12 Annual LA8351
 LA8352
 Prerequisite: Junior English

The English IV AP: Rhetoric of {Language and Composition} course will provide students with an AP experience in critical thinking, close reading, and persuasive writing skills. Using a wide range of fiction and non-fiction genres, students will study the art of persuasion, learning about the various methods authors and speakers employ to create arguments for a variety of purposes and audiences. Students will also learn to apply those persuasive strategies to their own writing. In accordance with College Board requirements, upon completion of an AP Language and Composition course, students should be able to analyze and interpret samples of good writing, apply effective strategies and techniques, create and sustain arguments, demonstrate an understanding and mastery of standard written English, write in variety of genres, and move through the stages of the writing process with careful attention to inquiry and research. Students who complete this course will be prepared for and should sit for the AP Language and Composition exam.

English IV (Honors): AP Literature & Composition

| | |
|------------------------------|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 12 | Annual LA8241 LA8242 |
| Prerequisite: Junior English | |

The Honors English program culminates in AP Literature and Composition. Designed for students who are highly motivated and have achieved a high level of language arts skills, the course prepares students for the English Literature and Composition AP Exam, according to the curricular requirements described in the AP English Course Description, as well as for college courses in literature and writing. The course includes an intensive study of selected works in various genres from different time periods. Emphasis is on close reading of novels, plays, essays, and poetry, followed by discussion and written analysis of those texts. Students are expected to develop independent, critical, insightful, and artful arguments as they read and as they write for class. All student compositions require a critical understanding of the textual details and themes found in the literature studied. Students will have opportunities to write and revise both creative and analytical pieces in both timed and process formats. Moreover, students will be provided with instruction and feedback on their writing assignments throughout the process of their compositions. Summer reading is required.

English IV (Honors): Reading, Writing & Inquiry (ACP) (IU English W131)

| | |
|---------------------------|-------------|
| Credit: 1/2 | Level: V |
| Grade Offered: 12 | Fall LA8411 |
| Prerequisite: English III | |

This is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis and arguments based on sources. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative. *There is a cost of only \$75 per credit or free for students who qualify financially.*

English IV (Honors): Literary Interpretation (ACP) (IU English L202)

| | |
|---|---------------|
| Credit: 1/2 | Level: V |
| Grade Offered: 12 | Spring LA8422 |
| Prerequisite: English IV (Honors): Reading, Writing & Inquiry or 2.7 GPA (or greater) | |

This is a one semester Indiana University course designed to help students learn how to read, think and write critically and cogently about literature. Students will study genres to understand how the various elements of a work of imaginative literature cohere to impart meaning. A large portion of the course will focus on how to write; students will learn how to translate close reading skills into strong critical essays, writing three peer-reviewed major papers, as well as short assignments (microthemes) and quizzes. The class will be heavily discussion-based, and vigorous and insightful explorations of the poetry and fiction studied is expected. *There is a cost of only \$75 per credit or free for students who qualify financially.*

LANGUAGE ARTS ELECTIVE AREAS AND SEQUENCES

- An * asterisk following “credit” indicates a course which may be applied towards the Creative Arts graduation requirements.
- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Creative Writing 1

Credit: 1/2* (cr/nc) Level: IV
 Grade Offered: 11, 12 FallLA7811
 SpringLA7812
 Prerequisite: English II

“Writers are not born; they are grown.” Because of that undeniable fact, Creative Writing I is a course designed not only for those who love to write and read, but also for those who simply wish to explore their own inner universes: their ideas, opinions, memories and especially, imaginations. The word “creative” in Creative Writing is not about “talent”. Creativity means sharing your unique perspective on paper, then learning and practicing the writing craft you experience when reading every day. Using the main genres of short fiction, creative nonfiction and poetry, students build portfolios of writing for their summative experience. Classroom activities include responding to engaging writing prompts, a full class workshop for every student at least once per quarter, emulating mentor texts and watching short films as examples of “motion text”. Creative Writing creates a community of engaged writers, readers, editors and peer-mentors who help move writing from “seed idea” to “final draft”.

Creative Writing 2

Credit: 1/2* (cr/nc) Level: IV
 Grade Offered: 11, 12 Spring
 LA7822
 Prerequisite: Creative Writing 1 (Accel)

Building on the skills developed in Creative Writing 1, this course gives the student more practice in writing short fiction, dramatic scripts, and poetry. Each student is offered the opportunity to select one or more of the aforementioned areas of study and to specialize in that genre. The student can expect a supportive workshop setting, careful consideration of his/her work, and individual guidance in the reading and writing of his/her chosen area for writing.

Journalism: Journalistic Writing

Credit: 1/2* Level: IV
 Grade Offered: 9, 10 Fall LA5736
 Spring LA5737
 11, 12 Fall LA5731
 Spring LA5732

You’ll interview students, write stories that could get published in the student newspaper, and solve the problems that typically face reporters and editors. Designed to offer students background and practice in basic journalism concepts and skills, Journalistic Writing units include news gathering/interviewing, news writing, feature writing, headline writing, copy editing, press law, and page design. Oral and written communication skills, as well as critical thinking and problem solving skills, will be exercised. Stories written for class assignments may be published in the *Lion*, both print and online versions. Journalistic Writing students may apply for membership on *Lion* staff during their sophomore or junior year.

Journalism: Newspaper Production

(*Lion*)

Credit: 1* (dc) Level: IV
Grade Offered: 11, 12 Annual LA5711
LA5712

Prerequisite: A grade of B or better in Journalistic Writing, and an application-interview process, including an English teacher recommendation

Students do all the work necessary to produce the award-winning school newspaper, *Lion*, and the newspaper website. Staff members gather news, research and write copy, help design newspaper pages and update the website. Because this is a student publication, all responsibilities, from the planning of content and design of an issue to the assigning, editing and posting of online stories, are handled by students. Staff positions include editor-in-chief, page editors (news, sports, opinions, features), copy editors, art director, web editor, social media editor, multi-media editor, reporter and others. After school work is necessary at times to complete each print issue.

Journalism: Yearbook Production

(*Tabulae/TAB*)

Credit: 1* (dc) Level: IV
Grade Offered: 11, 12 Annual LA5721
LA5722

Prerequisite: A portfolio, teacher recommendations, an application, and an interview

Producing the yearbook is the responsibility of the Tab staff members selected for this course. Editors, writers, photographers, and designers are involved in the study of such journalistic principles as copy writing and copy fitting, interviewing, layout/design, headline writing, photography and photo-cropping, proofreading, advertising and digital media content creation. Mutual cooperation within these areas of specialization and the ability to share in the production efforts of other staff members outside of the specialized areas will be required. Leadership roles will be defined, and leadership skills will be developed as the staff serves the school and the community in creating an award-winning book. Staff applications will be available online in early January. After school work is necessary at times to complete each publication deadline.

Media Arts: Intro to Radio/TV

Credit: 1/2* (cr/nc) Level: III
Grade Offered: 9, 10 Fall LA9116
Spring LA9117
Prerequisite: None

Students are introduced to basic broadcasting skills and the role of radio and television in our society. Media history and terminology, radio and TV production techniques, advertising, and the business aspects of media are studied. Students will be given opportunities to explore the influence of the audio and video media on education, business, and their personal lives. Students will learn the fundamentals of radio and television production by broadcasting live on 88.1 FM WLTL, by producing and editing video pieces for LTTV, and by creating online content such as podcasts.

Media Arts: Film & TV Production

Credit: 1/2* (cr/nc) (dc) Level: III
Grade Offered: 9-12 Fall LA9271
Spring LA9272
Prerequisite: None

Students learn elements of digital filmmaking and television production. The course explores pre-production (writing, planning, design), production (using the cameras, lights, microphones, and other equipment), and post-production (editing, graphics, music). Students work with LTTV's studio, production truck, portable equipment, and editing suites in a hands-on, workshop environment. Students will complete a variety of individual and group projects, and will be required to work as crew members on production truck and studio shoots, outside of class time. The projects that students produce may even be aired on LTTV or screened at film festivals! The elective may be repeated, with more advanced projects and responsibilities being involved. Level IV upon request.

Note: *South Campus students taking TV Production will commute 1st or 8th period to North Campus.*

Media Arts: WLTL Management

Credit: 1 Level: IV
Grade Offered: 11, 12 Annual LA9711
LA9712

For a limited number of staff positions, WLTL faculty advisors select applicants who best meet the following criteria:

1. have completed all local and federal testing;
2. have at least one semester of WLTL experience;
3. demonstrate character, leadership, and service as defined by the WLTL manual; and
4. submit a completed application and undergo an interview

Students learn radio and media management procedures and practices in promotion, sales, programming, engineering, news, sports, public service, research, and FCC law.

Students are involved in the operation and management of WLTL. This class is comprised of the WLTL student executive board and students interested in the responsibility of media and business management. This course provides continuous evaluation of WLTL through daily seminars with advisors. This course provides actual on-the-job management training and skills for advanced students in the broadcasting curriculum. Introductory parliamentary procedure is also taught.

Media Arts: Radio & Podcasting (formerly WLTL Production)

Credit: 1/2* (cr/nc) (dc) Level: III
Grade Offered: 11, 12 Fall LA9151
Spring LA9152

Prerequisite: None

Students learn how to operate radio and podcasting equipment as they learn how radio stations and podcasts are created, staffed and operated. Students produce various programs for WLTL Radio and for posting online at WLTL.net as well as other podcast sites. The course includes all the training a student needs to operate WLTL or be successful as an independent podcaster. The course develops student skills in audio production, becoming an on-air talent, news, writing and operating all technical controls. You and the programs you produce will often times be broadcast live on 88.1 FM WLTL and online at WLTL.net.

Philosophy of Self-Knowledge

Credit: 1/2 (cr/nc) Level: IV
Grade Offered: 11, 12 Fall LA4141
Spring LA4142

Prerequisite: None

This course is a survey of the history of western philosophy from the pre-Socratics to Bertrand Russell. The goal of the course is to introduce the student to the study of interesting and relevant ideas and to offer a range of responses to such questions as "Who am I?" "What is the meaning of life?" "What is the nature of the external world?" "Is there a difference between what we claim to believe and what we claim to know?" and "What is knowledge?" Some of the philosophers discussed in class are Plato, Aristotle, Descartes, Kant, Schopenhauer, and Wittgenstein. The course covers such topics as Determinism, Existentialism, the problem of evil, and arguments in the philosophy of religion and ethics. The prerequisite skills for taking the course include the ability to read a text critically, to listen attentively, to take effective notes, and to reflect upon abstract concepts and various belief and value systems. Students are able to use their notes for all quizzes and tests. The course is recommended for students who are interested in psychology, literature, history, and/or science.

Speech Arts

Credit: 1/2* (cr/nc) Level: III
Grade Offered: 9, 10 Fall LA5016
Spring LA5017

Prerequisite: None

This course is a traditional public speaking class with concentrations in organization, content, and delivery. Students will present a variety of speeches using multiple methods. Vocal techniques are applied to control and vary tone, volume, pitch, and rate. The goal of this course is to strengthen students' poise and confidence in a range of speaking situations, including persuasive speaking, impromptu speaking, using technology, and even preparing for a job interview. This course is designed for students who wish to further develop their speaking skills, and who welcome real world opportunities in which to practice the skills.

Theatre: Acting

| | |
|---------------------------|---------------|
| Credit: 1/2* (cr/nc) (dc) | Level: III |
| Grade Offered: 9, 10 | Fall LA9246 |
| | Spring LA9247 |
| 11, 12 | Fall LA9241 |
| | Spring LA9242 |

Prerequisite: None

This beginning acting course provides students opportunities for learning the basic techniques and skills of dramatic and comic performance. Theatre games and exercises, monologues, duet scenes and reader's theatre are taught. Performances for school and community audiences MAY occur during the second nine weeks of the course. A second semester's work may be taken for credit.

Theatre: Improvisation and Mime

| | |
|---------------------------|---------------|
| Credit: 1/2* (cr/nc) (dc) | Level: III |
| Grade Offered: 11, 12 | Fall LA9221 |
| Prerequisite: None | Spring LA9222 |

This semester long course explores acting through improvisation, a skill which will carry over to almost every facet of their lives. Students will learn basic pantomime technique, test the limits of their own physical and vocal abilities while creating characters, and engage in a plethora of short form improvisational comedy exercises. The class culminates in a live performance in front of their peers.

Theatre: Introduction to Theatre

| | |
|----------------------|---------------|
| Credit: 1/2* (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall LA9216 |
| | Spring LA9217 |

Prerequisite: None

This survey course introduces students to performance and history. Students will study varying aspects of theatre history from the ancient Greeks to the origins of Western Drama and the Modern Masters. Students are assessed through written work and performances which may include monologues, scene work, and short one-act plays.

Theatre: Playwriting

| | |
|---------------------------|---------------|
| Credit: 1/2* (cr/nc) (dc) | Level: III |
| Grade Offered: 11, 12 | Fall LA9311 |
| | Spring LA9312 |

Prerequisite: None

This course is designed to familiarize students with the collaborative process of playwriting for the theatre. Students will gain experience in the writing of monologues

and scenes, the structuring of comedic and dramatic material, and the function of rewrites in the rehearsal process. Students will also read published plays. The final product will be an original short play. Selected plays may be produced for public performance. Level IV upon request.

Theatre: Stage Tech

| | |
|---------------------------|---------------|
| Credit: 1/2* (cr/nc) (dc) | Level: III |
| Grade Offered: 11, 12 | Fall LA5511 |
| | Spring LA5512 |

Prerequisite: None

This one-semester course covers many aspects of Theater Technology including set construction, lighting, props, and sound. Students will build and paint scenery, construct specialty props, and be introduced to both sound and lighting design/operation for the plays produced throughout the LT season. A second semester's work may be taken for credit at any grade level.

Career Internship Program

| | |
|-----------------------|----------------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall LA5551 |
| | Spring LA5552 |
| | Summer LA5558 LA5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

Summer Academic Programs

Media Arts: WLTL Summer Programming

Credit: 1/2* (cr/nc) Level: III
 Grade Offered: 9, 10 Summer LA9176
 11, 12 Summer LA9171
 Prerequisite: None

This beginning, hands-on course will allow students to host their own live radio shows on 88.1 FM WLTL. Students already qualified will do advanced work. Students will learn the goals, policies and procedures of our student-operated radio station. They will pass all of the necessary tests and trainings required for on-air work. Students will not only create live content for WLTL, but will also create pre-recorded works to be aired later, as well as online-only content such as podcasts. This course enables students to qualify for on-air work at WLTL during their time at LT.

Media Arts: Film & TV Production

Credit: 1/2 (cr/nc) Level: III
 (CR/NC at Level III credit only)
 Grade Offered: 9—12 Summer LA9271
 Prerequisite: None

Students learn elements of television production and digital filmmaking. The course explores pre-production (writing, planning, design), production (using the cameras, lights, microphones, and other equipment), and post-production (editing, graphics, music). Students work with LTTV's studio, production truck, portable equipment, and editing suites in a hands-on, workshop environment. Students will complete a variety of individual and group projects, and will be required to work as crew members on production truck and studio shoots, outside of class time. The projects that students produce may even be aired on LTTV! The elective may be repeated, with more advanced projects and responsibilities being involved. Level IV upon request.

Theatre: Summer Stock

Credit: 1/2* (cr/nc) Level: III
 Grade Offered: 9, 10 Summer LA6451
 11, 12 Summer LA6452
 Prerequisite: None

Enjoy everything theater has to offer - movement, acting, building, painting sets, lighting, make-up, and more. Only for the very interested, this whirlwind tour through theater will end in a performance in the Reber Center. Limited enrollment.

Language Arts Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Annual Courses

| | |
|----------|--------------|
| LA5116/7 | Eng I Prep |
| LA7116/7 | Eng I Accel |
| LA8116/7 | Eng I Honors |

Elective Fall Only Creative Arts

| | |
|--------|---|
| LA5736 | Journalistic Writing |
| LA9276 | Media Arts: LTTV Television Production (NC) |
| LA9116 | Media Arts: Intro to Radio/TV |
| LA5016 | Speech Arts |
| LA9216 | Theatre: Intro to Theatre |
| LA9246 | Theatre: Theatre Acting |

Elective Spring Only Creative Arts

| | |
|--------|---|
| LA5737 | Journalistic Writing |
| LA9272 | Media Arts: LTTV Television Production (NC) |
| LA9117 | Media Arts: Intro to Radio/TV |
| LA5017 | Speech Arts |
| LA9217 | Theatre: Intro to Theatre |

Sophomore Courses

Required Semester Courses

| | |
|--------|-------------------|
| LA7256 | IPC Eng II Accel |
| LA5126 | English II Prep |
| LA7126 | English II Accel |
| LA8126 | English II Honors |

Elective Fall Only Creative Arts

| | |
|--------|---|
| LA5736 | Journalistic Writing |
| LA9276 | Media Arts: LTTV Television Production (NC) |
| LA9116 | Media Arts: Intro to Radio/TV |
| LA5016 | Speech Arts |
| LA9216 | Theatre: Intro to Theatre |
| LA9246 | Theatre: Theatre Acting |

Elective Spring Only Creative Arts

| | |
|--------|---|
| LA5737 | Journalistic Writing |
| LA9277 | Media Arts: LTTV Television Production (NC) |
| LA9117 | Media Arts: Intro to Radio/TV |
| LA5017 | Speech Arts |
| LA9217 | Theatre: Intro to Theatre |

Junior and Senior Annual Courses

| | |
|----------|---|
| LA5741/2 | English III Prep: American Studies |
| LA7411/2 | English III Accel: American Studies |
| LA5331/2 | English III Prep: American Lit & Comp |
| LA7331/2 | English III Accel: American Lit & Comp |
| LA8311/2 | English III Honors/AP: Lang & Comp |
| LA5231/2 | English IV Prep: World Perspectives in Literature |
| LA8351/2 | English IV AP: Rhetoric |
| LA8241/2 | English IV AP: Lit. & Comp. |
| LA9711/2 | Media Arts: Radio & Podcasting |

Required Semester Courses Fall & Spring

| | |
|--------|---|
| LA4151 | English IV Prep: Composition |
| LA4371 | English IV Prep: Literature of Comedy |
| LA4361 | English IV Prep: Lit Expressions: Creating and Reflecting |
| LA4391 | English IV Prep: Visual Word |
| LA4351 | English IV Prep: Multicultural American Literature |

Required Semester Courses Fall Only

| | |
|--------|--|
| LA8411 | English IV Hon: Reading, Writing and Inquiry (ACP) |
|--------|--|

Required Semester Courses Spring Only

| | |
|--------|---|
| LA8422 | English IV Hon: Literary Interpretation (ACP) |
|--------|---|

Elective Annual

| | |
|----------|---|
| LA9711/2 | Media Arts: WLTL Management |
| LA5711/2 | Journalism: Newspaper Production (LION) |
| LA5721/2 | Journalism: Yearbook Production (Tabulae/TAB) |

Elective Fall Only

| | |
|--------|--|
| LA7811 | Creative Writing 1 |
| LA5731 | Journalistic Writing |
| LA4141 | Philosophy of Self Knowledge |
| LA9271 | Media Arts: LTTV Television Production |
| LA9151 | Media Arts: Radio & Podcasting |
| LA9241 | Theatre: Acting |
| LA9221 | Theatre: Improvisation & Mime |
| LA5511 | Theatre: Stage Tech |
| LA9311 | Theatre: Playwriting |

Elective Spring Only

| | |
|--------|--|
| LA7812 | Creative Writing 1 |
| LA7822 | Creative Writing 2 |
| LA5732 | Journalistic Writing |
| LA4142 | Philosophy of Self Knowledge |
| LA9272 | Media Arts: LTTV Television Production |
| LA9152 | Media Arts: Radio & Podcasting |
| LA9222 | Theatre: Improvisation & Mime |
| LA5512 | Theatre: Stage Tech |
| LA9312 | Theatre: Playwriting |

Fall or Spring

| | |
|----------|-------------------|
| LA5551/2 | Career Internship |
|----------|-------------------|

Beginning ML
Intermediate ML
Advanced ML
ML Tutorial
Algebra I, II ML
Biology ML
Chemistry ML
Civics ML
College Algebra ML
Consumer Ed ML
Drivers Ed ML
Financial Algebra ML
Forensics ML
Geometry ML
Health ML
Physics ML
Reading ML
US History ML
World History ML

Language Arts: Multilingual Learners

LANGUAGE ARTS MULTILINGUAL LEARNER COURSE OFFERINGS

Multilingual Learner Courses (ML)

Multilingual Learners Mission Statement

Lyons Township High School is a learning community of diverse languages and cultures.

Multilingual Learners (ML) are students who are developing proficiency in multiple languages. This includes students learning English as an additional language in school.

The Multilingual Program empowers students through the learning of language and culture. District 204 will support multilingual learners as they develop social, cultural, and academic competence by creating a learning environment that:

- supports students to meet high academic standards
- facilitates effective communication in English through reading, writing, speaking, and listening
- provides a pathway for students to become independent learners

Lyons Township High School District 204 will provide ML students with an optimal and equitable learning environment in every academic setting.

South Campus 9-10

- Reading ML
- Beginning ML
- Intermediate ML
- Advanced ML
- ML Tutorial
- Algebra I ML
- Biology ML
- World History ML (Global Studies)
- Health ML (Physical Education)
- Civics ML
- Driver Education ML

North Campus 11-12

- Reading ML
- Beginning ML
- Intermediate ML
- Advanced ML
- Algebra II ML
- Financial Algebra ML
- Forensics ML
- U.S. History ML (Global Studies)
- Consumer Education ML
- Physics ML
- College Algebra ML

Multilingual Learners (ML)

Multilingual Learner education courses are part of an integrated program that supports language acquisition through focused Math, Science, Language Arts, Health and Social Studies courses for students determined to be Multilingual Learners (ML). The ML Program provides and accelerates English language acquisition skills so students may become proficient in English. All ML courses are also listed in the Guide in their respective departments. Multilingual Learners (ML) identification and confirmation will be determined by results from the ACCESS test given annually and the WIDA Screener for transfer students as needed.

Beginning ML

| | |
|--|-------------------------|
| Credit: 1 (dc) | Level: III |
| Grade Offered: 9, 10 | Annual LA9036 LA9037 |
| 11, 12 | Annual LA9031 LA9032 |
| Prerequisite: Multilingual Learner (ML) identified and confirmed, and approval of ML Coordinator | |

This course, which students may repeat for credit as often as necessary, helps students with little or no fluency in English gain basic communication skills in listening, speaking, reading, and writing. These students also enroll in Reading ML.

Intermediate ML

| | |
|--|-------------------------|
| Credit: 1 (dc) | Level: III |
| Grade Offered: 9, 10 | Annual LA9136 LA9137 |
| 11, 12 | Annual LA9131 LA9132 |
| Prerequisite: Multilingual Learner(ML) identified and confirmed, with approval of ML Coordinator | |

This course, which students may repeat for credit as often as necessary, provides students with intensive practice in language skills through content vocabulary, class discussions and interactive exercises. Students will improve speaking and listening as well as reading and writing proficiencies at a level beyond the beginning stages of language acquisition. The state language assessment, ACCESS test, will be used to help determine placement for Intermediate ML.

Advanced ML

| | |
|----------------------|-------------------------|
| Credit: 1 (dc) | Level: III |
| Grade Offered: 9, 10 | Annual LA9046 LA9047 |
| 11, 12 | Annual LA9041 LA9042 |

Prerequisite: Multilingual Learner (ML) identified and confirmed, and approval of ML Coordinator

This course, which students may repeat for credit as often as necessary, provides students with intensive practice in language skills necessary for success in the regular classroom. Through lectures, class discussions, and interactive exercises, students receive ample opportunity to improve speaking and listening as well as reading and writing proficiencies.

Reading ML

| | |
|------------------------|-------------------------|
| Credit: 1 (dc) (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Annual LA0856 LA0857 |
| 11, 12 | Annual LA0851 LA0852 |

Prerequisite: Multilingual Learner (ML) identified and confirmed, with approval of ML Coordinator

The ML Reading course assists students in increasing reading skills, improving reading in context and improving academic achievement. This course is designed for students with varied levels of English proficiency who are identified through the ACCESS test.

ML Tutorial

| | |
|------------------------|-------------------------|
| Credit: 1 (cr/nc) (dc) | Level: III |
| Grade Offered: 9, 10 | Annual LA9026 LA9027 |
| 11, 12 | Annual LA9021 LA9022 |

Prerequisite: Multilingual Learner (ML) identified and confirmed, with approval of ML Coordinator

This class offers students tutorial assistance with academic classes as well as interpersonal and executive functioning skill training to be successful within the Multilingual program and/or regular education programs. Students learn self-control, how to self-monitor, adaptable thinking, time management, planning, and organization. Students learn how to empathize with others, active listening, and motivate one another. This course offers students more individual attention and support.

Algebra I Prep ML

| | |
|------------------|-------------------------|
| Credit: 1 (dc) | Level: III |
| Grade Offered: 9 | Annual MA4156 MA4157 |

Prerequisite: Multilingual Learner (ML) identified and confirmed, and approval of ML Coordinator

This course intensively studies the language of algebra, its technical terms and symbols, grammatical conventions unique to mathematical discourse, and chunks language. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Algebra ML is course which focuses on academic language. Students begin their study of the real number system and its properties. The course is designed to convey an understanding of the meaning and use of variables, formulas, equations and inequalities, exponents, functions, graphs, and an introduction to probability and statistics. The fundamental processes with algebraic expressions and language are taught including word problems, problem solving, and algebraic translations. cases of factoring and work with algebraic fractions. The significance of problems and of problem solving is emphasized throughout the course. Material covered in this course will not only provide students with a foundation of algebra to be applied in future courses, but will also prepare students for college level coursework.

Algebra I Accel ML

| | |
|------------------|-------------------------|
| Credit: 1 (dc) | Level: III |
| Grade Offered: 9 | Annual MA4166 MA4167 |

Prerequisite: Multilingual Learner (ML) identified and confirmed, and approval of ML Coordinator

This course intensively studies the language of algebra, its technical terms and symbols, grammatical conventions unique to mathematical discourse, and chunks language. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Algebra ML is course which focuses on academic language. Students begin their study of the real number system and its properties. The course is designed to convey an understanding of the meaning and use of variables, formulas, equations and inequalities, exponents, functions, graphs, and an introduction to probability and statistics. The fundamental processes with algebraic expressions and language are taught including word problems, problem solving, and algebraic translations. The significance of problems and of problem solving is emphasized throughout the course. Material covered in this course will not only provide students with a foundation of algebra to be applied in future courses, but will also prepare students for college level coursework.

bra to be applied in future courses, but will also prepare students for college level coursework.

Biology Prep ML

Credit: 1 Level: III
Grade Offered: 9, 10 Annual SN5126
SN5127

Prerequisite: Multilingual Learner (ML)
identified and confirmed, with
approval of ML Coordinator

In this preparatory course, students will explore scientific phenomena through the solving of problems using the science practices as prescribed by the Next Generation Science Standards. Classroom instruction will be based on questioning the natural world around us to increase student understanding and learning through application of biological concepts. The development of the academic language in both the native language and English is emphasized thus improving fluency and literacy in Science. The course involves assessing student progress throughout, ultimately encouraging students as self-directed, competent bilingual learners.

World History ML

Credit: 1 Level: III
Grade Offered: 9 Annual SS5846
SS5847

Prerequisite: Multilingual Learner (ML)
identified and confirmed, with
approval of ML Coordinator

This course aims to help students understand the complex world in which they live by developing insights into the thoughts and feelings of people within their own culture/civilization and other cultures/civilizations, as well as relating the past to the present and future. Students learn that although human needs are basically the same everywhere, differences in environment and history have played a determining role in establishing variety in cultures/civilizations. World History is designed for students who are learning to speak, read, and write in English as their second language. Additionally, World History ML is course which focuses on academic language. Students learn how to apply historical content, analyze evidence and construct an argument in order to demonstrate that history, geography, economics, political science, and social and cultural life are basic to the study of human development.

Geometry Prep ML

Credit: 1 Level: III
Grade Offered: 10 Annual MA6156
MA6157

Prerequisite: Multilingual Learner (ML)
identified and confirmed, with
approval of ML Coordinator and Algebra

In this course, we will learn about and investigate the measurements and properties of lines, planes, angles, polygons, and solids as well as their interrelationships. This class will provide you the opportunity to grow as a critical-thinker and problem-solver all while applying your pre-existing knowledge of algebra to geometric concepts. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Geometry ML is course which focuses on academic language. We will utilize a variety of methods of logical thinking to identify, categorize, and write the following types of proofs: 2-column, paragraph, flow, and coordinate proofs.

Geometry Accel ML

Credit: 1 Level: III
Grade Offered: 10 Annual MA6166
MA6167

Prerequisite: Multilingual Learner (ML)
identified and confirmed, with
approval of ML Coordinator and Algebra

In this course, we will learn about and investigate the measurements and properties of lines, planes, angles, polygons, and solids as well as their interrelationships. This class will provide you the opportunity to grow as a critical-thinker and problem-solver all while applying your pre-existing knowledge of algebra to geometric concepts. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Geometry ML is course which focuses on academic language. We will utilize a variety of methods of logical thinking to identify, categorize, and write the following types of proofs: 2-column, paragraph, flow, and coordinate proofs.

Chemistry Prep ML

| | |
|---|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 10 | Annual SN5626 SN5627 |
| Prerequisite: Multilingual Learner (ML) identified and confirmed, with approval of ML Coordinator | |

Chemistry is the study of the composition and structure of matter, the changes matter undergoes, and the energy associated with those changes. This course is especially designed for students who are learning to speak, read, and write in English. This course covers a range of topics using a phenomenon driven curriculum. Additionally, Chemistry ML is a laboratory centered course which focuses on academic language, classroom discussion and independent practice. A background in algebra, continuous practice and daily review are key to success in this course.

Civics ML

| | |
|---|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 10 | Annual SS6326 SS6327 |
| Prerequisite: Multilingual Learner (ML) identified and confirmed, with approval of ML Coordinator | |

Civics is a one-semester course that includes the study of government institutions, analysis of current and controversial issues, simulations of the democratic process, and service learning. Students will gain essential knowledge of American government and politics, including the fundamental principles of our government, the roles of the President, Congress, and the courts, political culture and participation, elections and campaigns, and the influence of interest groups and media. Students will apply theoretical concepts to current issues and events while developing the skills necessary for evaluating media sources for bias, writing claim and evidence statements, and engaging in effective civil discourse. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Civics ML is course which focuses on academic language.. Successful completion of Civics during sophomore year will allow students to fulfill the state Civics requirement for graduation.

Drivers Ed ML

| | |
|--|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 10 | Annual DR9136 DR9137 |
| Prerequisite: Multilingual Learner(ML) identified and confirmed, with approval of ML Coordinator | |

The Drivers Education program is here to provide you with engaging driving instruction in the classroom as well as in the vehicle so that you will be a safe and responsible driver. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Drivers Ed ML is course which focuses on academic language. This is accomplished through a three-phase program: classroom, driving range, and behind-the-wheel driving. Students will build a foundation for safe, responsible, efficient, and courteous driving. In order to meet the minimum State of Illinois requirements to pass Driver Education, each student must complete: 30 hours of classroom, 4 hours of driving range, and 2 hours of behind-the-wheel driving. Consequently, attendance is of extreme importance for Driver's Education. Students who cannot meet the requirements set by the state will be removed from the program. Each student must spend an additional 50 hours of behind-the-wheel experience time outside of regular school hours with a parent or guardian to meet the state requirements for licensing.

Health ML

| | |
|--|------------------------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall PE9356 Spring PE9357 |
| Prerequisite: Multilingual Learner(ML) identified and confirmed, with approval of ML Coordinator | |

This semester course meets daily. The course provides in depth instruction in the following areas: human anatomy and physiology; mental health (including death education); substance abuse; nutrition; chronic and infectious diseases (including AIDS education); human sexuality; and first-aid (including CPR certification). This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Health ML is course which focuses on academic language. This course will meet the State of Illinois Health Education requirement and students from the ML program will receive language support in their acquisition of health educational material.

Algebra II Prep ML

Credit: 1 (dc) Level: III
Grade Offered: 11 Annual MA6251
MA6252

Prerequisite: Multilingual Learner (ML)
identified and confirmed, and approval
of ML Coordinator

This course presents the topics contained in Algebra II and also includes the topics of polynomial functions, logarithmic functions, sequences, series, elementary probability, and rational functions. Problem solving with the graphing calculator is a major emphasis in this course. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Algebra II Prep is a course which focuses on academic language.

Algebra II Accel ML

Credit: 1 (dc) Level: III
Grade Offered: 11 Annual MA6261
MA6262

Prerequisite: Multilingual Learner (ML)
identified and confirmed, and approval
of ML Coordinator

This course presents the topics contained in Algebra II and also includes the topics of polynomial functions, logarithmic functions, sequences, series, elementary probability, and rational functions. Problem solving with the graphing calculator is a major emphasis in this course. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Algebra II Accel is a course which focuses on academic language.

Consumer Education ML

Credit: 1 Level: III
Grade Offered: 11, 12 Annual BU5061
BU5062

Prerequisite: Multilingual Learner (ML)
identified and confirmed, with
approval of ML Coordinator

This course focuses on personal money management concerns that face all consumers. This course is especially designed for those students who are learning to speak, read, and write in English as their second language. Additionally, Consumer Economics ML is course which focuses on academic language. Topics to be studied include economics, insurance, investments, taxes, finance, comparison shopping, consumer protection, credit, and career planning.

Physics Prep ML

Credit: 1 (dc) Level: III
Grade Offered: 11 Annual SN4921
SN4922

Prerequisite: Multilingual Learner (ML)
identified and confirmed, and approval
of ML Coordinator

Physics ML aims to help students understand the ideas and concepts of Physics as they relate to other sciences and mathematics. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Physics ML is a laboratory centered course which focuses on academic language. Laboratory activities are used to teach the main ideas. An activity is used to introduce an idea, then it is taught at the conceptual level, and finally an activity is used as an application of this idea. Topics include fundamental concepts of scientific thinking, motion, momentum, energy, electricity, and magnetism.

Financial Algebra ML

Credit: 1/2 or 1 Level: III
 Grade Offered: 12 Fall MA6311
 Spring MA6312
 Prerequisite: Multilingual Learner (ML)
 identified and confirmed, and approval
 of ML Coordinator

Financial Algebra is a study of algebra and functions in a financial context. This course combines algebraic and graphical approaches with practical business and personal finance applications. This course encourages students to be actively involved in applying mathematical ideas to their everyday lives. Financial Algebra is not approved as a core course for NCAA eligibility.

U.S. History ML

Credit: 1 (dc) Level: III
 Grade Offered: 11 Annual SS3411
 SS3412
 Prerequisite: Multilingual Learner (ML)
 identified and confirmed, and approval
 of ML Coordinator

Students will loop through history, ensuring an in-depth understanding and an ability to make on-going contemporary connections. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, U.S. History ML is course which focuses on academic language. Students will be assessed on their ability to apply knowledge, analyze history and construct historical arguments. Students will master these skills through writing, discussions, presentation and source analysis. This course offers students a scaffolded approach to develop their historical thinking skills.

Forensic Science ML

Credit: 1 Level: IV
 Grade Offered: 11, 12 Annual SN7521
 SN7522
 Prerequisite: Multilingual Learner (ML)
 identified and confirmed, and approval
 of ML Coordinator

This course is designed to familiarize those individuals interested in criminalistics and/or related fields with the methods and techniques currently employed by forensic scientists. It involves the collection, examination, evaluation and interpretation of evidence through the use of biological, chemical and behavioral sciences as employed by our justice system, while gaining a basic understanding of the capabilities and limitations of the application of forensic science to the law. This course involves components from all of the sciences including content from Biology, Chemistry, Physics, Math and ELA Writing Skills. Forensic students will use critical thinking, deductive reasoning, advanced chemical laboratory techniques and problem-solving skills. Reality and research-based activities are used to investigate criminal scenarios; the scientific method is used for collecting and analyzing evidence through case studies and simulated crime scenes such as fingerprinting, ballistics and blood spatter analysis.

College Algebra ML

Credit: 1 (dc) Level: III
 Grade Offered: 12 Annual MA6351
 MA6352
 Prerequisite: Multilingual Learner (ML)
 identified and confirmed, and approval
 of ML Coordinator

College Algebra is designed to develop mathematical reasoning and maturity, to facilitate placement in college level mathematics, and to transition high school students to typical college grading policies. This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, College Algebra is a course which focuses on academic language. This yearlong course is designed for high school seniors who have taken a course comparable to Intermediate Algebra. The curriculum will be similar to that of MATH 0465 offered at the College of DuPage.

Estudiante Multilingüe El Curso (ML)

Estudiante Multilingüe Estado de la Mision

La secundaria Lyons Township es una comunidad de aprendizaje de diversos idiomas y culturas.

Los estudiantes multilingües (ML) son estudiantes que están desarrollando competencia en varios idiomas. Esto incluye a los estudiantes que aprenden inglés como idioma adicional en la escuela.

El Programa Multilingüe empodera a los estudiantes a través del aprendizaje del idioma y la cultura. El Distrito 204 apoyará a los estudiantes multilingües a medida que desarrollen competencias sociales, culturales y académicas mediante la creación de un entorno de aprendizaje que:

- apoya a los estudiantes para que alcancen altos estándares académicos
- facilita la comunicación efectiva en inglés a través de la lectura, la escritura, el habla y la escucha
- proporciona un camino para que los estudiantes se conviertan en estudiantes independientes

El Distrito 204 de la Secundaria Lyons Township brindará a los estudiantes multilingües un ambiente de aprendizaje óptimo y equitativo en cada entorno académico.

Campus Sur 9-10

- Reading ML
- Beginning ML
- Intermediate ML
- Advanced ML
- ML Tutorial
- Algebra I ML
- Biología ML
- Historia Mundial ML (Global Studies)
- Salud ML (Physical Education)
- Civics ML
- Educacion Vial (Conducir) ML
- Quimica ML

Campus Norte 11-12

- Lectura ML
- Aprendizaje de Inglés Principiante ML
- Aprendizaje de Inglés Intermedio ML
- Aprendizaje de Inglés Avanzado ML
- Algebra II ML
- Algebra Financiera ML
- Algebra Universitaria ML
- Historia de Los Estados ML (Global Studies)
- Economia del Consumidor ML
- Fiscia ML
- Forense ML

Estudiante Multilingüe (ML)

Los cursos de educación para estudiantes multilingües son parte de un programa integrado que apoya la adquisición del idioma a través de cursos enfocados en matemáticas, ciencias, artes del lenguaje, salud y estudios sociales para estudiantes determinados como estudiantes multilingües (ML). El programa ML proporciona y acelera las habilidades de adquisición del idioma inglés para que los estudiantes puedan dominar el inglés. Todos los cursos de ML también se enumeran en la Guía en sus respectivos departamentos. La identificación y confirmación de los estudiantes multilingües (ML) se determinará según los resultados de la prueba ACCESS que se realiza anualmente y el examen WIDA para estudiantes transferidos, según sea necesario.

Aprendizaje de Inglés Principiante ML

| | |
|-----------------------|--------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 9, 10 | Anual LA9036 |
| | LA9037 |
| 11, 12 | Anual LA9031 |
| | LA9032 |

Requisito Previo: Aprendizaje multilingual identificado, confirmado y aprobacion del coordinador de ML

Este curso ayuda a los estudiantes con poca o ninguna fluidez en inglés a adquirir habilidades básicas de comunicación para escuchar, hablar, leer y escribir. Los estudiantes pueden repetir este curso tantas veces como sea necesario para obtener créditos. Estos estudiantes también se inscriben en Lectura ML.

Aprendizaje de Inglés Intermedio ML

| | |
|-----------------------|--------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 9, 10 | Anual LA9136 |
| | LA9137 |
| 11, 12 | Anual LA9131 |
| | LA9132 |

Requisito Previo: Aprendizaje multilingual identificado, confirmado y aprobacion del coordinador de ML

Este curso una práctica intensiva en habilidades lingüísticas a través de vocabulario de contenido, discusiones en clase y ejercicios interactivos. Los estudiantes mejorarán sus habilidades de hablar y escuchar, así como de leer y escribir a un nivel más allá de las etapas iniciales de la adquisición del idioma. Los estudiantes pueden repetir este curso tantas veces como sea necesario para obtener créditos. La evaluación estatal del idioma, prueba ACCESS, se utilizará para ayudar a determinar la ubicación para Intermedio ML.

Aprendizaje de Inglés Avanzado ML

| | |
|---|------------------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 9, 10 | Anual LA9046 LA9047 |
| 11, 12 | Anual LA9041 LA9042 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Este curso brinda práctica intensiva en las habilidades lingüísticas necesarias para tener éxito en el aula regular. A través de conferencias, debates en clase y ejercicios interactivos, los estudiantes reciben amplias oportunidades para mejorar sus habilidades de expresión oral y auditiva, así como de lectura y escritura. Los estudiantes pueden repetir este curso tantas veces como sea necesario para obtener créditos.

Lectura ML

| | |
|---|------------------------|
| Credito: 1 (dc) (cr/nc) | Nivel: III |
| Grado Ofrecido: 9, 10 | Anual LA0856 LA0857 |
| 11, 12 | Anual LA0851 LA0852 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

El curso de Lectura ML ayuda a los estudiantes a aumentar sus habilidades de lectura, mejorar la lectura en contexto y mejorar el rendimiento académico. Este curso está diseñado para estudiantes con diversos niveles de dominio del inglés que se identifican a través de la prueba ACCESS.

ML Tutorial

| | |
|---|------------------------|
| Credito: 1 (cr/nc) (dc) | Nivel: III |
| Grado Ofrecido: 9, 10 | Anual LA9026 LA9027 |
| 11, 12 | Anual LA9021 LA9022 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Este curso ofrece a los estudiantes asistencia tutorial con clases académicas, así como capacitación en habilidades interpersonales y de funcionamiento ejecutivo para tener éxito dentro del programa multilingüe y/o los programas de educación regular. Los estudiantes aprenden autocontrol, cómo autocontrolarse, pensamiento adaptable, gestión del tiempo, planificación y organización. Los estudiantes aprenden a empatizar con los demás, a escuchar activamente y a motivarse unos a otros. Este curso ofrece más atención y apoyo individual a los estudiantes.

Álgebra I Prep ML

| | |
|---|------------------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 9 | Anual MA4156 MA4157 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Este curso estudia intensamente el lenguaje del álgebra, sus términos y símbolos técnicos, las convenciones gramaticales exclusivas del discurso matemático y el lenguaje se grupea. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Álgebra ML es un curso que se enfoca en el lenguaje académico. Los estudiantes comienzan su estudio del sistema de números reales y sus propiedades. El curso está diseñado para transmitir una comprensión del significado y uso de variables, fórmulas, ecuaciones y desigualdades, exponentes, funciones, gráficas y una introducción a la probabilidad y la estadística. Se enseñan los procesos fundamentales con expresiones algebraicas y lenguaje, incluidos problemas planteados, resolución de problemas y algebraicos traducciones casos de factorización y trabajo con fracciones algebraicas. A lo largo del curso se enfatiza la importancia de los problemas y de su resolución. El material cubierto en este curso no solo proporcionará a los estudiantes una base de álgebra para aplicar en cursos futuros, sino que también los preparará para cursos de nivel universitario.

Álgebra I Accel ML

| | |
|---|------------------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 9 | Anual MA4166 MA4167 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Este curso estudia intensamente el lenguaje del álgebra, sus términos y símbolos técnicos, las convenciones gramaticales exclusivas del discurso matemático y el lenguaje se grupea. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Álgebra ML es un curso que se enfoca en el lenguaje académico. Los estudiantes comienzan su estudio del sistema de números reales y sus propiedades. El curso está diseñado para transmitir una comprensión del significado y uso de variables, fórmulas, ecuaciones y desigualdades, exponentes, funciones, gráficas y una introducción a la probabilidad y la estadística. Se enseñan los procesos fundamentales con expresiones algebraicas y lenguaje, incluidos problemas planteados, resolución de problemas y algebraicos traducciones. A lo largo del curso se enfatiza la importancia de los problemas y de

su resolución. El material cubierto en este curso no solo proporcionará a los estudiantes una base de álgebra para aplicar en cursos futuros, sino que también los preparará para cursos de nivel universitario.

Biología Prep ML

| | |
|---|------------------------|
| Credito: 1 | Nivel: III |
| Grado Ofrecido: 9, 10 | Anual SN5126 SN5127 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

En este curso preparatorio, los estudiantes explorarán fenómenos científicos mediante la resolución de problemas utilizando las prácticas científicas según lo prescrito por los Estándares Científicos de Próxima Generación. La instrucción en el aula se basará en cuestionar el mundo natural que nos rodea para aumentar la comprensión y el aprendizaje de los estudiantes mediante la aplicación de conceptos biológicos. Se enfatiza el desarrollo del lenguaje académico tanto en el idioma nativo como en inglés, mejorando así la fluidez y la alfabetización en Ciencias. El curso implica evaluar el progreso de los estudiantes en todo momento y, en última instancia, alentarlos a ser estudiantes multilingües competentes y autodirigidos.

Historia Mundial ML

| | |
|---|------------------------|
| Credito: 1 | Nivel: III |
| Grado Ofrecido: 9 | Anual SS5846 SS5847 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Este curso tiene como objetivo ayudar a los estudiantes a comprender el mundo complejo en el que viven desarrollando conocimientos sobre los pensamientos y sentimientos de las personas dentro de su propia cultura/civilización y otras culturas/civilizaciones, así como relacionando el pasado con el presente y el futuro. Los estudiantes aprenden que aunque las necesidades humanas son básicamente las mismas en todas partes, las diferencias en el medio ambiente y la historia han jugado un papel determinante en el establecimiento de variedad en culturas y civilizaciones. Historia Mundial está diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Historia Mundial ML es un curso que se centra en el lenguaje académico. Los estudiantes aprenden cómo aplicar contenido histórico, analizar evidencia y construir un argumento para demostrar que la historia, la geografía, la economía, las ciencias políticas y la vida social y cultural son básicas para el estudio del desarrollo humano.

Geometría Prep ML

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|---|------------------------|
| Credito: 1 | Nivel: III |
| Grado Ofrecido: 10 | Anual MA6156 MA6157 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML y Álgebra I | |

En este curso, aprenderemos e investigaremos las medidas y propiedades de líneas, planos, ángulos, polígonos y sólidos, así como sus interrelaciones. Esta clase le brindará la oportunidad de crecer como pensador crítico y solucionador de problemas mientras aplica sus conocimientos preexistentes de álgebra a conceptos geométricos. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Geometría ML es un curso que se centra en el lenguaje académico. Utilizaremos una variedad de métodos de pensamiento lógico para identificar, categorizar y escribir los siguientes tipos de pruebas: pruebas de 2 columnas, de párrafo, de flujo y coordenadas.

Geometría Accel ML

| | |
|---|------------------------|
| Credito: 1 | Nivel: III |
| Grado Ofrecido: 10 | Anual MA6166 MA6167 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML y Álgebra I | |

En este curso, aprenderemos e investigaremos las medidas y propiedades de líneas, planos, ángulos, polígonos y sólidos, así como sus interrelaciones. Esta clase le brindará la oportunidad de crecer como pensador crítico y solucionador de problemas mientras aplica sus conocimientos preexistentes de álgebra a conceptos geométricos. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Geometría ML es un curso que se centra en el lenguaje académico. Utilizaremos una variedad de métodos de pensamiento lógico para identificar, categorizar y escribir los siguientes tipos de pruebas: pruebas de 2 columnas, de párrafo, de flujo y coordenadas.

Quimica Prep ML

| | |
|---|------------------------|
| Credito: 1 | Nivel: III |
| Grado Ofrecido: 10 | Anual SN5626 SN5627 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

La Química es el estudio de la composición y estructura de la materia, los cambios que sufre la materia y la energía asociada con esos cambios. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés. Este curso cubre una variedad de temas utilizando un plan de estudios impulsado por fenómenos. Además, Química ML es un curso centrado en el laboratorio que se centra en el lenguaje académico, la discusión en el aula y la práctica independiente. Tener experiencia en álgebra, práctica continua y revisión diaria son claves para el éxito en este curso.

Educacion Civica ML

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|---|------------------------|
| Credito: 1 | Nivel: III |
| Grado Ofrecido: 10 | Anual SS6326 SS6327 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Cívica es un curso de un semestre que incluye el estudio de instituciones gubernamentales, análisis de temas actuales y controvertidos, simulaciones del proceso democrático y aprendizaje de servicio. Los estudiantes obtendrán conocimientos esenciales del gobierno y la política estadounidenses, incluyendo los principios fundamentales de nuestro gobierno, las funciones del presidente, el Congreso y los tribunales, la cultura y la participación política, las elecciones y campañas, y la influencia de los grupos de interés y los medios. Los estudiantes aplicarán conceptos teóricos a temas y eventos actuales mientras desarrollan las habilidades necesarias para evaluar las fuentes de los medios en busca de sesgos, escribir afirmaciones y declaraciones de evidencia y participar en un discurso civil efectivo. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Cívica ML es un curso que se centra en el lenguaje académico. La finalización exitosa de Cívica durante el segundo año permitirá a los estudiantes cumplir con el requisito estatal de Cívica para graduarse.

Educacion Vial (Conducir) ML

| | |
|---|------------------------|
| Credito: 1 | Nivel: III |
| Grado Ofrecido: 10 | Anual DR9136 DR9137 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

El programa de educación vial está aquí para brindarle instrucción de conducción atractiva tanto en el aula como en el vehículo para que sea un conductor seguro y responsable. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. La clase de Conducir ML es un curso que se centra en el lenguaje académico. Esto se logra a través de un programa de tres fases: aula, campo de prácticas y conducción al volante. Los estudiantes construirán una base para una conducción segura, responsable, eficiente y cortés. Para cumplir con los requisitos mínimos del estado de Illinois para aprobar la educación vial, cada estudiante debe completar: 30 horas de clase, 4 horas de campo de prácticas y 2 horas de conducción detrás del volante. En consecuencia, la asistencia es de suma importancia para la Educación Vial. Los estudiantes que no puedan cumplir con los requisitos establecidos por el estado serán eliminados del programa. Cada estudiante debe pasar 50 horas adicionales de experiencia detrás del volante fuera del horario escolar regular con un padre o tutor para cumplir con los requisitos estatales para la licencia.

Salud ML

| | |
|---|----------------------------------|
| Credito: 1/2 | Nivel: III |
| Grado Ofrecido: 10 | Otono PE9356 Primavera PE9357 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Este curso semestral se reúne diariamente. El curso proporciona instrucción detallada en las siguientes áreas: anatomía y fisiología humana; salud mental (incluida la educación sobre la muerte); abuso de sustancias; nutrición; enfermedades crónicas e infecciosas (incluida la educación sobre el SIDA); la sexualidad humana; y primeros auxilios (incluida la certificación de RCP). Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Health ML es un curso que se centra en el lenguaje académico. Este curso cumplirá con los requisitos de Educación para la salud del estado de Illinois y los estudiantes del programa EL recibirán apoyo lingüístico en la adquisición de material educativo sobre salud.

Álgebra II Prep ML

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|---|------------------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 11 | Anual MA6251 MA6252 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Este curso presenta los temas contenidos en Álgebra II y también incluye los temas de funciones polinómicas, funciones logarítmicas, secuencias, series, probabilidad elemental y funciones racionales. La resolución de problemas con la calculadora gráfica es un énfasis importante en este curso. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Álgebra II Prep es un curso que se centra en el lenguaje académico.

Álgebra II Accel ML

| | |
|---|------------------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 11 | Anual MA6261 MA6262 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Este curso presenta los temas contenidos en Álgebra II y también incluye los temas de funciones polinómicas, funciones logarítmicas, secuencias, series, probabilidad elemental y funciones racionales. La resolución de problemas con la calculadora gráfica es un énfasis importante en este curso. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Álgebra II Accel es un curso que se centra en el lenguaje académico.

Economía del Consumidor ML

| | |
|---|------------------------|
| Credito: 1 | Nivel: III |
| Grado Ofrecido: 11, 12 | Anual BU5061 BU5062 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

El programa de educación vial está aquí para brindarle instrucción de conducción atractiva tanto en el aula como en el vehículo para que sea un conductor seguro y responsable. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. La clase de Conducir ML es un curso que se centra en el lenguaje académico. Esto se logra a través de un programa de tres fases: aula, campo de prácticas y conducción al volante. Los estudiantes construirán una base para una conducción segura, responsable, eficiente y cortés. Para cumplir con los requisitos mínimos del estado de Illinois para aprobar la educación vial, cada estudiante debe completar: 30 horas de clase, 4 horas de campo de prácticas y 2 horas de conducción detrás del volante. En consecuencia, la asistencia es de suma importancia para la Educación Vial. Los estudiantes que no puedan cumplir con los requisitos establecidos por el estado serán eliminados del programa. Cada estudiante debe pasar 50 horas adicionales de experiencia detrás del volante fuera del horario escolar regular con un padre o tutor para cumplir con los requisitos estatales para la licencia.

Física Prep ML

| | |
|---|------------------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 11 | Anual SN4921 SN4922 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Física ML tiene como objetivo ayudar a los estudiantes a comprender las ideas y conceptos de la Física en su relación con otras ciencias y matemáticas. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Física ML es un curso centrado en el laboratorio que se centra en el lenguaje académico. Se utilizan actividades de laboratorio para enseñar las ideas principales. Se utiliza una actividad para presentar una idea, luego se enseña a nivel conceptual y finalmente se utiliza una actividad como aplicación de esta idea. Los temas incluyen conceptos fundamentales del pensamiento científico, movimiento, momento, energía, electricidad y magnetismo.

Álgebra Financiera ML

| | |
|---|----------------------------------|
| Credito: 1/2 or 1 | Nivel: III |
| Grado Ofrecido: 12 | Otono MA6301 Primavera MA6302 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Álgebra Financiera es un estudio de álgebra y funciones en un contexto financiero. Este curso combina enfoques algebraicos y gráficos con aplicaciones prácticas de finanzas personales y comerciales. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Álgebra Financiera ML es un curso que se enfoca en el lenguaje académico. Este curso anima a los estudiantes a participar activamente en la aplicación de ideas matemáticas a su vida cotidiana.

Historia de Los Estados ML

| | |
|---|------------------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 11 | Anual SS3411 SS3412 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Los estudiantes recorrerán la historia, asegurando una comprensión profunda y la capacidad de establecer conexiones contemporáneas continuas. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como segundo idioma. Además, Historia de EE. UU. ML es un curso que se centra en el lenguaje académico. Se evaluará la capacidad de los estudiantes para aplicar conocimientos, analizar la historia y construir argumentos históricos. Los estudiantes dominarán estas habilidades a través de la escritura, debates, presentaciones y análisis de fuentes. Este curso ofrece a los estudiantes un enfoque andamiado para desarrollar sus habilidades de pensamiento histórico.

Forense ML

| | |
|---|------------------------|
| Credito: 1 | Nivel: IV |
| Grado Ofrecido: 11, 12 | Anual SN7521 SN7522 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

This course is designed to familiarize those individuals interested in criminalistics and/or related fields with the methods and techniques currently employed by forensic scientists. It involves the collection, examination, evaluation and interpretation of evidence through the use of biological, chemical and behavioral sciences as employed by our justice system, while gaining a basic understanding of the capabilities and limitations of the application of forensic science to the law. This course involves components from all of the sciences including content from Biology, Chemistry, Physics, Math and ELA Writing Skills. Forensic students will use critical thinking, deductive reasoning, advanced chemical laboratory techniques and problem-solving skills. Reality and research-based activities are used to investigate criminal scenarios; the scientific method is used for collecting and analyzing evidence through case studies and simulated crime scenes such as fingerprinting, ballistics and blood spatter analysis.

Álgebra Universitaria ML

| | |
|---|------------------------|
| Credito: 1 (dc) | Nivel: III |
| Grado Ofrecido: 12 | Anual MA6351 MA6352 |
| Requisito Previo: Aprendizaje multilingüe identificado, confirmado y aprobación del coordinador de ML | |

Álgebra universitaria está diseñada para desarrollar el razonamiento matemático y la madurez, facilitar la colocación en matemáticas de nivel universitario y hacer la transición de los estudiantes de secundaria a las políticas típicas de calificación universitaria. Este curso está especialmente diseñado para estudiantes que están aprendiendo a hablar, leer y escribir en inglés como su segunda lengua. Además, Álgebra Universitaria es un curso que se enfoca en el lenguaje académico. Este curso está diseñado para estudiantes del último año de secundaria que han tomado un curso comparable a Álgebra Intermedia. El plan de estudios será similar al de MATH 0465 ofrecido en el Colegio de DuPage.

Multilingual Learner Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

| | |
|----------|-----------------------|
| LA0186/7 | English TBA (No Test) |
| LA0856/7 | ML Reading |
| LA9036/7 | ML Beginning |
| LA9136/7 | ML Intermediate |
| LA9046/7 | ML Advanced |
| LA9026/7 | ML Tutorial |
| SS5846/7 | World History MLL |
| MA4156/7 | Algebra I Prep ML |
| MA4166/7 | Algebra I Accel ML |
| SN5126/7 | Biology ML |

Sophomore Courses

Annual

| | |
|----------|-------------------|
| LA0856/7 | ML Reading |
| LA9036/7 | ML Beginning |
| LA9136/7 | ML Intermediate |
| LA9046/7 | ML Advanced |
| LA9026/7 | ML Tutorial |
| MA6156/7 | Geometry Prep ML |
| MA6166/7 | Geometry Accel ML |
| SN5626/7 | Chemistry ML |
| DR9136/7 | Drivers Ed ML |
| SS6326/7 | Civics ML |

Fall

| | |
|--------|-----------|
| PE9356 | Health ML |
|--------|-----------|

Spring

| | |
|--------|-----------|
| PE9357 | Health ML |
|--------|-----------|

Junior and Senior Courses

Annual

| | |
|----------|-----------------------|
| LA0851/2 | ML Reading |
| LA9031/2 | ML Beginning |
| LA9131/2 | ML Intermediate |
| LA9041/2 | ML Advanced |
| LA9021/2 | ML Tutorial |
| MA6251/2 | Algebra II Prep ML |
| MA6261/2 | Algebra II Accel ML |
| SS3411/2 | US History ML |
| SN4921/2 | Physics ML |
| SN7521/2 | Forensics ML |
| BU5061/2 | Consumer Economics ML |
| MA6301/2 | Financial Algebra ML |
| MA6351/2 | College Algebra ML |

Algebra
Algebra II
AP Calculus AB
AP Calculus BC
AP Statistics
Calculus III
College Algebra
Financial Algebra
Data, Probability & Statistics
Geometry
Linear Algebra
Pre-Calculus
Career Internship Program

Mathematics

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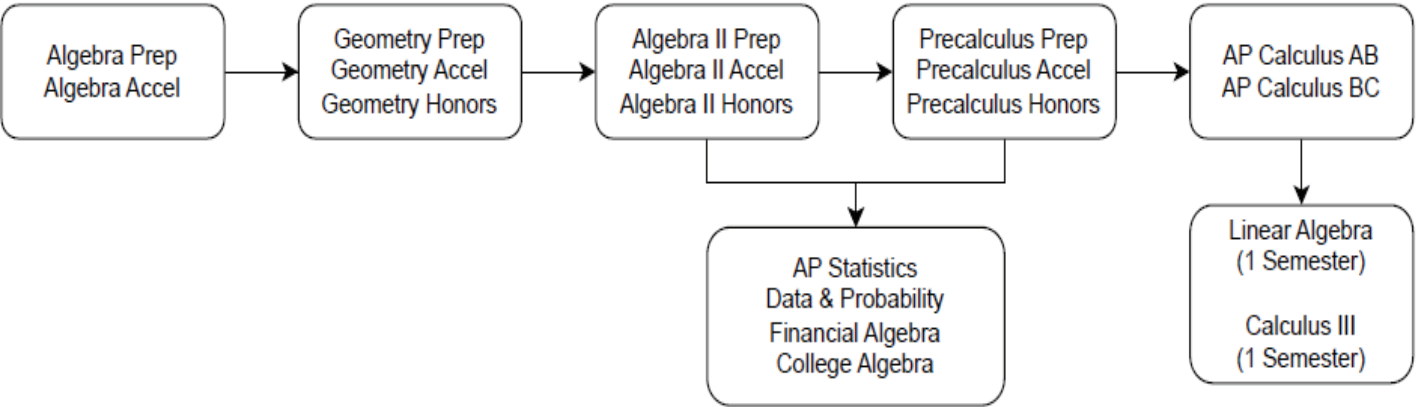
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Mathematics Department Mission Statement:

To use the content of Math to develop ALL students into lifelong learners; adept at critical thinking, problem solving and collaborating.

Course Sequences



Students who successfully completed Algebra (Accel) or Geometry (Honors) in Grade 7 or 8 will receive one unit of high school credit on a pass/fail basis. The high school credit will be awarded after successful completion of one year of mathematics while enrolled in high school.

Mathematics Department Standards

The LTHS Mathematics Department has adopted the following eight principles in conjunction with both the Illinois State Standards and the Common Core State Standards. These principles and standards guide academic programs, courses and challenge students. Additionally, specific academic course standards have also been developed. These are distributed to students at the beginning of each semester or annual course.

LTHS Mathematics Principles

Common Core State Standards for Mathematical Practice

| | |
|----------------------|---|
| Standard I | Make sense of problems and persevere in solving them. |
| Standard II | Reason abstractly and quantitatively. |
| Standard III | Construct viable arguments and critique the reasoning of others. |
| Standard IV | Model with mathematics. |
| Standard V | Use appropriate tools strategically. |
| Standard VI | Attend to precision. |
| Standard VII | Look for and make use of structure. |
| Standard VIII | Look for and express regularity in repeated reasoning. |

Requirements

While a minimum of three years of high school mathematics is required for graduation, many students take four years of mathematics. The state of Illinois requires each student to take an Algebra and a Geometry course for two of the three required credits. It is suggested that students who desire to attend college study requirements specific to their school of interest. Most state universities in Illinois require three years of mathematics through Advanced Algebra for unconditional admission. Pre-Calculus may also be required.

Placement

The Division Chair evaluates the performance of each incoming student. Placements is based upon the following performance indicators.

- Information from the eighth grade teacher's about the incoming freshman using current math grades and student ability.
- LT will review the results and recommend further changes based on skills and supports.

Parents are then notified of the final placement.

Incoming Freshmen

Students who are placed beyond Algebra (Accel) will receive credit for Algebra only after they successfully completed Geometry. Please note that credit will not appear on the student's transcript until the end of the second semester of sophomore year. This credit will not apply to the three years of math credit required by the state of Illinois for high school graduation, nor will the level be designated.

Calculator Requirements

All Math/Science courses require a graphing calculator. Families should only purchase a graphing calculator if they do not already own one. Please call your student's math teacher if you have any questions.

Mathematics and Advanced Placement (AP)

A student may enroll in the following mathematics AP courses:

• AP Calculus AB

This two-semester course is especially designed for students with interest in mathematics and/or science. Completion of this course qualifies students to take the AP Calculus AB Examination.

• AP Calculus BC

This two-semester course is especially designed for students with high interest in mathematics and/or science. Completion of this course qualifies students to take the AP Calculus BC examination.

• AP Statistics

This two-semester course is especially designed for students with an interest in an introductory, non-calculus based course in statistics. Many college majors require a statistics course. This course qualifies students to take the AP Statistics examination.



Algebra (Prep)

| | |
|----------------------|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 9, 10 | Annual MA4136 MA4137 |
| Prerequisite: None | |

This course intensively studies the language of algebra. Students begin their study of the real number system and its properties. The course is designed to convey an understanding of the meaning and use of variables, formulas, equations and inequalities, exponents, functions, graphs, and an introduction to probability and statistics. The fundamental processes with algebraic expressions are taught, including simple cases of factoring and work with algebraic fractions. The significance of problems and of problem solving is emphasized throughout the course. Material covered in this course will not only provide students with a foundation of algebra to be applied in future courses, but will also prepare students for college level coursework.

Algebra (Accel)

| | |
|--------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 9 | Annual MA4146 MA4147 |
| Prerequisite: None | |

This course intensively studies the language of algebra. Students begin their study of the real number system and its properties. The course is designed to convey an understanding of the meaning and use of variables, formulas, equations and inequalities, exponents, functions, graphs, and an introduction to probability and statistics. The fundamental processes with algebraic expressions are taught, including simple cases of factoring and work with algebraic fractions. The significance of problems and of problem solving is emphasized throughout the course. Material covered in this course will not only provide students with a foundation of algebra to be applied in future courses, but will also prepare students for college level coursework.

Algebra II (Prep)

| | |
|------------------------|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 10 | Annual MA6236 MA6237 |
| 11, 12 | Annual MA6231 MA6232 |
| Prerequisite: Geometry | |

This course presents the topics contained in Algebra II and also includes the topics of polynomial functions, logarithmic functions, sequences, series, elementary probability, and rational functions. Problem solving

with the graphing calculator is a major emphasis in this course.

Algebra II (Accel)

| | |
|------------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 9, 10 | Annual MA7246 MA7247 |
| 11 | Annual MA7241 MA7242 |
| Prerequisite: Geometry | |

This course presents the topics contained in Algebra II and also includes the topics of polynomial functions, logarithmic functions, sequences, series, elementary probability, and rational functions. Problem solving with the graphing calculator is a major emphasis in this course.

Algebra II (Hon)

| | |
|------------------------|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 9, 10 | Annual MA8256 MA8257 |
| 11 | Annual MA8251 MA8252 |
| Prerequisite: Geometry | |

This course presents the topics contained in Algebra II and also includes the topics of polynomial functions, logarithmic functions, sequences, series, elementary probability, and rational functions. Problem solving with the graphing calculator is a major emphasis in this course.

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Geometry (Prep)

Credit: 1 Level: III
Grade Offered: 10 Annual MA5136
 MA5137

Prerequisite: Algebra

In this course, we will learn about and investigate the measurements and properties of lines, planes, angles, polygons, and solids as well as their interrelationships. This class will provide you the opportunity to grow as a critical-thinker and problem-solver all while applying your pre-existing knowledge of algebra to geometric concepts. We will utilize a variety of methods of logical thinking to write the following types of proofs: 2-column, paragraph, flow, and coordinate proofs.

Geometry (Accel)

Credit: 1 Level: IV
Grade Offered: 9, 10 Annual MA7146
 MA7147

Prerequisite: Algebra (Accel) or Teacher Recommendation

In this course, we will learn about and investigate the measurements and properties of lines, planes, angles, polygons, and solids as well as their interrelationships. This class will provide you the opportunity to grow as a critical-thinker and problem-solver all while applying your pre-existing knowledge of algebra to geometric concepts. We will utilize a variety of methods of logical thinking to write the following types of proofs: 2-column, paragraph, flow, and coordinate proofs.

Geometry (Hon)

Credit: 1 Level: V
Grade Offered: 9, 10 Annual MA8166
 MA8167

Prerequisite: Algebra (Accel) or Teacher Recommendation

This course includes all the topics in Geometry (Accel) at a greater depth and faster pace. Students in this course will study coordinate geometry problems, locus problems, and various enrichment topics. Additionally, right triangle trigonometry and conics will be investigated. Material covered in this course will help prepare students for college level calculus courses.

Pre-Calculus (Prep)

Credit: 1 Level: III
Grade Offered: 11, 12 Annual MA6331
 MA6332

Prerequisite: Geometry and Algebra II and PSAT/NMSQT over 510 for Seniors

This course is an extensive study of functions including trigonometric, linear, quadratic, polynomial, rational, exponential, logarithmic, and sequences. In addition, the topics of complex numbers, polar graphs, vectors, parametrics, limits, and continuity are studied. Students who complete this course with an above average grade of B or higher will be prepared for Calculus in college.

Pre-Calculus (Accel)

Credit: 1 Level: IV
Grade Offered: 11, 12 Annual MA7341
 MA7342

Prerequisite: Geometry and Algebra II

This course is an extensive study of functions including trigonometric, linear, quadratic, polynomial, rational, exponential, logarithmic, and sequences. In addition, the topics of complex numbers, polar graphs, vectors, parametrics, limits, and continuity are studied. Students who complete this course with an above average grade of B or higher will be prepared for Calculus in college.

Pre-Calculus (Hon)

Credit: 1 Level: V
Grade Offered: 10 Annual MA8356
 MA8357
 11, 12 MA8351
 MA8352

Prerequisite: Geometry and Algebra II

This course is an extensive study of functions, advanced topics in trigonometry, matrices, combinatorics, statistics, and other topics in discrete mathematics. Calculator graphing technology is incorporated into the class in order to learn mathematics from a multifaceted approach.

Linear Algebra

Credit: 1/2 Level: V
 Grade Offered: 11, 12 Fall MA9951
 Prerequisite: Successful completion of AP Calculus AB or BC

This course is the study of vectors and vector space. Topics include vectors, vector spaces, matrices, determinants, matrix algebra, linear independence, linear transformations, eigenvalues, eigenvectors, and applications of matrices and transformations. Approximately one-third of the course will involve the concept of mathematical proofs as applied to linear algebra. **Students may receive three college credits with Moraine Valley upon successful completion of this dual credit course. (Only with Calc BC credit).**

Calculus III

Credit: 1/2 Level: V
 Grade Offered: 11, 12 Spring MA9852
 Prerequisite: AP Calculus BC

This course is a one-semester post calculus course. The course covers topics in multivariable calculus. Included are vectors in two and three-dimensions, solid analytic geometry, differential calculus of several variables (including directional derivatives and gradients), and line and surface integrals. The course also includes linear algebra, a study of vector spaces in n-dimensional Euclidean space and over the complex numbers, inner product spaces, eigenvalues and eigenvectors, linear transformations, applications of vector spaces, and numerical methods. **Students may receive four college credits with Moraine Valley upon successful completion of this dual credit course.**

Financial Algebra

Credit: 1/2 or 1 Level: III
 Grade Offered: 11, 12 Fall MA6311
 Spring MA6312
 Prerequisite: Algebra I and Geometry (Prep)

Financial Algebra is a study of algebra and functions in a financial context. This course combines algebraic and graphical approaches with practical business and personal finance applications. This course encourages students to be actively involved in applying mathematical ideas to their everyday lives.

Financial Algebra is not approved as a core course for NCAA eligibility.

Data, Probability & Statistics

Credit: 1/2 Level: III
 Grade Offered: 12 Fall MA6341
 Spring MA6342
 Prerequisite: Algebra II with Trigonometry

This course is for students who want to apply probability to real life events and data analysis to explore random processes. Topics covered will include: graphical displays, data analysis, modeling of random events, conditional probability, discrete probability, normal probability, expected value, binomial and geometric probability, and counting. Questions of investigation may include: How can we base decisions on chance? How can probability be used to simulate events and to predict future happenings? What are the benefits of simulating events as opposed to gathering real data? What basic statistics help me better understand the world?

College Algebra (Prep)

Credit: 1 Level: III
 Grade Offered: 12 only Annual MA6321
 MA6322
 Prerequisite: Prerequisite: Algebra II with Trigonometry (Prep) and math PSAT score less than 510

College Algebra is designed to develop mathematical reasoning and maturity, to facilitate placement in college level mathematics, and to transition high school students to typical college grading policies. This year long course is designed for high school seniors who have taken a course comparable to Intermediate Algebra. The curriculum will be similar to that of MATH 0465 offered at the College of DuPage. Students must take both semesters.

AP Statistics

| | |
|--------------------------|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 11, 12 | Annual MA9451 MA9452 |
| Prerequisite: Algebra II | |

This course is an introductory course in college level statistics. Most college majors and most careers including education, health care, business, engineering, and the social sciences all require knowledge of statistics. Successful completion of this course prepares students for the AP Statistics exam. Course topics include: descriptive statistics, linear regression, design of experiments, an in depth study of probability, and 10 weeks of inferential statistics, including hypothesis tests and confidence intervals. Strong writing skills are as important as strong algebra skills to succeed.

AP Calculus AB

| | |
|--|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 11, 12 | Annual MA9551 MA9552 |
| Prerequisite: Precalculus (Honors or Accel) or Pre-Calculus (Prep) with an A or B | |

AP Calculus AB is primarily concerned with developing the student's understanding of the concepts of calculus: Functions, graphs and limits, derivatives, and integrals. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, and verbally. Technology is used regularly by students and teachers to reinforce different representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is the equivalent of a semester of college calculus. Students who take this course should plan to take the AP Calculus AB Exam.

AP Calculus BC

| | |
|--|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 11, 12 | Annual MA9651 MA9652 |
| Prerequisite: Pre-Calculus (Honors) or Precalculus (Accel) with an A or B | |

AP Calculus BC is primarily concerned with developing the student's understanding of the concepts of calculus: Functions, graphs and limits, derivatives, integrals, slope fields, and infinite series with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, and verbally. Technology is used regularly by students and teachers to reinforce different representations of functions, to confirm written work, to implement experi-

mentation, and to assist in interpreting results. AP Calculus BC is the equivalent of two semesters of college calculus. Students who take this course should plan to take the AP Calculus BC Exam.

Career Internship Program

| | |
|-----------------------|--|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall MA5551 Spring MA5552 Summer MA5558 MA5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

Mathematics Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

| | |
|----------|-----------------|
| MA4136/7 | Algebra Prep |
| MA4146/7 | Algebra Accel |
| MA7146/7 | Geometry Accel |
| MA8166/7 | Geometry Honors |

Sophomore Courses

Annual

| | |
|----------|---------------------|
| MA4146/7 | Algebra Accel |
| MA4136/7 | Algebra Prep |
| MA6236/7 | Algebra II Prep |
| MA7246/7 | Algebra II Accel |
| MA8256/7 | Algebra II Honors |
| MA5136/7 | Geometry Prep |
| MA7146/7 | Geometry Accel |
| MA8166/7 | Geometry Honors |
| MA8356/7 | Pre-Calculus Honors |
| MA7341/2 | Pre-Calc Accel |

Staggered Semester

Fall only

| | |
|--------|--------------------------|
| MA4936 | Algebra Prep (staggered) |
|--------|--------------------------|

Spring only

| | |
|--------|--------------------------|
| MA4937 | Algebra Prep (staggered) |
|--------|--------------------------|

Junior and Senior Courses

Annual

| | |
|----------|-------------------------------|
| MA4136/7 | Algebra Prep |
| MA6231/2 | Algebra II w/Trig Prep |
| MA7241/2 | Algebra II w/Trig Accel |
| MA9551/2 | AP Calculus AB |
| MA9651/2 | AP Calculus BC |
| MA6331/2 | Pre-Calculus Prep |
| MA8351/2 | Pre-Calculus Honors |
| MA7341/2 | Pre-Calculus Accel |
| MA9451/2 | AP Statistics |
| MA6321/2 | College Algebra (Senior only) |

Fall or Spring

| | |
|----------|---|
| MA5551/2 | Career Internship |
| MA6311/2 | Financial Algebra |
| MA6341/2 | Data, Probability & Stats (Senior only) |

Fall only

| | |
|--------|----------------|
| MA9951 | Linear Algebra |
|--------|----------------|

Spring only

| | |
|--------|--------------|
| MA9852 | Calculus III |
|--------|--------------|

Instrumental

Concert Band
Concert Orchestra
Guitar - Beginning & Intermediate
Jazz Ensemble
Symphonic Band
Symphony Orchestra
Wind Ensemble
Sinfonietta

Vocal

Concert Choir
Freshman Boys Chorus
Freshman Girls Chorus
Freshman Chorus & Vocal Techniques
Senior Madrigals
Sophomore Mixed Chorus
Treble Choir
Varsity Choir
Advanced Vocal Techniques

Related Courses

Adaptive Music Leaders (2025-2026)
AP Music Theory
Music Design and Technology
Career Internship Program

Music

Mr. Gerry James, Division Chair
TEL: SC (708) 579-6585, NC (708) 579-6488
FAX: (708) 579-6786
EMAIL: gjames@lths.net

Mr. Mark Dahl, Assistant Division Chair
TEL: NC (708) 579-6368
EMAIL: mdahl@lths.net

Fine Arts Division Philosophy

Departments of the Fine Arts Division include the Visual Arts, Music, and World Languages. They all focus on the need for individual expression and communication with others. Each area nurtures the internal development of creativity, intuition, reasoning, and imagination and offers a unique means by which thoughts and feelings can be conveyed to familiar and foreign societies. It is the belief of the Division that through these timeless disciplines, students will come to appreciate civilizations past and to contribute to the future advancement of the individual and society.

Music Department Philosophy

Focusing on the production, understanding, and value of music, students will come to understand the written piece within its time and context and apply such to their own realities. The skills, knowledge, and habits formed will enrich students' life experiences.

Instrumental Courses

- Beginning Guitar
- Intermediate Guitar
- Concert Band
- Concert Orchestra
- Symphonic Band
- Symphony Orchestra
- Jazz Ensemble
- Wind Ensemble
- Sinfonietta

Related Courses

- Music Design and Technology
- AP Music Theory
- Adaptive Music Leader

Vocal Courses

- Freshman Boys Chorus
- Freshman Girls Chorus
- Freshman Chorus & Vocal Techniques
- Sophomore Mixed Chorus
- Concert Choir
- Treble Choir
- Varsity Choir
- Advanced Vocal Techniques (12)
- Senior Madrigals

Music Department Standards

Standard I

Music Performance

- A. The student will demonstrate the ability to read music notation.
- B. The student will demonstrate basic elements of tone production for voice and/or instrument.
- C. The student will demonstrate well-developed ensemble skills.
- D. The student will perform in a variety of venues and configurations.

Standard II

Music Appreciation and History

- A. The student will understand and explain music in relation to history and culture.
- B. The student will critically listen to, analyze, and describe music.
- C. The student will appreciate the creative process to express emotions and feelings.

All courses listed under Music apply toward the Creative Arts graduation requirement.

- The Music Theory AP course will prepare students for the AP examination in music.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Related Courses

Adaptive Music Leader (offered 2025-2026)

| | |
|--------------------|-------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall MU7106 |
| 11, 12 | Fall MU7101 |
| Prerequisite: None | |

This is a one semester course designed for any student who is interested in working alongside special education peers within a culinary arts/art/music/Applied Tech course. Students will develop an understanding and gain experience in: modifying activities to meet individual needs, developing lessons and assisting with instruction, and working alongside peers with special needs to develop meaningful connections. Students will be involved in partnering with and assisting students in acquiring skills through a variety of engaging activities. This course fulfills a creative/practical art elective requirement.

Music Design and Technology

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 11, 12 | Fall MU3701 |
| | Spring MU3702 |
| Prerequisite: None | |

Designed for the student with no previous musical experience, in this course students will explore and understand music through the lens of creativity and self-expression. Initially, the course will focus on the elements of music, the nature of sound, and basic music notation. Next, students will explore a large variety of musical genres (including rock, pop, blues, world, classical and modern). Finally, with the aid of technology, students will manipulate pre-recorded sounds and create a variety of projects utilizing looping, sequencing, recording and composing.

AP Music Theory

| | |
|---|---------------|
| Credit: 1 (cr/nc) | Level: V |
| Grade Offered: 11, 12 | Annual MU5811 |
| | MU5812 |
| Prerequisite: Previous music training necessary | |

AP Music Theory is a course of study for the serious musician who aspires to a career in the music field. Students learn tonal harmonic functions through analysis, dictation, and some composition. The course includes ear training,

melodic and rhythmic dictation, listening to a variety of styles of music, and analyzing representative music compositions. AP Music Theory utilizes Sibelius software to further student skills in composition and in arranging for all music genres.

Career Internship Program

| | |
|-----------------------|-----------------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall MU5551 |
| | Spring MU5552 |
| | Summer MU5558, MU5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

Instrumental Courses

Beginning Guitar

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall MU6616 |
| | Spring MU6617 |
| 11, 12 | Fall MU6611 |
| | Spring MU6612 |

Prerequisite: None

This course is designed to develop beginning guitar techniques including flat picking and finger picking. Students will learn basic first position chords and first position notes. Each unit includes both playing activities and written assignments. Students will learn to read music and guitar tablature. Each student should have access to a personal instrument for home practice.

Intermediate Guitar

Credit: 1/2 (cr/nc) Level: III
 Grade Offered: 11, 12 Spring MU6622
 Prerequisite: Beginning Folk Guitar

This course is a continuation of Beginning Guitar. Emphasis is placed on understanding music theory, learning moveable chords, and reading notes in fifth, seventh, and ninth position. The goals of the class are both performance-based and written. Students should have access to a personal instrument for home practice and should be able to read music, read guitar tablature, and play basic chord progressions.

Concert Band

Credit: 1 (cr/nc) (dc) Level: III
 Grade Offered: 9, 10 Annual MU5016
 MU5017

Prerequisite: Junior high/middle school band experience or audition with instructor

Students in Concert Band study standard band literature, music fundamentals, and elementary theory. They continually strive to improve their performance in the areas of tone, intonation, technique, and musicianship. The band performs at home football games, parades, and concerts. The marching band component during the first quarter results in some required after school/night rehearsals. During the concert season, students are encouraged to prepare solos and participate in small ensembles for the class, and if they wish, for competition. Performance participation is mandatory.

Concert Orchestra

Credit: 1 (cr/nc) (dc) Level: III
 Grade Offered: 9, 10 Annual MU5226
 MU5227

Prerequisite: Experience with orchestral string instrument and ability to read music

This course is open to freshman and sophomore players of the violin, viola, cello, string bass, and harp. Class activities include the study of music fundamentals, sight-reading, standard orchestral literature, and public performance. The Concert Orchestra members are encouraged to prepare solos and small ensembles for concerts, community programs, and the state festivals and competitions. Concert participation is mandatory.

Symphonic Band

Credit: 1 (cr/nc) (dc) Level: IV
 Grade Offered: 10 (audition), 11, 12 Annual MU5031
 MU5032

Prerequisite: Participation in the Concert Band or audition with instructor

Students in this course study music fundamentals and standard band literature. They continually strive to improve their performance in the area of tone, intonation, technique, and musicianship. The band performs at home football games, parades, and concerts. The marching band component during first quarter results in some required after school/night rehearsals. There is opportunity to audition for All State organizations. Band members are encouraged to prepare solos and small ensembles for concerts, community programs, and the state contest. Concert attendance/participation is mandatory.

Symphony Orchestra

Credit: 1 (cr/nc) (dc) Level: IV
 Grade Offered: 10 (audition), 11, 12 Annual MU5211
 MU5212

Prerequisite: Experience with orchestral string instrument and ability to read music

This course is open to junior, senior and auditioned sophomores who play the violin, viola, cello, string bass and harp. Wind and percussion players are selected from the Wind Ensemble. Class activities include a more advanced study of music fundamentals, sight-reading, standard orchestral literature, and public performance. The Symphony Orchestra members are encouraged to prepare solos and small ensembles for concerts, community programs, and local/state festivals and competitions. Performance participation is mandatory.

Jazz Ensemble

Credit: 1 (cr/nc) (dc) Level: IV
 Grade Offered: 11, 12 Annual MU6111
 MU6112

Prerequisite: Audition

This course offers an advanced instrumental jazz experience through the study of works by master jazz artists. The ensemble experience will focus on the performance of a variety of jazz styles within the jazz genre. Significant time will be devoted to the study of improvisation through the study of jazz standards and the building of a jazz vocabulary. Private study is strongly recommended. **Participation is determined by audition.**

Wind Ensemble

Credit: 1 (cr/nc) (dc) Level: IV
Grade Offered: 10, 11, 12 Annual MU5321
MU5322

Prerequisite: Audition or consent of the instructor

Wind Ensemble offers an advanced instrumental experience through the study and performance of complex high school and college level works for winds and percussion. The course emphasizes advanced performance skills, musical interpretation and techniques. Through rehearsals, clinics and performances, students will broaden the musical repertoire with advanced literature of many styles and periods. Due to the soloistic nature of part assignments, there is a strong emphasis on individual preparation for rehearsals and performances. Private study on principal instrument is strongly recommended. The marching band component during the first quarter results in some required after school/evening rehearsals. **Participation is determined by audition.**

Sinfonietta

Credit: 1 (cr/nc) (dc) Level: IV
Grade Offered: 11, 12 Annual MU5231
MU5232

Prerequisite: Audition

Sinfonietta is determined by audition and is open to junior and senior students who play the violin, viola, cello, or bass. This course offers study and performance of advanced string orchestra literature and chamber music. Repertoire will be performed without a conductor, so soloistic playing and independent part mastery is expected. Private study on one's principal instrument is strongly recommended.

Vocal Courses

Freshman Boys Chorus

Credit: 1 (cr/nc) Level: III
Grade Offered: 9 Annual MU4316
MU4317

Prerequisite: None

This is an introductory course for freshman boys wanting to be involved in choral singing. All boys, regardless of previous musical experience, are welcome to enroll. Choral music from different cultures and historical periods is studied, as well as basic musical terminology and technique. In order to accommodate the unique attributes of male voices, the boys participate in both a mixed voice ensemble and a male chorus on alternating days. The Freshman Chorus performs during the school

day as well as in the evenings. Concert participation is mandatory

Freshman Girls Chorus

Credit: 1 (cr/nc) Level: III
Grade Offered: 9 Annual MU4416
MU4417

Prerequisite: None

This is an introductory course for freshman girls wanting to be involved in choral singing. All girls, regardless of previous musical experience, are welcome to enroll. Choral music from different cultures and historical periods is studied, as well as basic musical terminology and technique. In order to accommodate the unique attributes of female voices, the girls participate in both a mixed voice ensemble and a female chorus on alternating days. The Freshman Chorus performs during the school day as well as in the evenings. Concert participation is mandatory.

Freshman Chorus and Vocal Techniques

Credit: 1 (cr/nc) Level III
Grade Offered: 9 Annual MU4216
MU4217

Prerequisite: None

This is an introductory course for freshman girls wanting to be involved in both ensemble and solo vocal music. All girls, regardless of previous musical experience, are welcome to enroll. The girls will rehearse choral music from different cultures and historical periods as well as learn basic musical terminology and technique. The large ensemble will present concerts along with the Freshman Boys and Freshman Girls Choruses. Concert participation is mandatory. The solo component of the class will involve individual monitored rehearsals with performances evaluated by class members and the instructor. Participation in the spring Solo and Ensemble Festival is encouraged.

Sophomore Mixed Chorus

Credit: 1 (cr/nc) Level: III
Grade Offered: 10 Annual MU4516
MU4517

Sophomore Mixed Chorus is open to all sophomore boys and girls regardless of previous choral experience. Maturing vocal production and musical skills are developed through the rehearsal and performance of a wide variety of choral music from many cultures and historical periods. Public performances in the school and community during the school year require mandatory concert participation. Sophomore Chorus members may choose to audition for the IMEA District Chorus

in the fall and participate in the Solo/Ensemble Festival in the spring. The Chorus presents its annual Chorus Assemblies in May.

Concert Choir

Credit: 1 (cr/nc) (dc) Level: IV
Grade Offered: 11, 12 Annual MU5411
MU5412

Prerequisite: None

Concert Choir is open to junior and senior men. Students in this class study and perform advanced male chorus literature (TTBB) of a variety of styles and historical periods. A developing sense of tone production, sight-reading skills, and musicianship are stressed in this course, resulting in growing confidence and musical independence. Concert Choir performs in school and in the community frequently during the year. Concert attendance/participation is mandatory for each performance. Students are encouraged to audition for the IMEA Illinois All-State Chorus in the fall, the musical, and Solo/Ensemble Festival in the spring to enhance their musical development.

Treble Choir

Credit: 1 (cr/nc) (dc) Level: IV
Grade Offered: 11, 12 Annual MU5511
MU5512

Prerequisite: None

Treble Choir is open to junior and senior women. Students in this class study and perform advanced treble-voiced literature (SSAA) of a variety of styles and historical periods. The curriculum includes an emphasis on musicianship skills such as sight-reading, ear training, and vocal independence for the maturing female voice. Treble choir performs in school and in the community frequently during the year. Concert attendance/participation is mandatory for each performance. Students are encouraged to audition for the IMEA Illinois All-State Chorus in the fall, the musical, and Solo/Ensemble Festival in the spring to enhance their musical development.

Varsity Choir

Credit: 1 (cr/nc) Level: IV
Grade Offered: 12 Annual MU5311
MU5312

Prerequisite: Audition

Varsity Choir is an auditioned mixed choir that performs advanced SATB literature, both a cappella and accompanied. Frequent assessment of individual vocal skills requires the demonstration and application of advanced musical concepts. Advanced tone production, individual

as well as group musicianship, and choral techniques are stressed. The Varsity Choir performs frequently in the school and in the community with mandatory attendance/participation expected for performances. Additional concert activities are scheduled during the school year such as exchange concerts. Students are encouraged to audition for the IMEA Illinois All-State Chorus in the fall, the musical, and Solo/Ensemble Festival in the spring as enhancements to their musical development. Auditions for Varsity Choir are held in the spring of the junior year.

Advanced Vocal Techniques

Credit: ½ (cr/nc) Level: III
Grade Offered: 12 Annual MU5911
MU5912

Alternate days
Prerequisite: None

Advanced Vocal Techniques, a class which meets every other day, offers individual students an opportunity to develop their voice through the study and performance of solo literature. Individual and monitored rehearsals are expected with performances evaluated by class members and the instructor. Experience in the spring Solo and Ensemble Festival is strongly encouraged. This class is often taken concurrently with Senior Madrigals. However, participation in Senior Madrigals is not required.

Senior Madrigals

Credit: 0 Level: None
Grade Offered: 12 Annual MU6941
MU6942

Prerequisite: Audition

Current junior students in the choral program can audition for Senior Madrigals in the spring of their junior year. Students selected after auditions for the ensemble concurrently enroll in Advanced Vocal Techniques, but do **not** receive credit for Advanced Madrigals. Advanced vocal chamber music is studied, and performances in the school and the community are frequent. These singers are encouraged to audition for the IMEA All-State Chorus in the fall and the vocal Solo/Ensemble Festival in the spring. Performance attendance/participation is mandatory.

Musical Enrichment Groups

Students enrolled in music performance groups have several opportunities to be in special ensembles. These meet outside regular class time. Ensemble members are selected from the larger performing groups. An expanded performance schedule for these groups is maintained in the school and community. There is no credit for these ensembles: Sophomore Madrigals, Junior Madrigals, Senior Madrigals, Jazz Band, Jazz Lab Band, Chamber Orchestra, and A Capella Club.

Music Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

| | |
|----------|------------------------------------|
| MU5016/7 | Concert Band |
| MU5226/7 | Concert Orchestra |
| MU4216/7 | Freshman Chorus & Vocal Techniques |
| MU4316/7 | Freshman Boys Chorus |
| MU4416/7 | Freshman Girls Chorus |

Fall Only

| | |
|--------|------------------|
| MU6616 | Beginning Guitar |
|--------|------------------|

Spring Only

| | |
|--------|------------------|
| MU6617 | Beginning Guitar |
|--------|------------------|

Sophomore Courses

Annual

| | |
|----------|------------------------|
| MU5016/7 | Concert Band |
| MU5226/7 | Concert Orchestra |
| MU4516/7 | Sophomore Mixed Chorus |

Fall Only

| | |
|--------|------------------------------------|
| MU6616 | Beginning Guitar |
| MU7106 | Adaptive Music Leaders (2025-2026) |

Spring Only

| | |
|--------|------------------|
| MU6617 | Beginning Guitar |
|--------|------------------|

Courses requiring audition*

| | |
|----------|--------------------|
| MU5321/2 | Wind Ensemble |
| MU5211/2 | Symphony Orchestra |
| MU5031/2 | Symphonic Band |

Junior and Senior Courses

Annual

| | |
|----------|--|
| MU5411/2 | Concert Choir |
| MU5511/2 | Treble Choir |
| MU5031/2 | Symphonic Band |
| MU5211/2 | Symphony Orchestra |
| MU5911/2 | Advanced Vocal Techniques (12th Grade Only) |
| MU5811/2 | AP Music Theory |

Fall Only

| | |
|--------|------------------------------------|
| MU3701 | Music Design & Technology |
| MU6611 | Beginning Guitar |
| MU7101 | Adaptive Music Leaders (2025-2026) |

Spring Only

| | |
|--------|---------------------------|
| MU3702 | Music Design & Technology |
| MU6612 | Beginning Guitar |
| MU6622 | Intermediate Guitar |

Fall or Spring

| | |
|----------|-------------------|
| MU5551/2 | Career Internship |
|----------|-------------------|

Courses requiring audition*

| | |
|----------|------------------|
| MU5321/2 | Wind Ensemble |
| MU6111/2 | Jazz Ensemble |
| MU5311/2 | Varsity Choir |
| MU6941/2 | Senior Madrigals |
| MU5231/2 | Sinfonietta |

**When students select a course requiring an audition at registration, they must also indicate alternates they would like if they do not make audition.*

Did You Know?

**The Arts are exercise for the brain.
Scientific studies prove that 30 minutes
a day with a creative activity builds
dendrites - the brain's connectors.***

*www.artsed.org/Art-Facts

**After nine months of weekly training
in piano or voice, new research shows
young students' IQ's rose nearly
three points more than their
untrained peers.****

**Yahoo News, HealthDay, July 13, 2004



**The Arts promote
individuality,
bolster self-confidence
and improve
overall academic
performance.*****

***www.artsed.org/Art-Facts

Have you ever considered a career in?

Performing Arts

Symphony Orchestra
Administrative Personnel
Musician
Conductor
Instrumental/Choral/Ballet
Accompanist
Armed Forces Music
Popular Music Performer
Restaurant/Lounge Performer
Wedding Performer

Music Education

General Music Specialist
Music Supervisor
Private Teacher
Store Studio Teacher
Band/Orchestra Director
College/Conservatory Professor
Choral Director

Business

Retailing
Distributing of Instruments
Sales Representative
Instrument Maker
Instrument Repair
Music Publishing
Piano Tuning

Recording Industry

Recording Artist
Producer
Songwriter
Studio Musician
Recording Engineer
Mechandiser
Disc Jockey
Music Industry Attorney

Music Theater, Opera, Film

Performer
Stage Manager
Director
Costume/Set Designer
Tech Staff

Allied Fields

Music Librarian
Music Criticism
Music Communications
Publicity
Public Relations
Music for Worship
Church Organist
Concert Manager

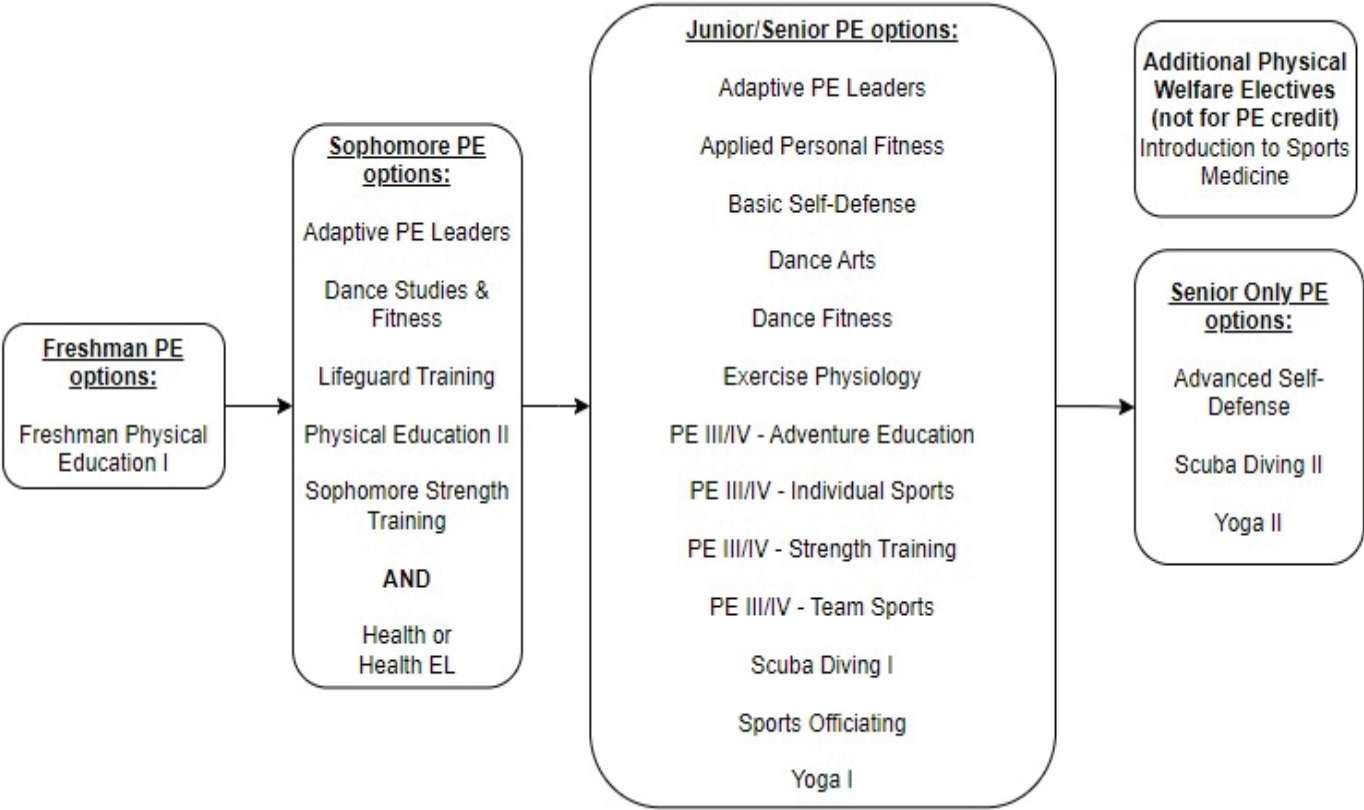
Adaptive PE Leaders
Applied Personal Fitness
Basic Self-Defense
Advanced Self-Defense
Dance Arts
Dance Fitness
Dance Studies & Fitness
Driver Education
Exercise Physiology
Health
Lifeguard Training
Physical Education I, II, III & IV
SCUBA Diving I & II
Sophomore Strength Training
Introduction to Sports Medicine
Sports Officiating
Yoga I & II
Career Internship Program

Physical Welfare

Physical Education and Health Department Mission Statement

The LT Physical Education and Health department’s mission is to develop students who possess the information, the skills and the desire to keep themselves physically, socially and emotionally healthy for their lifetime.

Course Sequence and Electives



Physical Education and Health Department Standards

The Physical Education and Health Department has established standards for student learning that encompass its programs at all grade levels. There are six general standards which guide the department's programs and which challenge students. In addition, each course and activity unit within each course have standards for student learning.

Students will be able to...

1. demonstrate and understand movement skills that are necessary components of individual, team, leisure, work, and creative activities.
2. access, analyze, and apply health and wellness information obtained through the use of technology.
3. promote and demonstrate mature and responsible social behavior while respecting diversity among others in a variety of settings.
4. understand and demonstrate the benefits of physical fitness as it relates to wellness.
5. understand the human body systems and the factors that influence growth and development.
6. understand and demonstrate basic health education principles, including the prevention and treatment of illness and injuries, while promoting healthy lifestyle behaviors.
7. develop self-awareness and self-management skills to achieve school and life success.

Did You Know?

**Regular physical activity
can help reduce the risk
of heart attack,
high blood pressure,
stroke, diabetes, obesity,
osteoporosis, and
some cancers.**

**The most effective means
of maintaining a
healthy level of
body mass is
through regular
physical activity coupled
with sensible eating.**

General Information

- Students will be scheduled into modified PE in cases of physical limitations or will have their regular PE classes modified. This is done by a medical doctor's written recommendation through the Health Office. If the doctor's recommendation is such that the student's participation in his/her assigned PE class is less than 50% of the semester, then the student shall receive a medical credit for the PE quarter/semester grade. Once the medical condition no longer prohibits a student from participating in his/her PE class, the student is expected to fulfill all of the class expectations and requirements including but not limited to attendance, participation, etc.
- Freshmen, sophomores, juniors, and seniors are required to be enrolled in PE each semester excluding 1 semester of health during sophomore year.
- Dance Studies & Fitness can be taken only for Creative Arts credit at the Freshman level and must be taken in addition to Physical Education I. When taken at the Sophomore level, the course can be taken for either PE credit or Creative Arts credit.
- Dance Studies & Fitness and Dance Arts may only be taken for CR/NC when taken as a Creative Arts graduation requirement and/or when taken in addition to Physical Education.
- Dance Arts and Dance Fitness, offered at North Campus only, fulfill the PE requirement.
- Exercise Physiology and Applied Personal Fitness, when taken at North Campus, fulfill the PE requirement.

Swimming

If there is a medical reason for not being able to participate in aquatic activities, a medical doctor's note must be on file in the Health Office prior to the fall semester of the student's freshman year. A new note is required at the beginning of each year.

When this procedure is followed, the student will be allowed to select a block of PE activities which does not contain aquatics. If a note is not brought to school prior to registration of PE elective programs (beginning of each semester), the student will remain with the assigned aquatic's class.

Junior and Senior PE Exemption/Waiver Options

Students in grades 11 and 12 may request waivers from PE under the following conditions:

At the time of application for PE waiver, each student must be up-to-date in PE credits. Each request for exemption from PE will be verified and eligibility determined on a case-by-case basis by school staff in accordance with established administrative guidelines. Every student excused from PE will be provided with a full day (periods 1-8) schedule at LTHS without a study hall.

- A senior may request an exemption from PE (second semester) to take an academic class required for admission to a specific institution by following these procedures.

1. The student must have appropriate credentials (grades and test scores) to qualify for admission to the request school.
2. The student must have a full day schedule at LTHS (periods 1-8) without a study hall.
3. Other elective classes not required for graduation nor admission to a specific institution must be dropped to provide room for the required classes before a PE waiver will be considered.
4. The student must verify that the course is required for admission by submitting a letter and the institution catalog requirement statement, and the student must appear to be otherwise admissible to that college/university in the judgement of LT staff.
5. A student requesting a waiver in this case will be asked to complete the waiver request form available from the class counselor. The request will be reviewed by the class counselor and division chair of PE and acted upon by the principal.
6. Under this exemption, any student dropping or losing any class during his/her school day will necessitate an immediate return to PE.

- B. A senior may request an exemption from PE in order to meet graduation requirements, except the PE requirement, by following these procedures within established deadlines for schedule changes.

1. The student will submit to the counselor a request for a PE waiver with a well-defined need and a plan clearly outlined to complete graduation requirements.
 - a. Well-defined need shall be interpreted as students who are, as a result of class failure, behind in obtaining credits toward graduation.
 - b. Other options, including summer school and extension courses, must be part of the plan.
 - c. The plan must provide that the student will be eligible to graduate with his/her class or by the summer school session immediately following his/her class' graduation.
2. The student must plan a full schedule at LTHS (periods 1-8) without a study hall.
3. Other elective classes not needed for meeting minimum graduation credits must be dropped to provide room for the required classes before a PE waiver will be considered.
4. The student, except for a transfer student, must have all PE credits required for his/her status (i.e., an entering junior must have earned 1-1/2 credits of PE and 1/2 credit of Health). Fifth year students who have met PE requirements are not required to enroll in PE. A previously granted waiver will count toward the PE graduation requirement.
5. Students requesting waivers in this case will be asked to complete the waiver request form available from the class counselor. The request will

be reviewed by the class counselor and division chair of PE and acted upon by the principal.

6. Under this exemption, any student dropping or losing any class during the school day will necessitate an immediate return to PE.

C. A junior or senior, who participates in an interscholastic athletic program or Marching Band (School Code of Illinois does not include performing groups), may request a waiver from PE to move into Athletic Study Hall.

1. Junior and senior athletes involved in regular interscholastic competition will be offered the option of electing a study hall in lieu of their PE classes (seasonal PE waiver) during the season of athletic participation.
2. To be eligible for this option, students will register for and report to their assigned PE classes. In the event that a student returns to PE within a semester for any reason, and for 50% or more of the semester, he/she will be assigned a grade for the full semester and granted full credit.
3. The student must have a full schedule (periods 1-8) without a study hall.

Physical Education Make-up

Lyons Township High School requires the successful completion of 7 semesters of Physical Education and 1 semester of Health Education in order to graduate and to receive a high school diploma.

Students who fail a semester of Physical Education and/or Health Education are required to make-up the failed course during the semester immediately following the failure. In this way, students will be able to complete graduation requirements in a timely manner.

Physical Education Program

With an emphasis on new fitness and physical activity trends, the philosophy of the physical education program at LTHS is to provide a variety of activities and opportunities for students to maintain or improve their physical wellness. By incorporating social-emotional lessons into our curriculum along with our variety of activities, our hope is that all students will graduate from LTHS with a passion and the knowledge to continue to pursue physical activity to keep them physically and mentally well for the rest of their lives.

Students will be able to track their fitness progress over their entire four-year high school experience. Along with the collection of physiological and health risk data, students will be able to create a customized fitness program that should be the catalyst to make fitness and wellness a life-long endeavor.

Physical Education I

| | |
|------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 9 | Fall PE8116 |
| | Spring PE8117 |

Prerequisite: Physical Examination

Students in this course establish a foundation in a variety of PE activities and in a fitness program both within a co-educational setting. For one-half of the class, instruction, practice, and participation are provided in the following activities; basketball, flag football, softball, swimming, pickle ball, cooperative games, floor hockey and speedball. For the other half of class time, students develop personal fitness programs. They will acquire fitness concepts and apply these in weight training, conditioning, aerobics, flexibility, etc., activities. This dual approach - recreational and fitness activities - affords students the opportunity to develop life-long recreational interests and sound personal fitness habits.

Modified Physical Education

| | |
|-----------------------|---------------|
| Credit: 1/2 or | Level: III |
| Grade Offered: 9 - 12 | Fall PE8516 |
| | Spring PE8517 |

Prerequisite: Medical doctor's written order

This course provides an individualized PE program for those students whose physical impairments or development prohibits them from participation in vigorous activity. A variety of physical activities are provided within the physical limitations of the students.

Dance Studies & Fitness

| | |
|----------------------------|---------------|
| Credit: 1/2 * (cr/nc) (dc) | Level: III |
| Grade Offered: 9, 10 | |
| Creative Arts Credit | Fall PE8916 |
| | Spring PE8917 |
| Grade 10 Only - PE Credit | Fall PE8816 |
| | Spring PE8817 |

Prerequisite: None

This is a one semester course designed to provide students the opportunity to explore movement through the study of dance. Students will develop body awareness and conditioning through the study of dance technique, choreography, yoga, mindfulness, pilates and cardio dance. This course fulfills the PE requirement for sophomores and may be repeated. **This course can only be taken for Creative Arts credit at the freshman level and must be taken in addition to Physical Education I.**

- An * asterisk following “Credit” indicates a course which is applied towards the Creative Arts graduation requirement when taken in addition to Physical Education.
- A (dc) following “Credit” indicates the course may be taken for “duplicate credit.” (See p. 17 of the **Guide**.)
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Physical Education II

| | |
|-------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall PE8126 |
| | Spring PE8127 |

Prerequisite: Sophomore standing

Recreational and personal fitness program development is continued in the sophomore year. As students mature physically and emotionally, their interests and abilities expand, as well. As a result, recreational activities such as swimming, tennis, volleyball, and badminton are introduced, as are more sophisticated fitness concepts and activities. In the second year, students can access progress made during freshman year, and they will be able to develop more specific programs that meet their expanding needs.

Health

| | |
|-------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall PE9046 |
| | Spring PE9047 |
| 11, 12 | Fall PE9041 |
| | Spring PE9042 |

Prerequisite: None

This semester course meets daily. The course provides in-depth instruction in the following areas: human anatomy and physiology; mental health (including death education); substance abuse; nutrition; chronic and infectious diseases (including AIDS education); human sexuality; and first-aid (including CPR certification).

North Campus This class is only for students who are deficient in the Health credit because of prior failure, school transfer, or other extenuating circumstances. Juniors and seniors will not be excused from PE classes to take this course.

Health ML

| | |
|-------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall PE9356 |
| | Spring PE9357 |

Prerequisite: Emergent Bilingual (ML) identified and confirmed, and approval of ML Coordinator

This semester course meets daily. The course provides in

depth instruction in the following areas: human anatomy and physiology; mental health (including death education); substance abuse; nutrition; chronic and infectious diseases (including AIDS education); human sexuality; and first-aid (including CPR certification). This course is especially designed for students who are learning to speak, read, and write in English as their second language. Additionally, Health ML is course which focuses on academic language. This course will meet the State of Illinois Health Education requirement and students from the ML program will receive language support in their acquisition of health educational material.

Lifeguard Training

| | |
|-------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall PE7606 |
| | Spring PE7607 |

Prerequisite: Sophomore standing

This course is designed to provide the student with knowledge and skills necessary to safely experience the lifeguard training environment. Leadership development with an emphasis in aquatics will be attained at the completion of the course. This is a performance course where the student must satisfactorily complete the academic and water skills requirements necessary for certification. At the completion of this course, the student could attain an American Red Cross Lifeguard Certification if program requirements are met.

Red Cross certification fee approximately \$45.

Sophomore Strength Training

| | |
|-------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall PE8716 |
| | Spring PE8717 |

Prerequisite: Sophomore standing

This semester course is designed for any sophomore student interested in strength training and body maintenance. No prior experience with strength training is required; the class is designed to meet individual student needs. The course is built around three core functional lifts that incorporate all muscles of the body. All techniques will be taught in a structured and safe environment. The course will spend three days a week in the weight room, one day in the classroom focused on the science of strength training, muscle growth and program development, and one day in the gym focused

on body maintenance, body performance, and injury prevention. Expect to make strength gains and reach personal fitness goals throughout a semester-long, progressive strength training program. This course fulfills the physical education requirement.

Adaptive PE Leaders

| | |
|--|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall PE7106 |
| | Spring PE7107 |
| 11, 12 | Fall PE7101 |
| | Spring PE7102 |
| Prerequisite: Grade of A in Freshman PE and an application process including a PE teacher recommendation | |

This is a one semester course designed for any student who is interested in assisting special education peers within the physical education setting. Students will develop an understanding and gain experience in: modifying activities to meet individual needs, developing lesson and assisting with instruction, and working alongside peers with special needs to develop meaningful connections. Students will be involved assisting students in our LIFE PE curriculum and engaging in a variety of sports, recreational activities, and fitness concepts. **This course fulfills the PE requirement and can be repeated.*

Physical Education III and IV:
Team Sports

| | |
|--|---------------|
| Credit: 1/2 (dc) | Level: III |
| Grade Offered: 11, 12 | Fall PE8331 |
| | Spring PE8332 |
| Prerequisite: Junior and Senior standing | |

Instruction, practice, and participating are provided in a co-educational setting in a variety of team sports and physical education activities. Students will tentatively engage (based on facilities) in Flag Football, Floor Hockey, and Volleyball during the Fall semester and in Volleyball, Cardio Games, and Softball during the Spring semester. Each student’s elected activity program will be balanced with appropriate wellness and fitness activities. The development and implementation of personal fitness plans will augment the fitness phase of the curricula. **This course fulfills the PE requirement and can be repeated.*

Physical Education III and IV:
Individual Sports

| | |
|--|---------------|
| Credit: 1/2 (dc) | Level: III |
| Grade Offered: 11, 12 | Fall PE8341 |
| | Spring PE8342 |
| Prerequisite: Junior and Senior standing | |

Instruction, practice, and participating are provided in a co-educational setting in a variety of individual sports and physical education activities. Students will tentatively engage (based on facilities) in Golf, Net Games, and Volleyball during the Fall semester and in Volleyball, Net Games, and Golf during the Spring semester. Each student’s elected activity program will be balanced with appropriate wellness and fitness activities. The development and implementation of personal fitness plans will augment the fitness phase of the curricula. **This course fulfills the PE requirement and can be repeated.*

Physical Education III and IV:
Adventure Education

| | |
|--|---------------|
| Credit: 1/2 (dc) | Level: III |
| Grade Offered: 11, 12 | Fall PE8381 |
| | Spring PE8382 |
| Prerequisite: Junior and Senior standing | |

Instruction, practice, and participating are provided in a co-educational setting in a variety of Adventure Ed. activities. This course will include kayaking and rock climbing skills. Students will have the opportunity to utilize the climbing wall and rappelling stations that include supervised and belayed climbs to 25 feet. Students should be comfortable with heights. Team building and rope skills are a major focus of the course. Students taking the class for multiple semesters will also have the opportunity to complete the challenges on the high ropes course in the Fieldhouse. **Students who choose to take multiple semesters will serve as peer leaders.*

Physical Education III and IV:
Strength Training

| | |
|--|---------------|
| Credit: 1/2 (dc) | Level: III |
| Grade Offered: 11, 12 | Fall PE8391 |
| | Spring PE8392 |
| Prerequisite: Junior and Senior standing | |

This semester course is designed for any Junior or Senior student interested in strength training and body maintenance. No prior experience with strength training is required as programs can be developed on an individual basis. All techniques will be taught in a structured and safe environment. The course will spend three days a week in the weight room and 2 days working on other aspects of fitness and development. Expect to make strength gains and reach personal fitness goals throughout a semester-long, progressive strength training program. **This course fulfills the physical education requirement and can be repeated a maximum of 3 times.*

Basic Self-Defense (Choose the appropriate course option below.)

Credit: 1/2
Grade Offered: 11, 12

Level: III
Fall PE8661
Spring PE8662

Prerequisite: None

This one semester course will provide students who identify as **female or non-binary** with viable considerations for the option of self-defense in response to a physical attack. Certified instructors will teach self-defense skills focused on avoiding and escaping physical assault. Students completing this course will have learned and practiced various self-defense techniques to have as options if they need to defend themselves. Additional topics covered include gender roles in society, healthy relationships, positive coping mechanisms, and how to recognize risk and reduce assault probability. This course fulfills the PE requirement and cannot be repeated. **Students may receive college credit with College of DuPage upon successful completion of this dual credit course. Junior and Senior student athletes who take this course are NOT eligible for Athletic Study Hall.**

Credit: 1/2
Grade Offered: 11, 12

Level: III
Fall PE8671
Spring PE8672

Prerequisite: None

This one-semester course will provide students who identify as a **male or non-binary** with viable considerations for the option of self-defense in response to a physical attack. Half of the course will be focused on resistance against attack. The other half will focus on the fitness activities to increase general physical conditioning such as, HITT workouts, Crossfit, etc. Certified instructors will teach self-defense skills focused on avoiding and escaping physical assault. Students completing this course will have learned and practiced various self-defense techniques to have as options if they need to defend themselves. Additional topics covered include gender roles in society, healthy relationships, positive coping mechanisms, consent, and how to recognize risk and reduce assault probability. This course fulfills the PE requirement and cannot be repeated. **Students may receive college credit with College of DuPage upon successful completion of this dual credit course. Junior and Senior student athletes who take this course are NOT eligible for Athletic Study Hall.**

Advanced Self-Defense

Credit: 1/2
Grade Offered: 11, 12

Level: III
Fall PE8681
Spring PE8682

Prerequisite: Basic Self-Defense

This course is an expansion to our basic self defense program for identifying females that will allow the empowered student to further develop their skills and scope of knowledge in self defense. Students who sign up for this course must have received a B or better in the basic defense course. Certified instructors in advanced self defense will focus on refining basic self defense skills and extending knowledge/practice to advanced self defense concepts and techniques. There will be an emphasis to further develop physically with more technical and physical rigor; including more skills such as prone defense strategies, multiple subject encounters, and even low and diffused light simulation exercises. There will be a continued emphasis on connecting their decisions, mind/emotions, and body. In addition, the culminating experience includes both a physical simulation and a project that focuses on awareness and empowerment regarding personal safety. This course fulfills the PE requirement and cannot be repeated. **Athletes who take this course are NOT eligible for Athletic Study Hall.**

Applied Personal Fitness

Credit: 1/2 (dc)
Grade Offered: 11, 12

Level: III
Fall PE7301
Spring PE7302

Prerequisite: None

Students in this course will use heart rate monitors at least 4 days per week to monitor and assess exercise intensity. Students will participate in a cardiovascular program using a variety of fitness activities. The class will provide students information regarding nutrition and diet, components of fitness, types of fitness programs, wellness concepts, and stress management. This course may be repeated and fulfills the PE requirement. **Junior and Senior student athletes who take this course are NOT eligible for Athletic Study Hall.**

Dance Arts

| | | | | |
|----------------|--|-----------------------------|--------|--------|
| Credit: | 1/2 * | (cr/nc Creative Arts only) | (dc) | |
| | | | Level: | III |
| Grade Offered: | 11, 12 | Physical Ed | Fall | PE8951 |
| | | | Spring | PE8952 |
| | | Creative Arts | Fall | PE8921 |
| | | | Spring | PE8922 |
| Prerequisite: | Dance Studies & Fitness or Dance Fitness | | | |

This is a one semester course for the student with an interest in dance technique and choreography. Students experience the power of communication through movement and dance. They create their own original choreography allowing for a window of self-expression. The student gains extensive dance training along with general fitness and conditioning. This course fulfills a PE requirement and can be repeated. CR/NC is available only when taken as a Creative Arts graduation requirement and/or taken in addition to Physical Education. ***Junior and Senior student athletes who take this course are NOT eligible for Athletic Study Hall.***

Dance Fitness

| | | | | | |
|----------------|--------|-------------|--------|--------|-----|
| Credit: | 1/2 * | (dc) | | Level: | III |
| Grade Offered: | 11, 12 | Physical Ed | Fall | PE8961 | |
| | | | Spring | PE8962 | |
| Prerequisite: | None | | | | |

This is a one semester course designed to provide students with exposure to dance in a group fitness setting. Students will participate in various fitness activities such as cardio dance, body sculpting, pilates, ballet barre, yoga and mindfulness. Dance Fitness will guide students as they take ownership of their own physical fitness and become lifelong fitness participants. ****This course fulfills the PE requirement and may be repeated a maximum of 2 times.***

Exercise Physiology

| | | | | |
|----------------|--|--|--------|--------|
| Credit: | 1/2 | | Level: | IV |
| Grade Offered: | 11, 12 | | Fall | PE7811 |
| | | | Spring | PE7812 |
| Prerequisite: | B or better in Biology (Prep) or (Accel) | | | |

This semester course is for the student interested in the scientific explanation of human performance as it relates to fitness and/or athletic performance. It is primarily a lab course with experiments in body composition, muscle function, cardiovascular function, and the energy supply systems for various activities. Because this course fulfills the PE requirement when taken in the junior or senior year, physical activity is included. ***Junior and Senior student athletes who take this course are NOT eligible for Athletic Study Hall.***

SCUBA Diving

| | | | | |
|----------------|---|--|--------|--------|
| Credit: | 1/2 | | Level: | III |
| Grade Offered: | 11, 12 | | Fall | PE7611 |
| | | | Spring | PE7612 |
| Prerequisite: | Junior or Senior standing, Sophomore PE and Health with a C or better, comfortable in the water, current PADI physical & health questionnaire signed by a physician | | | |

This semester SCUBA course will provide students with the knowledge and skills necessary to safely experience SCUBA activities in the pool and open water settings. The activity portion of the course will first address swimming and skin diving skills, before moving into advanced skills on Self-Contained Underwater Breathing Apparatus. This course will provide crosscurricular opportunities with emphasis in the sciences, especially physics and physiology. Additionally, working in an underwater silent environment will create a necessity for students to communicate with the teacher and their peers utilizing sign language. At the completion of this course, a student that has met the pool requirements will be prepared for the option to go to a local quarry in June to complete the open water dives to become certified in PADI Open Water SCUBA. Certification will require taking standard PADI written quizzes, exams and a final along with equipment and skill checks in the pool. Additionally, knowledge reviews must be completed throughout the text as homework and class activities. ***Junior and Senior student athletes who take this course are NOT eligible for Athletic Study Hall.***

SCUBA Diving II

| | | | | |
|----------------|--|--|--------|--------|
| Credit: | 1/2 | | Level: | III |
| Grade Offered: | 12 | | Fall | PE7621 |
| | | | Spring | PE7622 |
| Prerequisite: | A in SCUBA Diving & PADI Open Water SCUBA Certification during the Junior year. Students interested in taking both Scuba I and Scuba II need to take each class in different academic years. | | | |

This course is designed for **Senior** students that are certified in Open Water Diving. This course will pursue the PADI Advanced Diving certification. Students should be interested in serving as a leader. Independent study skills are important for this course offered in conjunction with SCUBA Diving. ***Senior student athletes who take this course are NOT eligible for Athletic Study Hall.***

Introduction to Sports Medicine

| | | |
|--|-----------|--------|
| Credit: 1/2 | Level: IV | |
| Grade Offered: 11, 12 | Fall | PE7911 |
| | Spring | PE7912 |
| Prerequisite: Grade of B or better in Health | | |

This course provides students with an opportunity to learn medical terminology, basic anatomy, physiology, kinesiology, and prevention/treatment techniques relative to athletic injuries. Students contemplating medical or paramedical careers gain background in medical concepts. The course also offers practical knowledge and skills for today's recreational athlete. This course does not satisfy nor fulfill the junior or senior year PE requirement. It is to be taken in conjunction with PE.

Sports Officiating

| | | |
|-----------------------|------------|--------|
| Credit: 1/2 (dc) | Level: III | |
| Grade Offered: 11, 12 | Fall | PE7401 |
| | Spring | PE7402 |

Prerequisite: Junior or Senior standing. Sophomore PE and Health with a C or better. Athletes in season may be dismissed to Athletic Study Hall.

This course provides students with the opportunity to learn rules for soccer (fall semester), softball (spring semester), volleyball, and basketball. Students will be offered a setting in which to practice application of the rules, proper positioning, signaling, and conflict resolution. Students interested in earning income within the community will be offered a setting in which to develop their skills. Students will need to pursue certification on their own so they can work within the community park districts, feeder schools, and clubs, who are always in need of officials. The course will fulfill the junior or senior year PE requirement. Homework will be assigned. ****This course may be repeated.***

Yoga I

| | | |
|-----------------------|------------|--------|
| Credit: 1/2 | Level: III | |
| Grade Offered: 11, 12 | Fall | PE8971 |
| | Spring | PE8972 |
| Prerequisite: None | | |

Yoga will provide an opportunity to enhance one's muscular strength and endurance, flexibility, and kinesthetic awareness. A variety of asanas (poses) will be introduced and practiced in various types of yoga flows such as vinyasa, power, hot, restorative, etc. Mindfulness will also be studied and practiced regularly in this course. Mindfulness is a practice of being in the present moment, on purpose with non-judgement. Mindfulness practices provide numerous benefits such as a decrease in stress and anxiety, increase in focus, attention, productivity, and clarity, and improvement in both mental and physical health. **Students may receive one college credit with College of DuPage upon successful completion of this dual credit course. This course cannot be repeated*.**

(If you were out for more than 50% of this course due to Athletic Study Hall or a long term medical issue, please see your Yoga teacher for a potential exception to retake this course. Note, this course can only be retaken with teacher approval.)

Yoga II

| | | |
|----------------------|------------|--------|
| Credit: 1/2 | Level: III | |
| Grade Offered: 12 | Fall | PE8991 |
| | Spring | PE8992 |
| Prerequisite: Yoga I | | |

Yoga II will expand on the concepts that students learned in Yoga I. This course is designed for further exploration and practice of the yogic system of mind/body awareness and fitness. Students will learn more challenging asanas (poses) that require higher levels of strength, balance and endurance as well as increased practice of inversions, twists and backbends. A deeper understanding of modifications will be investigated. The chakra system of energy flow will be studied with the asana movements along regular practices of mindfulness. Yoga II will continue to guide students as they take ownership of their own physical fitness and become lifelong fitness participants. **Students may receive one college credit with College of DuPage upon successful completion of this dual credit course. *This course can be repeated a maximum of 2 times.**

****Please see Duplicate Credit on pages 17-18.***

Career Internship Program

| | |
|-----------------------|-----------------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall PE5551 |
| | Spring PE5552 |
| | Summer PE5558, PE5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

Have you ever considered a career as a...

Physical Education

Physical Education Teacher
Health Teacher
Fitness Director
Personal Trainer
Sports Official
(Umpire/Referee)
Coach
Health & Fitness Center
Director
Aerobics Instructor
PE & Fitness Equipment
Designer
Corporate Fitness Director
Sports Apparel Distributor
Professional Athlete
Golf/Tennis Pro
Aquatic Director
Lifeguard
Yoga Instructor
Stress Management Facilitator
Rock Climbing Instructor
Team Building Facilitator
Sports Administrator
Television Sports Broadcaster
News Sports Broadcaster

Sports Medicine

Athletic Trainer
Physical Therapist
Anatomist
Nurse
Chiropractor
Paramedic/EMT
Exercise Physiologist
Massage Therapist
Physician Assistance
Doctor Nutritionist
Sports Psychologist

Recreation

Park District
Superintendent
Recreation Supervisor
Resident Camp Director
Recreational Therapist

Dance

Professional Dancer
Dance Educator
Dance Therapist
Dance Video
Performer
Director
Choreographer
Dance Photographer
Dance Critic
Dance Studio Owner



Physical Education Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

PE8116/7 Physical Education

PE8516/7 Freshman Modified PE

Elective Fall Only

PE8916 Dance Studies & Fitness (Cr. Arts Credit)

Elective Spring Only

PE8917 Dance Studies & Fitness (Cr. Arts Credit)

Sophomore Courses

Fall Only

PE7106 Adaptive PE Leaders

PE8916 Dance Studies & Fitness (Cr. Arts Credit)

PE8816 Dance Studies & Fitness (PE Credit)

PE9046 Health

PE9356 Health ML

PE8126 Sophomore PE

PE8516 Modified PE

PE8716 Sophomore Strength Training

PE7606 Lifeguard Training

Spring Only

PE7107 Adaptive PE Leaders

PE8917 Dance Studies & Fitness (Cr. Arts Credit)

PE8817 Dance Studies & Fitness (PE Credit)

PE9047 Health

PE9357 Health ML

PE8127 Sophomore PE

PE8517 Modified PE

PE8717 Sophomore Strength Training

PE7607 Lifeguard Training

Junior and Senior Courses

Fall Only

PE7101 Adaptive PE Leaders

PE7301 Applied Personal Fitness

PE8661 Basic Self-Defense Review course description for appropriate code.

PE8671 Basic Self-Defense

PE8681 Advanced Self-Defense

PE8921 Dance Arts (Cr. Arts Credit)

PE8951 Dance Arts (Phys. Ed. Credit)

PE8961 Dance Fitness (Phys. Ed. Credit)

PE7811 Exercise Physiology

PE9041 Health Education

Junior and Senior Courses

Fall Only (cont'd)

PE8331 Physical Ed III/IV Team Sports

PE8341 Physical Ed III/IV Individual Sports

PE8381 Physical Ed III/IV Adventure Ed

PE8391 Physical Ed III/IV Strength Training

PE7611 SCUBA Diving

PE7621 SCUBA Diving II (Seniors only)

PE7911 Introduction to Sports Medicine
(Not for Phys. Ed.. Credit)

PE7401 Sports Officiating

PE8971 Yoga I

PE8991 Yoga II (Seniors only)

Spring Only

PE7102 Adaptive PE Leaders

PE7302 Applied Personal Fitness

PE8662 Basic Self-Defense Review course description for appropriate code.

PE8672 Basic Self-Defense

PE8682 Advanced Self-Defense

PE8922 Dance Arts (Cr. Arts Credit)

PE8952 Dance Arts (Phys. Ed. Credit)

PE8962 Dance Fitness (Phys. Ed. Credit)

PE7812 Exercise Physiology

PE9042 Health Education

PE8332 Physical Ed III/IV Team Sports

PE8342 Physical Ed III/IV Individual Sports

PE8382 Physical Ed III/IV Adventure Ed

PE8392 Physical Ed III/IV Strength Training

PE7612 SCUBA Diving

PE7622 SCUBA Diving II (Seniors only)

PE7912 Introduction to Sports Medicine
(Not for Phys. Ed.. Credit)

PE7402 Sports Officiating

PE8972 Yoga I

PE8992 Yoga II (Seniors only)

Fall or Spring

PE5551/2 Career Internship

PE8516/7 Modified PE

Biology
Chemistry
Astronomy
AP Biology
AP Chemistry
Environmental Science
AP Environmental Science
Earth & Space Science
Forensic Science
Human Anatomy & Physiology
Introduction to Healthcare Careers
Introduction to Organic Chemistry
Medical Terminology
Physics
AP Physics I
AP Physics C
STEM Research
Sustainable Urban Agriculture
Career Internship Program

Science

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Science Department Mission Statement

To use the content of Science to develop ALL students into lifelong learners; adept at critical thinking, problem solving and collaborating.

Science Sequences

There are many science sequences that students may select because of their interests and career plans. The sequences shown below are intended to provide a solid background in science and not restrict students in their choices. Other sequences are possible when students, with input from teachers, counselors and parents, choose different course levels for biology, chemistry, and/or physics.

General Information

- Two credits in science are required for graduation. However, courses in biology, chemistry, and physics should be included in every student's four year academic plan to provide a balanced preparation for future vocational and/or educational goals.
- Most colleges require at least two credits of a laboratory science for admission and some (especially Illinois universities) require three. Many colleges and universities suggest a three or four year sequence for students entering engineering, medicine and the health services, home economics, and computer sciences.
- Most colleges recommend both natural and physical science experience.

Science Placement into Academic Ability Levels

The Division Chair evaluates the performance of each incoming student. Placements is based upon the following performance indicators.

- Information from the eighth grade teacher's about the incoming freshman using current math grades and student ability.
- LT will review the results and recommend further changes based on skills and supports.

Parents are then notified of the final placement.

Science and Advanced Placement (AP)

The Science Department offers preparation for AP examinations in four areas.

1. AP Biology

AP Biology is the suggested course to prepare for the AP examination in biology or related examinations given by various colleges and universities. As the course description indicates, it is equivalent to two semesters of college biology.

2. AP Chemistry

The AP Chemistry course is the equivalent of one or two semesters of college chemistry. AP Chemistry uses the College Board syllabus to prepare students for the AP examination in chemistry.

3. AP Physics C

AP Physics C is a calculus-based university physics course and covers all of the material traditionally offered in the introductory college courses of engineering science and other related fields. As a result, the AP Physics C course students will be prepared for both AP Physics C examinations: Electricity and Magnetism, and Mechanics.

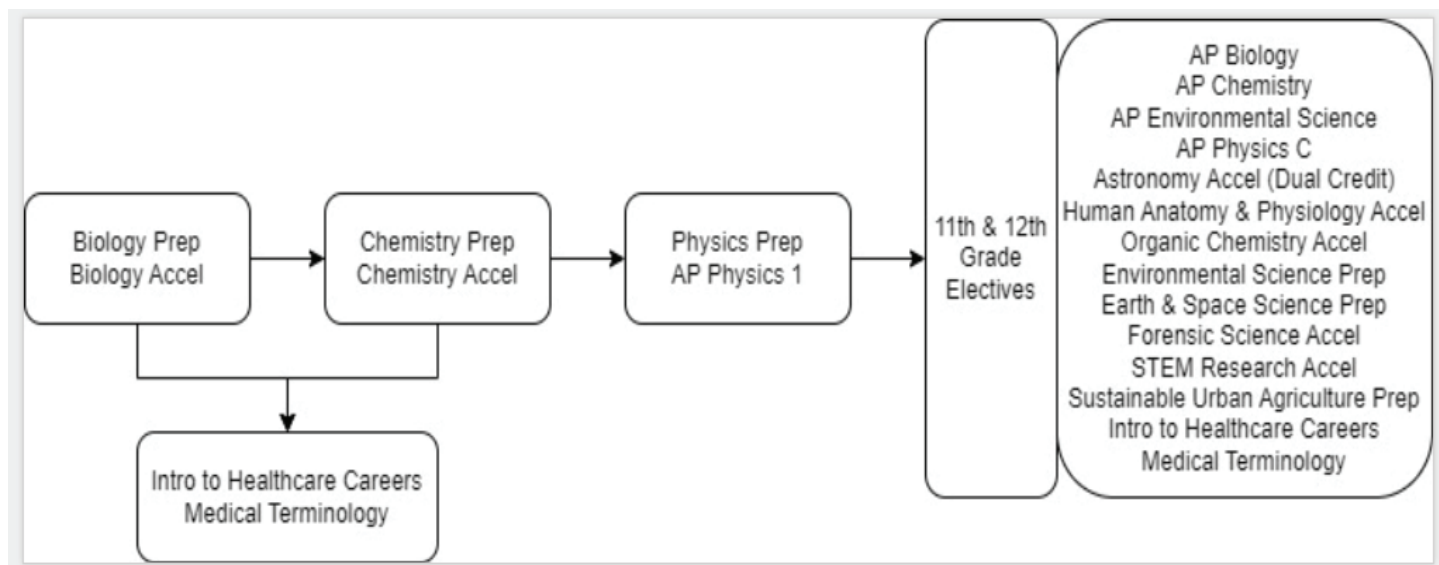
4. AP Physics I

AP Physics I is an algebra-based physics course and covers mechanics, rotation and sound. This course is equivalent to one semester of college physics.

5. AP Environmental Science

AP Environmental Science is the course to prepare students for the AP examination in environmental science. The course is equivalent to one semester of college environmental science.

Course Sequences



Science Department Standards

The LTHS Science Department utilizes the following eight principles in conjunction with both the Illinois State Standards and the Next Generation Science Standards. These principles and standards guide academic programs, courses, and challenge students. Additionally, specific academic course standards have also been developed. These are distributed to students at the beginning of each semester or annual course.

LTHS Science Principles

NGSS Science and Engineering Practices

1. Asking Questions and Defining Problem
2. Planning and Carrying out Investigations
3. Using Mathematical and Computational Thinking
4. Developing and Using Models
5. Analyzing and Interpreting Data
6. Constructing Explanations and Designing Solutions
7. Engaging in Argument from Evidence
8. Obtaining, Evaluating, and Communication of Information

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Astronomy (Accel)

| | |
|--|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual SN7311 SN7312 |
| Prerequisite: One year of natural science & Physics (Chemistry strongly recommended) | |

Astronomy is the oldest of all sciences. It began as an attempt by people to understand the world around them. Even today, people wonder what lies beyond our planet. Astronomy is the laboratory study of the night sky, our solar system, and objects which make up the universe. The study of astronomy and space science requires knowledge of biology, chemistry, and physics. In this course, techniques used by amateur and professional astronomers will be incorporated, students will learn to identify objects in the night sky and make predictions of celestial events such as eclipses. The origin, evolution, and future of our solar system, galaxy, and universe will be studied, and the existence of black holes and other cosmic oddities will be discussed. Students will learn about the history and future of space exploration, and how the science of astronomy, however old, is always changing. **Students may receive four lab science college credits with Moraine Valley upon successful completion of this dual credit course.**

Biology (Prep)

| | |
|----------------------|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 9, 10 | Annual SN5116 SN5117 |
| 11, 12 | Annual SN5111 SN5112 |
| Prerequisite: None | |

Biology is the study of living things and the basic processes of life. Students will explore scientific phenomena through the solving of problems using science practices. Classroom instruction will be based on questioning and on the use of real-world phenomena to increase student understanding and learning through application of biological concepts. Real world phenomena will elicit student questions and allow them to integrate the science ideas to gain a deep learning experience. The course involves assessing student progress throughout,

ultimately encouraging students as self-directed, competent learners.

Biology (Accel)

| | |
|----------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 9, 10 | Annual SN7116 SN7117 |
| Prerequisite: None | |

Biology is the study of living things and the basic processes of life. Students will explore scientific phenomena through the solving of problems using science practices. Classroom instruction will be based on student-driven questioning and student-led exploration of real-world phenomena. The application of biological concepts to new and different contexts are a critical piece of the deeper learning experience in this course. The phenomena presented will elicit student questions and allow them to answer these questions by integrating the science ideas to gain a deeper understanding. Though different assessment methods are used to better understand student mastery, students in this course are expected to act as self-directed, competent learners who can assess their own progress.

AP Biology

| | |
|-----------------------|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 11, 12 | Annual SN8311 SN8312 |
| Prerequisite: Biology | |

AP Biology is a second course in biology offered to those students who have successfully completed the first level course. Taught at the college level, it is considered to be the equivalent of two semesters of college biology. The content is laboratory oriented, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Areas covered in the course are evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Dissection includes a cat as a representative mammal. The program prepares students for the AP examination in Biology.

Chemistry (Prep)

| | |
|--|---------------|
| Credit: 1 | Level: III |
| Grade Offered: 10 | Annual SN5616 |
| | SN5617 |
| 11, 12 | Annual SN5611 |
| | SN5612 |
| Prerequisite: Completion of Algebra Prep or higher | |

Chemistry is the study of the composition and structure of matter, the changes matter undergoes, and the energy associated with those changes. This course covers a range of topics using phenomenon driven curriculum. Chemistry concepts are reinforced through laboratory activities, classroom discussion and independent practice. A background in algebra, continuous practice and daily review are key to success in this course.

Chemistry (Accel)

| | |
|--|---------------|
| Credit: 1 | Level: IV |
| Grade Offered: 10 | Annual SN7216 |
| | SN7217 |
| 11, 12 | Annual SN7211 |
| | SN7212 |
| Prerequisite: Completion of Algebra with a B or better | |

Chemistry is the study of the composition and structure of matter, the changes matter undergoes, and the energy associated with those changes. This course covers a range of topics with depth at a fast pace. Chemistry concepts are reinforced through laboratory activities, classroom discussion and independent practice. A strong background in mathematics, continuous practice and daily review are key to success in this course.

AP Chemistry

| | |
|--|---------------|
| Credit: 1 | Level: V |
| Grade Offered: 11, 12 | Annual SN8211 |
| | SN8212 |
| Prerequisite: One year of a natural science and one year of Chemistry (Accel) with a grade of B or better or Chemistry (Prep) with a grade of A (Physics strongly recommended) | |

AP Chemistry is intended to provide a college level course in chemistry for interested and capable students. Students considering careers in technical fields such as chemistry, chemical engineering, general engineering, and medicine, or for careers in areas where a knowledge of chemistry will be required, should consider this course.

Those who complete the course may take the AP examination in Chemistry. This course is equivalent to two semesters of college chemistry. Topics include electronic and atomic structure, stoichiometry, reactions, thermochemistry, periodicity, bonding, intermolecular forces, kinetics, equilibrium, acids and bases, thermodynamics, and electrochemistry.

Earth and Space Science

| | |
|-----------------------------------|---------------|
| Credit: 1 | Level: III |
| Grade Offered: 11, 12 | Fall SN6211 |
| | Spring SN6212 |
| Prerequisite: One year of science | |

This course will study the environment on Earth and the Earth's environment in space. Topics include the history and formation of the Earth, geology, astronomy, and meteorology. The course will utilize science practices developed in earlier courses to explore earth and space sciences and answer the following questions: What is the universe, and what is Earth's place in it? How and why is Earth constantly changing?

Environmental Science (Prep)

| | |
|-----------------------------------|---------------|
| Credit: 1/2 or 1 | Level: III |
| Grade Offered: 11, 12 | Fall SN6011 |
| | Spring SN6012 |
| Prerequisite: One year of science | |

General interest topics of ecology, population, politics, pollution, and other vital problems of survival of mankind are covered. The course provides the student with an awareness of our world and ways the student can help improve its quality. Students must participate in research in the form of discussion and reports. Field trips, lectures, and lab projects will supplement the research. The course may be taken for either semester independently or for the full year since topics do not overlap.

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

AP Environmental Science

Credit: 1 Level: V
 Grade offered: 11, 12 Annual: SN8511
 SN8512
 Prerequisites: One year of a natural science and one year of a physical science (Chemistry or Physics) (Both Chemistry and Physics strongly recommended)

AP Environmental Science is an ecology course which allows students to apply many of the principles learned in biology, chemistry, and physics to better understand the biosphere and the environmental and economic choices facing contemporary society. Topics include: sustaining terrestrial and aquatic biodiversity; the history of the modern environmental movement; ecological principles; climate, weather, and biomes; the harvesting and use of renewable and non-renewable energy resources; petrochemicals, hazardous wastes, and toxicology; human population growth; soil and water resources; food and agriculture; mining and solid waste; the atmosphere and air pollution; climate change and ozone depletion; renewable resource sustainability and environmental ethics. Field trips are an integral part of this course and are therefore mandatory. Students cannot level change into Environmental Science (Prep) from this class.

Forensic Science

Credit: 1 Level: IV
 Grade Offered: 11, 12 Annual SN7511
 SN7512
 Prerequisite: One year of Biology and one year of Chemistry

This course is designed to familiarize those individuals interested in criminalistics and/or related fields with the methods and techniques currently employed by forensic scientists. It involves the collection, examination, evaluation and interpretation of evidence through the use of biological, chemical and behavioral sciences as employed by our justice system, while gaining a basic understanding of the capabilities and limitations of the application of forensic science to the law. This course involves components from all of the sciences including content from Biology, Chemistry, Physics, Math and ELA Writing Skills. Forensic students will use critical

thinking, deductive reasoning, advanced chemical laboratory techniques and problem-solving skills. Reality and research-based activities are used to investigate criminal scenarios; the scientific method is used for collecting and analyzing evidence through case studies and simulated crime scenes such as fingerprinting, ballistics and blood spatter analysis.

Introduction to Healthcare Careers

Credit: 1/2 Level: III
 Grade Offered: 9, 10 Fall SN2116
 Spring SN2117
 11, 12 Fall SN2111
 Spring SN2112
 Prerequisite: None

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

Human Anatomy and Physiology (Accel)

Credit: 1 Level: IV
 Grade Offered: 11, 12 Annual SN9511
 SN9512
 Prerequisite: One year of natural science and one year of Chemistry

Essential principles of human anatomy and physiology are presented including basic chemistry, cell and tissue studies, and an overview of body systems including skeletal, muscular, cardiovascular, respiratory, nervous, endocrine, reproductive, digestive, excretory, and immune. Dissection and computer technology will be an integral part of the course. Some comparative anatomy and physiology will be included especially while completing the dissections.

Medical Terminology

| | |
|----------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 9, 10 | Fall SN2126 |
| | Spring SN2127 |
| 11, 12 | Fall SN2121 |
| | Spring SN2122 |

Prerequisite: None

Course presents medical terminology through the study of medical word roots, prefixes, and suffixes. Focus on relationships among symptomatic, disease, and procedural terms. This course prepares students with the oral and written skills necessary to communicate in any health care field.

Introduction to Organic Chemistry (Accel)

| | |
|-----------------------|---------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual SN5811 |
| | SN5812 |

Prerequisite: One year of natural science and one year of Chemistry

This course is offered to give students who will take organic chemistry in college an advantage over the usual chemistry background. This includes those students who wish to go into one of the following fields: medicine, dentistry, pharmacology, nursing, home economics, biology, chemistry, and related fields. Students become familiar with the naming and structure of organic compounds. A knowledge of some of the basic reactions of organic chemistry is gained through laboratory work and study of lecture materials. Topics include alkanes, alkenes, alkynes, aromatics, alcohols, aldehydes, ketones, acids, amines, amides, and spectroscopy.

Physics (Prep)

| | |
|-----------------------|---------------|
| Credit: 1 | Level: III |
| Grade Offered: 11, 12 | Annual SN4911 |
| | SN4912 |

Prerequisite: Completion of Algebra (Prep) or higher

Physics is fundamental to all other sciences. The ideas and concepts are related to other sciences and mathematics. This course is laboratory centered. Laboratory activities are used to teach the main ideas. An activity is used to introduce an idea, then it is taught at the conceptual level, and finally an activity is used as an application of this idea. Topics include fundamental concepts of scientific thinking, motion, momentum, energy, electricity, and magnetism.

AP Physics I

| | |
|-------------------|---------------|
| Credit: 1 | Level: V |
| Grade Offered: 10 | Annual SN8116 |
| | SN8117 |
| 11, 12 | Annual SN8111 |
| | SN8112 |

Prerequisite: Completion of Algebra II (Prep) or Geometry (Accel) or higher and Chemistry

AP Physics I is an algebra-based college level physics course. This is a laboratory study for student discovery of the physical universe. Major topics of study include: motion, energy, dynamics, momentum, light and sound. This is a first year physics course and is equivalent to one semester of college level physics. Students can take AP Physics C as a second year course.

AP Physics C

| | |
|-----------------------|---------------|
| Credit: 1 | Level: V |
| Grade Offered: 11, 12 | Annual SN8411 |
| | SN8412 |

Prerequisite: One year of natural science and AP Physics I with a grade of B or better or Physics (Prep) with a grade of A and completion or concurrent enrollment in Calculus AB or BC

AP Physics C is a calculus-based college level physics course. This course would be ideal for those planning a career in engineering, medicine, science, math, health-related fields, or any technical field. Major topics studied are mechanics, electricity, and magnetism. Supplemental topics may include thermodynamics, physical and geometric optics, and modern physics. Understanding of basic principles and application of

these principles in problem solving are the major goals of this course. Those who take the course may take the AP examination in Physics. This course is equivalent to two semesters of college physics. As a result of this course, students will be prepared for both AP Physics C examinations: Electricity and Magnetism, and Mechanics.

Sustainable Urban Agriculture

| | |
|---------------------------------|---------------|
| Credit: 1/2 or 1 | Level: III |
| Grade Offered: 11, 12 | Fall SN8521 |
| | Spring SN8522 |
| Prerequisite: 1 year of science | |

This course provides an overview of sustainable urban agriculture with a strong focus on hands on food production. The course looks at the sustainability of food production at multiple levels: farm resources, community, regional, national and global. Students will gain a basic understanding of the environmental tradeoffs caused by conventional agriculture and understand the challenges to alternative forms of sustainable agriculture. Students will learn to think critically about where their food comes from, and be able to analyze the environmental, economic, and social costs and benefits involved in delivering food from farm to market. This class is intended for students with a general interest in sustainable food production systems. We will discuss a variety of ecological, social, and economic topics within the framework of sustainability. This course is designed to provide students with an overview of the agriculture and food industry. It will focus on introductory areas of agriscience, natural resource management, plant, animal and food science. After completing this course, students will be able to discuss the role of agriculture in our modern world, provide suggestions for conserving our air, water, soil and forestry resources, and grow and sustain crops. This course may be taken for either semester independently or for the full year since the topics do not overlap.

STEM Research

| | |
|----------------------------------|---------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual SN7611 |
| | SN7612 |
| Prerequisite: 2 years of science | |

This course is designed for independent and academically driven juniors or seniors who have completed at least 3 years of laboratory science and math (or who are concurrently enrolled in their third year) who are interested in pursuing research in the fields of science or engineering. Each student will have the opportunity to develop an open-ended research project that he or she will have the entire year to investigate using scientific laboratory or engineering design techniques. The student will be responsible for planning and implementing each phase of their project. Each student will have the

opportunity to connect with an “e-mentor” who is an expert in the area the student is investigating and for maintaining collaboration with that professional throughout the year. Students will read scientific journals, develop hypotheses, collect and analyze data, perform statistical analyses, create a formal research poster, and write a formal research paper which will be submitted to local, state, and national/international science competitions.

Career Internship Program

| | |
|-----------------------|----------------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall SN5551 |
| | Spring SN5552 |
| | Summer SN5558 SN5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

Science Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

| | |
|----------|-----------------------------|
| SN5116/7 | Biology Prep |
| SN7116/7 | Biology Accel |
| SN2116/7 | Intro to Healthcare Careers |

Sophomore Courses

Annual

| | |
|----------|-----------------|
| SN5116/7 | Biology Prep |
| SN7116/7 | Biology Accel |
| SN5616/7 | Chemistry Prep |
| SN7216/7 | Chemistry Accel |
| SN8116/7 | AP Physics I |

Fall Only

| | |
|--------|-----------------------------|
| SN2116 | Intro to Healthcare Careers |
| SN2126 | Medical Terminology |

Spring Only

| | |
|--------|-----------------------------|
| SN2117 | Intro to Healthcare Careers |
| SN2127 | Medical Terminology |

Junior and Senior Courses

Annual

| | |
|----------|-----------------------------------|
| SN7311/2 | Astronomy Accel |
| SN5111/2 | Biology Prep |
| SN8311/2 | AP Biology |
| SN5611/2 | Chemistry Prep |
| SN7211/2 | Chemistry Accel |
| SN8211/2 | AP Chemistry |
| SN8511/2 | AP Environmental Science |
| SN6211/2 | Earth & Space Science |
| SN7511/2 | Forensic Science |
| SN9511/2 | Human Anatomy & Physiology |
| | Accel |
| SN5811/2 | Introduction to Organic Chemistry |
| | Accel |
| SN4911/2 | Physics Prep |
| SN8111/2 | AP Physics I |
| SN8411/2 | AP Physics C |
| SN7611/2 | STEM Research |

Fall Only

| | |
|--------|-------------------------------|
| SN6011 | Environmental Science Prep |
| SN6121 | Geology Prep |
| SN2121 | Medical Terminology |
| SN8521 | Sustainable Urban Agriculture |

Spring Only

| | |
|--------|-------------------------------|
| SN6012 | Environmental Science Prep |
| SN6122 | Geology Prep |
| SN2122 | Medical Terminology |
| SN8522 | Sustainable Urban Agriculture |

Did You Know?

20 High-Paying Science Careers for the Next Decade

- Surgeon
- Anesthesiologist
- Internist
- Dentist
- Oral Surgeon
- Nurses
- X-ray technician
- Physician Assistant
- Psychiatrist
- Environmental Consulting
- Natural Sciences Manager
- Mining
- Petroleum
- Green Energy
- Civil Engineer
- Aerospace Engineering
- Astronomy
- Engineering Manager
- Nanotechnology
- Materials Science

A recent U.S. Department of Commerce study shows that over the past 10 years, growth in Science, Technology, Engineering and Mathematics (STEM) jobs was three times greater than that of non-STEM jobs. The report also shows that STEM jobs are expected to continue to grow at a faster rate than other jobs in the coming decade.

Have you ever considered a career as a...



Acoustical Research Engineer
Aeronautical Engineer
Agricultural Engineer
Animal Physiology
Archaeologist
Assembling Engineer
Astrogeologist
Astronaut
Astronomer
Astrophysicist
Audio Engineer
Bioanalyst

Biochemist
Botanist
Cardiologist
Chemical Engineer
Chemist
Computer Scientist
Cytogeneticist
Dentist
Education
Engineer
Entomologist
Food Science
Food Science Technician
Forensic Anthropologist
Forensic Chemist
Forensic Scientist
Forestry
Geologist
Geoscientist
Health Care Worker
Herpetologist
Horticulturist
Life Science Writer

Marine Biologist
Molecular Biologist
Neurobiologist
Oceanographer
Physical Trainer
Physicist
Plant Ecologist
Plant Geneticist
Plastic Surgeon
Psychologist
Quality Insurance Engineer
Researcher
Solid State Chemist
Space Scientist
Staff Scientists
Structural Engineer
Surgeon
Systems Engineer
Veterinarian
Water Resources Engineer
Wildlife Biologist
Wildlife Ecologist
Wildlife Psychologist
Zoo Keeper
Zoologist

AP African American Studies
AP Comparative Government & Politics
AP European History
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP United States Government & Politics
AP U.S. History
Career Internship Program
Civics
Constitutional Law
Economics
Global Relations
Introduction to Psychology
Sociology
U.S. History (*ML, Prep, Accel*)
U.S. History American Studies (*Prep, Accel*)
World History, World History (*ML, Prep*)

Social Studies

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Social Studies Department Mission Statement

The Social Studies department at LTHS strives to develop reflective citizens who understand their role in society by connecting the past and present through inquiry, critical thinking, and a desire to take action.

Required Sequences

South Campus 9

- World History (ML, Prep)
- AP Human Geography

South Campus 10

- Civics
or
- AP United States
Gov't & Politics

North Campus 11-12

- U.S. History (ML, Prep,
Accel, AP)
- U.S. History American Studies
(Prep, Accel)

Elective Offerings

South Campus 9-10

- Global Relations
(9-10)

- Economics
(10 only)

- AP European History
(10 only)

North Campus 11-12

- Constitutional Law

- Economics

- Intro to Psychology

- Sociology

- AP European History

- AP United States
Gov't & Politics

- AP Comparative
Gov't & Politics

- AP Microeconomics

- AP Macroeconomics

- AP African American
Studies

- AP Psychology

Social Studies Department Standards

The Illinois Learning Standards (ILS) define what all students in Illinois public schools should know and be able to do. The purpose of these rigorous standards is to better prepare students to be college and career ready. The Illinois Learning Standards for Social Science 9-12 focus on inquiry and content skills in Civics, Geography, Economics, and History. All Social Studies courses include the inquiry skills listed below.

Illinois Learning Standards for Social Science 9-12 Inquiry Skills

Developing Questions and Planning Inquiries

Constructing Essential Questions: SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

Constructing Supporting Questions: SS.9-12.IS.2. Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.

Determining Helpful Sources: SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).

Evaluating Sources and Using Evidence

Gathering and Evaluating Sources: SS.9-12.S.4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

Developing Claims and Using Evidence: SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims.

SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.

SS.9-12.IS.8. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.

Communicating Conclusions and Taking Informed Action

Communicating Conclusions: SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.

Critiquing Conclusions: SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.

Taking Informed Action: SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.

SS.9-12.IS.12. Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.

SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school.

SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.

SS.9-12.IS.15. Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.

The Illinois Learning Standards for Civics, Geography, Economics, and History courses can be found at: <https://www.isbe.net/Documents/SS-Standards-9-12.pdf>

Social Studies Graduation Requirements

- All students must successfully complete 1 year of World History or AP Human Geography, 1 semester of either Civics or AP U. S. Government and Politics, and 1 year of a U.S. History course offering. Civics and AP United States Government and Politics satisfy the U.S. Constitution graduation requirement.

Social Studies Advanced Placement Examinations

AP examinations are available in nine areas. Division chair approval for placement into a Social Studies AP course will be based upon an integrated analysis of the following indicators:

- a. teacher, counselor, and parental approval;
 - b. past performance in social studies courses;
 - c. concurrent enrollment in an English (Accel) or (Hon) course
1. **United States Government and Politics**
In order to be prepared for the United States Government and Politics AP Examination, students should enroll in United States Government and Politics AP. Students may enroll in this course during their Sophomore year to fulfill their Civics graduation requirements or students may enroll in this course as an elective during their junior or senior year. It is expected that students enrolling in the course possess some topical familiarity by reading newspapers and periodicals.
 2. **Comparative Government and Politics**
In order to be prepared for the Comparative Government and Politics AP examination, students should enroll in Comparative Government and Politics AP. Students may enroll in this course and other social studies courses concurrently during the spring semester of their junior and/or senior years.
 3. **Microeconomics** In order to be prepared for this course and its AP examination, students in this course must have a solid mathematics background. This semester course is offered every year.
 4. **Macroeconomics** In order to be prepared for the Macroeconomics AP examination, students should enroll in this course. It is expected that students enrolling in this course already possess some topical familiarity by reading newspapers and periodicals. This semester course is offered every year.
 5. **European History** In order to be prepared for the AP European History examination, students should enroll in this course. To do well in the course and on the examination, students should have a rich and varied background of academic courses. To enroll in the course, students should read and write at high levels since the work is college equivalent. This course is offered in grades 10, 11 and 12 and is an annual course.
 6. **Psychology** In order to be prepared for the Psychology AP examination, students should enroll in this course. It is expected that students enrolling in this class have well-developed reading and writing skills since the work is college-level equivalent. This course is offered in grades 11 and 12.
 7. **U.S. History** In order to be prepared for the AP United States History examination, students should enroll in U.S. History AP. This course satisfies the U.S. History requirement for graduation. Students must enroll in both semesters of the course. The course is open to both juniors and seniors. It is particularly desirable that prospective students have an interest in history and have performed well in previous Social Studies and English courses.
 8. **Human Geography** In order to be prepared for the AP Human Geography examination, students should enroll in this course. This is an annual course that satisfies the freshman World History requirement. It is expected that students enrolling in this class have well-developed reading, writing, and time-management skills, since the work is college-level equivalent. This course is only offered in grade nine.
 9. **African American Studies** In order to be prepared for the AP African American Studies examination, students should enroll in this course. Students enrolling in this course can expect to apply lenses from multiple disciplines to evaluate key concepts, historical developments and processes that have shaped Black experiences and debates within the field of African American studies. Students should be prepared to identify connections between Black communities in the United States and the broader African diaspora in the past and present, as well as compare and analyze a range of perspectives about the movements, approaches, organizations and key figures involved in freedom movements.

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may apply for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

AP African American Studies

| | | |
|-----------------------|----------|------------------|
| Credit: 1 | Level: V | |
| Grade Offered: 11, 12 | Annual | SS8351 SS8352 |
| Prerequisite: None | | |

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

AP Comparative Government & Politics

| | | |
|-----------------------|----------|--------|
| Credit: 1/2 | Level: V | |
| Grade Offered: 11, 12 | Spring | SS8242 |
| Prerequisite: None | | |

AP Comparative Government is a semester-long introductory college course designed to expose students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures and challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students will compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

AP European History

| | | |
|--------------------|----------|------------------|
| Credit: 1 | Level: V | |
| Grade Offered: 10 | Annual | SS8216 SS8217 |
| 11, 12 | Annual | SS8211 SS8212 |
| Prerequisite: None | | |

Students should take AP European History if they have

a strong interest in history and feel capable of reading and writing at a college level. This course is intended to give students an opportunity to experience the pace and intensity of a college-level course in modern European history. Working in the context of Europe from the Renaissance to the present, students develop skills in analysis of historical problems and in the selection and evaluation of sources. An important objective of the course is to prepare students for the AP European History Examination.

AP Human Geography

| | | |
|--------------------|----------|------------------|
| Credit: 1 | Level: V | |
| Grade Offered: 9 | Annual | SS5896 SS5897 |
| Prerequisite: None | | |

AP Human Geography is open to 9th grade students willing to accept the challenge of an AP class, and will be taught with the first time AP student in mind. In addition to preparing students for the AP Human Geography exam, the course will introduce students to the systematic study of patterns and processes that have shaped human understanding, and the use and alteration of the Earth's surface. In accordance with the College Board curriculum, students will learn about the nature and perspectives of geography, population, migration, cultural patterns and processes, political organization of space, agriculture, food production and rural land use, industrialization and economic development, cities and urban land use. Students will use spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their science and practice. This course will emphasize recognizing, interpreting, and evaluating information for the purpose of analysis, discussion, and writing. The course is an excellent opportunity for students to become geo-literate, to understand how cultures and societies develop, and analyze the role geography plays in that development.

AP Macroeconomics

| | | |
|-----------------------|----------|--------|
| Credit: 1/2 | Level: V | |
| Grade Offered: 11, 12 | Spring | SS8262 |
| Prerequisite: None | | |

This course is aimed at giving students a thorough understanding of the principles and concepts that apply to our economic system. Particular emphasis is on the study of national income and price determination, and the course also develops students' familiarity with economic performance measures, economic growth, and international economics. Fundamental economic concepts such as scarcity, opportunity costs, and comparative advantages will be included. Current economic topics and questions will be presented in order to prepare students for the AP Examination.

AP Microeconomics

| | | |
|-----------------------|----------|--------|
| Credit: 1/2 | Level: V | |
| Grade Offered: 11, 12 | Fall | SS8481 |
| Prerequisite: None | | |

The purpose of this course is to provide students with a thorough understanding of the principles of the economy that apply to the functions of the individual decision makers, both consumers and producers, within an economic system. This course will provide basic supply and demand theory, theory of the firm, and micro-analysis of economic problems and situations found in the various markets in our country. Current economic problems and models will be presented. Current economic topics and problem solving will be used in order to prepare the student for the AP Examination.

AP Psychology

| | | |
|-----------------------|----------|------------------|
| Credit: 1 | Level: V | |
| Grade Offered: 11, 12 | Annual | SS8511 SS8512 |
| Prerequisite: None | | |

AP Psychology is aimed at instructing and preparing students for successful completion of a college level course, and includes preparation for the AP Psychology Examination. The teaching will emphasize a scientific approach to the study of psychology. Topics include: neuroscience, human development, learning, cognition, social psychology and psychological disorders and therapy. This class also analyzes current research to solidify the learning of psychological concepts and experimentation. Students who enroll in this course will be expected to demonstrate strong reading and writing skills and be able to complete nightly reading assignments in order to be successful.

AP United States Government & Politics

| | | |
|-----------------------------|----------------|------------------|
| Credit: 1/2 | Level: V | |
| Grade Offered: 10 11, 12 | Spring Fall | SS8317 SS8311 |
| Prerequisite: None | | |

AP U.S. Government and Politics is a semester long introductory college course. Students will analyze foundational documents such as the Federalist Papers to explain American democracy and other aspects of our government and political system. Students will learn to connect political concepts to real-life situations, explain the impact of U.S. Supreme Court decisions, and analyze data to find patterns and draw conclusions. This course examines political beliefs and behaviors, political participation and voting trends, linkage institutions and their influence on government, civil rights and civil liberties provided in the Constitution, and interactions between the branches of government. Successful completion of AP U. S. Government and Politics during sophomore year will allow students to fulfill the state Civics requirement for graduation. Students in grades 11 and 12, who have fulfilled their Civics requirement, can also take this course as an elective.

AP U. S. History

| | | |
|-----------------------|----------|------------------|
| Credit: 1 | Level: V | |
| Grade Offered: 11, 12 | Annual | SS8111 SS8112 |
| Prerequisite: None | | |

This course is intended for motivated students seeking a college-level US History course, composed of a chronological survey of eight recurring historical themes, with emphasis on the incorporation of historical thinking and writing skills as constructed by the College Board. Students will analyze texts, visual sources, and other historical evidence, and write essays expressing historical arguments. An important focus is preparing students for the AP U.S. History examination.

Civics

| | |
|--------------------|---------------|
| Credit: 1/2 | Level: III |
| Grade Offered: 10 | Fall SS6316 |
| | Spring SS6317 |
| Prerequisite: None | |

Civics is a one-semester course that includes the study of government institutions, analysis of current and controversial issues, simulations of the democratic process, and service learning. Students will gain essential knowledge of American government and politics, including the fundamental principles of our government, the roles of the President, Congress, and the courts, political culture and participation, elections and campaigns, and the influence of interest groups and media. Students will apply theoretical concepts to current issues and events while developing the skills necessary for evaluating media sources for bias, writing claim and evidence statements, and engaging in effective civil discourse. Successful completion of Civics during sophomore year will allow students to fulfill the state Civics requirement for graduation.

Constitutional Law

| | |
|----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 11,12 | Fall SS6331 |
| | Spring SS6332 |
| Prerequisite: None | |

This class emphasizes how the legal system applies to all American citizens, and evaluates the impact of court cases on individual rights (including the rights of students). Emphasis is placed on analytical thinking that requires evaluation of evidence and presentation of persuasive arguments. The course includes class discussion, role-play, mock hearings, and a criminal mock trial. In addition, students will research a Supreme Court case that has impacted their individual rights.

Economics

| | |
|---------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 10 | Fall SS5916 |
| | Spring SS5917 |
| 11, 12 | Fall SS5911 |
| | Spring SS5912 |
| Prerequisite: None | |

This course will help students to develop an understanding of economics, including a focus on the principles of microeconomics and macroeconomics. This course focuses on scarcity and economic systems, market forces of supply and demand, economic indicators, monetary and fiscal policy, and global trade. Students will apply

economic concepts to current events, such as evaluating the impact of scarcity, investing in the stock market, advising the president, and analyzing economic development.

Global Relations

| | |
|----------------------|---------------|
| Credit: 1/2 | Level: IV |
| Grade Offered: 9, 10 | Fall SS6936 |
| | Spring SS6937 |
| Prerequisite: None | |

This accelerated course uses U.S. foreign policy as a window into the issues of poverty, globalization, terrorism, and conflict. There is an emphasis on analyzing current international issues. The class challenges students by foregoing use of a traditional textbook while utilizing a variety of written materials that require students to read, write, and discuss global relations at an advanced level.

Introduction to Psychology

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 11, 12 | Fall SS6111 |
| | Spring SS6112 |
| Prerequisite: None | |

How can predicting behavior and mental processes help enhance our own human experience? What makes someone human? How do humans thrive, change, and impact others? Introduction to Psychology is a course that will help students answer these questions through the study of personality, decision making, learning, memory, neuroplasticity, and social interaction. Students will identify and evaluate psychological research, as well as apply and analyze behavior and mental processes from the biological, psychological, and social perspectives.

Sociology

| | |
|-----------------------|---------------|
| Credit: 1/2 (cr/nc) | Level: III |
| Grade Offered: 11, 12 | Fall SS6011 |
| | Spring SS6012 |
| Prerequisite: None | |

Sociology is the history of today. It is the scientific study of societies and human group behavior. Students explore issues relevant to 21st century life and how society influences behavior. Students examine global development and how technology and social change relate. Sociology provides the opportunity to explore other cultures, question the causes of social behavior and the relevance of sociology to their lives. Selected topics covered include culture, values, norms, globalization, socialization, social status, roles, deviance, conformity, the social institutions of family, religion, and education, and global inequality and prejudice.

U.S. History (Prep): American Studies

| | |
|--|---------------|
| Credit: 2 (1 credit for English and 1 credit for U.S. History) | Level: III |
| Grade Offered: 11 | Annual SS5741 |
| | SS5742 |
| Prerequisite: English II | |

American Studies III (Prep) is a thematic approach to learning American History/Literature designed for students who want to try something a little different, yet meet all of the requirements of the English III (Prep) and U.S. History (Prep) courses. The course meets daily in a two-hour block of time, at times allowing for a larger class environment to create a greater sense of community. This structure creates the flexibility to more fully explore the people, events, and culture that helped shape this country's history while simultaneously being influenced by the ideas and literature that came from them. For instance, while studying past and current trends of immigration, students will participate in a simulation of Ellis Island, read short stories written by or about immigrants, and research, write, and present about an immigrant group to discover what has shaped their American experience. This course involves group work/collaboration, reading, writing, public speaking/presentation opportunities and tests that are geared to all English III (Prep) and U. S. History (Prep) students.

U.S. History (Accel): American Studies

| | |
|---|---------------|
| Credit: 2 (1 credit for English and 1 credit for U. S. History) | Level: IV |
| Grade Offered: 11 | Annual SS7411 |
| | SS7412 |
| Prerequisite: English II (Accel) or (Hon) | |

American Studies IV (Accelerated) is a thematic approach to learning American History/Literature designed for students who want to try something a little different, yet meet all of the requirements of U.S History (Accel) and English III (Accel) that meets daily in a two-hour block of time, at times combining both classes to create a greater sense of community. This course meets all of the requirements for college preparatory English and U.S. History credit, but differs from a traditional English and history classroom. Students in this course will practice four skills throughout each unit of study: synthesis, asking questions, a broader component of literacy by drawing from sources in the arts and media, and reading the current world. The combination of literature and history allows students to practice these skills by examining American culture and the historical forces that shaped it. This class is organized thematically. In this way, students analyze historical themes using a variety of primary source documents, works of art, and literary texts to make connections to today's world. Students will also examine poetry, music, and documentaries connected to America, historically and culturally. Throughout the course, a major emphasis is placed on written analytical skills that synthesize information from both courses.

U. S. History (Prep)

| | |
|-----------------------|---------------|
| Credit: 1 | Level: III |
| Grade Offered: 11, 12 | Annual SS5711 |
| | SS5712 |
| Prerequisite: None | |

U.S. History (Prep) is for the student who wants to learn about historical content centered around themes, such as: immigration, the role of government, innovation and technology. Through an examination of themes students will loop through history, ensuring an in-depth understanding and the ability to make connections to today's society. Students will be assessed on their ability to apply knowledge, analyze history and construct historical arguments. Students will master these skills through discussion, source analysis, research, reading and writing. This course offers students a variety of ways to engage in U.S. History.

U.S. History (Accel)

| | |
|-----------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual SS7131 SS7132 |

Prerequisite: None

U.S. History (Accel) is for the motivated student who wants an intensive, high-level thinking course with engaging content centered around themes. Through an examination of themes students will loop through history, ensuring an in-depth understanding and an ability to make on-going contemporary connections. Students will be assessed on their ability to apply knowledge, analyze history and construct historical arguments, and in so doing, students will develop strong historical thinking skills. Students will master these skills through writing, discussions, presentations, and source analysis. Students in this course will experience a faster paced and more in-depth analysis and evaluation of historical texts.

U.S. History ML

| | |
|-----------------------|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 11, 12 | Annual SS3411 SS3412 |

Prerequisite: Multilingual Learner (ML) identified and confirmed, and approval of ML Coordinator

U.S. History ML is designed for those students who are learning to speak, read, and write in English as their second language. Students will loop through history, ensuring an in-depth understanding and an ability to make on-going contemporary connections. Students will be assessed on their ability to apply knowledge, analyze history and construct historical arguments. Students will master these skills through writing, discussions, presentation and source analysis. This course offers students a scaffolded approach to develop their historical thinking skills.

World History

| | |
|------------------|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 9 | Annual SS5816 SS5817 |

Prerequisite: None

World History aims to help students understand the complex world in which they live by developing insights into the thoughts and feelings of people within their own culture/civilization and other cultures/civilizations, as well as relating the past to the present and future. Students learn that although human needs are basically the same everywhere, differences in environment and history have played a determining role in establishing

variety in cultures/civilizations. Students learn how to apply historical content, analyze evidence and construct an argument. This course also engages students in the study of geography, economics, political science, and social and cultural life to better understand our world.

World History ML

| | |
|----------------------|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 9, 10 | Annual SS5846 SS5847 |

Prerequisite: Multilingual Learner(ML) identified and confirmed, and approval of ML Coordinator

World History ML is designed for those students who are learning to speak, read, and write in English as their second language. This course aims to help students understand the complex world in which they live by developing insights into the thoughts and feelings of people within their own culture/civilization and other cultures/civilizations, as well as relating the past to the present and future. Students learn that although human needs are basically the same everywhere, differences in environment and history have played a determining role in establishing variety in cultures/civilizations. Students learn how to apply historical content, analyze evidence and construct an argument in order to demonstrate that history, geography, economics, political science, and social and cultural life are basic to the study of human development.

Career Internship Program

| | |
|-----------------------|----------------------|
| Credit: 1/2 (dc) | Level: IV |
| Grade Offered: 11, 12 | Fall SS5551 |
| | Spring SS5552 |
| | Summer SS5558 SS5559 |

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

Social Studies Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

SS5816/7 World History
SS5846/7 World History EL
SS5896/7 AP Human Geography

Electives

Fall Only

SS6936 Global Relations

Spring Only

SS6937 Global Relations

Sophomore Courses

Annual

SS8216/7 AP European History

Fall Only

SS6316 Civics
SS5916 Economics
SS6936 Global Relations

Spring Only

SS6317 Civics
SS5917 Economics
SS6937 Global Relations
SS8317 AP US Govt & Politics

Junior and Senior Courses

Annual

SS8351/2 AP African American Studies
SS8211/2 AP European History
SS8511/2 AP Psychology
SS8111/2 AP U.S. History
SS7131/2 U.S. History Accel
SS5711/2 U.S. History Prep
SS3411/2 U.S. History EL
SS5741/2 U.S. History Prep: Am. Studies
SS7411/2 U.S. History Accel: Am. Studies

Fall Only

SS8481 AP Microeconomics
SS8311 AP US Govt & Politics
SS6331 Constitutional Law
SS5911 Economics
SS6111 Introduction to Psychology
SS6011 Sociology

Spring Only

SS8242 AP Comparative Govt & Politics
SS8262 AP Macroeconomics
SS6332 Constitutional Law
SS5912 Economics
SS6112 Introduction to Psychology
SS6012 Sociology

Fall or Spring

SS5551/2 Career Internship

Have You Ever Considered A Career In ?

Anthropology

Anthropology Teacher
Archaeology
Criminology

Ethnology
Linguistics
Museum Curator

Courses

American Studies
Sociology

U.S. History
World History
Human Geography AP

Economics

Accountant
Actuary
Advertising Executive
Analyst
Banking
Business Management
City Manager
Claims Adjuster
Economics Teacher
Economist

Franchise Operator
Industrial/Agricultural
Economist
Insurance Agent
Investment/Financial
Management Trainee
Marketing Researcher
Urban Planner
Taxation Specialist

Courses

American Studies
Comparative Govt AP
Economics
European History AP
Human Geography AP
US Govt & Politics AP

Macroeconomics AP
Microeconomics AP
Psychology
U.S. History
World History

Geography

Biographer
Cartographer
Climatologist/Meteorologist
Demographer
Environmentalist
Foreign Service
Geography Teacher
Diplomat

Geologist
Land Use Planner
Law Enforcement
Oceanologist
Recreation Planner
Resource Management
Travel Agent

Courses

American Studies
Economics
Global Relations

Human Geography AP
U.S. History
World History

History

Antique Dealer
Architect
Archivist
Art Historian
Biographer
Civil Engineer
Columnist/Correspondent
International Business
National Park
Historian/Guide

History Consultant
History Teacher
Judge
Lawyer
Librarian
Museum Curator
Politician
Writer

Courses

American Studies
Civics
Comparative Govt AP
Constitutional Law
US Govt & Politics AP

European History AP
Psychology
U.S. History
World History

Political Science

Criminologist
Foreign Service
Government Researcher
Judge
Lawyer

Political Science Teacher
Politician
Public Administrator
Urban Planner

Courses

American Studies
Civics
Comparative Govt AP
Constitutional Law
Economics
US Govt & Politics AP

European History AP
Global Relations
Psychology
U.S. History
World History

Psychology/Sociology

Camp Director
Career Counselor
Clergyman
Criminologist
Demographer
Employment Counselor
Ethnologist
Industrial Sociologist
Law Enforcement

Personnel Director
Psychiatrist
Psychologist
Psych-Sociology Teacher
Quantitative Analyst
Recreation Director
School Counselor
Social Worker
Urban Planner

Courses

American Studies
Sociology
Psychology
U. S. History

Academic Resource Center (A.R.C.)
Advanced Social Awareness & Perspective Taking
Algebra Essentials I & II
Applied Elective Courses
Building Academic Skills for Effectiveness (B.A.S.E.) I and II
Biology
Career Training and Education
Civics
Consumer Education
Driver Education
English I, II, III & IV
Geometry
Health
L.I.F.E. English
L.I.F.E. Home Living Education
L.I.F.E. Mathematics
L.I.F.E. Physical Education
L.I.F.E. Reading
L.I.F.E. Social Skills
L.I.F.E. and Work Skills I, II, III, IV
Personal/Social Development Core Classes
Personal/Social Development Resource
Physical Science
Practical Math
Reading
Social Awareness & Perspective Taking
Transition Program
United States History
World History

Special Education

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Special Education Department Description

The mission of LTHS Special Education is to support students in developing the skills necessary to achieve their individual post-secondary goals through collaboration with family, school, and community partners.

A continuum of services is available for students eligible for an IEP. Services range from supports provided in the general education environment to special education environments to meet instructional or functional needs.

Each student eligible for an IEP is assigned a case manager who collaborates on a team with the school counselor, social worker, assistant principal, teachers, and related service providers, if applicable, to support the student. LEA Representatives facilitate Annual Review and other IEP meetings.

The department's services are coordinated by the Division Chair and Assistant Division Chair and supported by Program Coordinators, Special Education Teachers, School Psychologists, School Social Workers, Speech-Language Pathologists, School Counselors, Occupational Therapists, Physical Therapists, Nurses, Itinerants, and Paraeducators.

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LaGrange Area Department of Special Education

Lyons Township High School is a member of the La Grange Area Department of Special Education (LADSE), a special education cooperative made up of 15 member districts. LADSE collaborates with its member districts to provide high-quality, evidence-based programs and services and provide comprehensive, cost efficient support, and positive outcomes for students with disabilities.

The mission of LADSE is to serve its member districts, responding to their collective needs, by...

- providing vision-driven leadership in educating diverse learners
- offering a continuum of quality programs and services that result in positive student outcomes and successful transitions to adult life
- offering high-quality and timely professional development to LADSE and district staff
- managing available fiscal and personnel resources to ensure the highest value for all concerned

Continuum of Services

At least annually, the IEP Team determines the environment, supports, and services to meet the individual goals and needs of each student with an IEP in the least restrictive environment. Special education services at LTHS include, but are not limited to:

- Accommodations, Modifications, and/or Supplementary Aids provided within the general education or special ed environments.
- Related services, including, but not limited to, speech, social work, occupational therapy, physical therapy, school health services, and itinerant services (e.g., vision, hearing, orientation & mobility) may be provided via a push-in, pull-out, embedded and/or a consultative model.
- Specialized instruction provided within the general education environment via co-teaching by a general education teacher and a special education teacher.
- Resource instruction is offered with an emphasis on skill instruction and/or support for social-emotional or executive functioning.
- Instructional academic classes are offered for students with significant educational needs in reading, writing, mathematics, executive functioning and/or social-emotional functioning. Classes are offered in courses required for graduation.

- LIFE (Learning Independence for Everyday) classes provide instruction in the following major areas: functional academics, life skills, pre-vocational skills, and social skills. Considerations when recommending a student for a LIFE course may include, but are not limited to, the student's cognitive functioning, functional skills, level of independence, transition outcomes, and eligibility for alternative state assessment.
- Transition Program offers transition services for eligible individuals ages 18 to 22. The program offers services in multiple settings to provide meaningful practical instruction and application of independent living and vocational skills.

Course and Sequence Offerings

Learning Independence for Everyday (L.I.F.E.) Classes are held at South Campus

| | | |
|------------------|---|-----------------------------------|
| LIFE English | LIFE Physical Education* | LIFE Social Skills |
| LIFE Reading | LIFE Home Living Education | LIFE & Work Skills I, II, III, IV |
| LIFE Mathematics | LIFE Physical Education may be offered at South or North Campus | |

South Campus 9-10

| | |
|--|-----------------------------|
| English I | English II |
| Algebra Essentials | Algebra I |
| B.A.S.E. I | Geometry |
| Reading | B.A.S.E. II (Grade 10) |
| Social Awareness & Perspective Taking | Biology |
| Personal/Social Development | Driver Education |
| World History | Academic Resource Center |
| Applied Electives | Health |
| | Civics |

North Campus 11-12

| | |
|--------------------------------|--|
| English III | English IV |
| Geometry | Algebra II |
| U.S. History | B.A.S.E. II |
| Personal/Social Development | Reading |
| Physical Science | Consumer Education |
| Academic Resource Center | Advanced Social Awareness & Per- spective Taking |
| Career Training & Education | Practical Math |
| | Applied Electives |

Academic Resource Center (A.R.C.)

| | |
|------------------------|---------------|
| Credit: 1 (dc) (cr/nc) | Level: III |
| Grade Offered: 10 | Annual IP0336 |
| | IP0337 |
| 11, 12 | Annual IP0331 |
| | IP0332 |

Prerequisite: Director or designee and IEP team approval

A.R.C. is for students who are self-directed learners who can identify strengths/challenges and have developed the necessary compensatory skills to allow them to be successful in the academic school setting. Students will have access to a special education instructor for assistance with problem solving and self-advocacy, along with daily check in with regard to academic progress. Students may seek out academic support/resources, schedule guidance appointments and access accommodations as needed.

Building Academic Skills for Effectiveness (B.A.S.E.) I

| | |
|-------------------|---------------|
| Credit: 1 (cr/nc) | Level: III |
| Grade Offered: 9 | Fall IP0316 |
| | Spring IP0317 |

Prerequisite: Director or designee and IEP team approval

B.A.S.E. I targets the skills required for a successful transition into the high school experience. These include organization, time management, long term planning, listening skills, memory skills, test preparation skills and IEP awareness. Additionally, students gain understanding of their learning profile, learn and practice self-advocacy skills and explore transition-related topics. B.A.S.E. I also serves as a period where students may complete assessments and/or consult with other school staff to meet their individual needs.

Building Academic Skills for Effectiveness (B.A.S.E.) II

| | |
|------------------------|---------------|
| Credit: 1 (dc) (cr/nc) | Level: III |
| Grade Offered: 10 | Annual IP0326 |
| | IP0327 |
| 11, 12 | Annual IP0321 |
| | IP0322 |

Prerequisite: Director or designee and IEP team approval

B.A.S.E. II is a continuation of the B.A.S.E. I class in which students require additional instruction on functional skills for school success including organization, time management, test preparation and study skills. Teachers will identify and provide instruction targeted to the unique needs of the students, while emphasizing developmentally appropriate transition-related activities. B.A.S.E. II also serves as a period where students may complete assessments and/or consult with other school staff to meet their individual needs.

Algebra Essentials

| | |
|------------------|---------------|
| Credit: 1 | Level: III |
| Grade Offered: 9 | Annual IP2316 |
| | IP2317 |

Prerequisite: Director or designee and IEP team approval

This course is designed for students requiring instruction in essential algebraic and geometry concepts prior to enrolling in Algebra I. The course focuses on basic operations with real numbers, problem solving, introduction to linear equations, and basic geometry concepts. Students learn to perform operations with integers, decimals, and fractions. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

Algebra I

| | |
|----------------------|---------------|
| Credit: 1 | Level: III |
| Grade Offered: 9, 10 | Annual IP2326 |
| | IP2327 |

Prerequisite: Director or designee and IEP team approval

This course provides instruction in the use of variables, formulas, equations and inequalities, exponents, functions, graphs, and an introduction to probability and statistics. Students learn the fundamental processes with algebraic expressions. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

Algebra II (starting 2026-2027)

| | |
|-----------------------|---------------|
| Credit: 1 | Level: III |
| Grade Offered: 11, 12 | Annual IP2341 |
| | IP2342 |

Prerequisite: Algebra I, Geometry, Prerequisite: Director or designee and IEP team approval

This course provides an in-depth exploration of topics presented in Algebra II with additional support and differentiation. Material covered in this course is designed to provide students with a solid foundation of algebra and to prepare students for college level coursework. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

Biology

Credit: 1 Level: III
Grade Offered: 9, 10 Annual IP2116
IP2117
Prerequisite: Director or designee and IEP team approval

The goal of this course is to develop an understanding of the unity in the diversity of life forms and processes. Major concepts and areas of biology are introduced through a variety of hands-on, practical, and appropriately paced activities designed to fit a variety of students' learning styles. The course makes biology a "real" part of students' everyday life by increasing their awareness of their place in the environment. This class meets one of the graduation requirements for Science.

Career Training & Education (CTE)

Credit: 2 (dc) Level: III
Grade Offered: 11, 12 Annual IP2721
IP2722
Prerequisite: Director or designee and IEP team approval

The purpose of this course is to provide students with authentic training and preparation for the world of work. Students will focus on skills related to career awareness, exploration and preparation through direct instruction combined with off campus job training and job shadowing within the community. This course will also include transportation training within the community. Instructional activities will focus on seeking and applying for employment, self-determination, communication, problem solving, and work ethics and behavior. The content is individualized according to each student's needs and IEP goals.

Civics

Credit: 1/2 Level: III
Grade Offered: 10 Fall IP1426
Spring IP1427
Prerequisite: Director or designee and IEP team approval

Students will learn the Illinois and U.S. Constitutions, and understand local, state, and federal government functions and institutions. The course will also develop students' ability to research, analyze, and discuss current and controversial issues, along with the rights and responsibilities of a citizen in a democracy.

Consumer Education

Credit: 1/2 Level: III
Grade Offered: 11, 12 Fall IP2851
Spring IP2852
Prerequisite: Director or designee and IEP team approval

Consumer Education focuses on personal money management to help students become more informed consumers.

A variety of units teach students how to address the consumer issues that they will face in their adult lives. Topics include insurance, housing, transportation, health services, credit, buying goods, and banking. Attention is also given to the basic economic structures in our country. This class meets the graduation requirement for Consumer Economics.

Driver Education

Credit: 1/2 Level: III
Grade Offered: 10, 11, 12 One semester
Fall IP9146
Spring IP9147
9, 10, 11, 12 Summer school
Prerequisite: At least 15-years-old and have passed at least eight classes (four credits) in the previous two semesters. Director or designee and IEP team approval

The classroom phase of Driver Education is the only requirement for graduation at LTHS. (See pgs. v and 6). For eligibility and classroom standards, see page 75.

English I

Credit: 1 Level: III
Grade Offered: 9 Annual IP2216
IP2217
Prerequisite: Director or designee and IEP team approval

English I is a literature based class designed to help students improve in the areas of reading, writing, and critical thinking skills. Vocabulary development, use of inference and literary techniques are stressed during classroom discussion. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

English II

Credit: 1 Level: III
Grade Offered: 10 Annual IP2226
IP2227
Prerequisite: English I and Director or designee and IEP team approval

English II continues the development of reading, writing and critical thinking skills. Novels are discussed in terms of plot, setting, conflict, characterization and vocabulary. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

English III

Credit: 1 Level: III
Grade Offered: 11 Annual IP2231
IP2232
Prerequisite: English II and Director or designee and IEP team approval

English III is a continuation of the themes and literary techniques discussed in English II. Novels and non-fiction texts are the basis for discussion and written language assignments. Vocabulary development continues to be emphasized. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

English IV

Credit: 1 Level: III
Grade Offered: 12 Annual IP2241
IP2242
Prerequisite: English III and Director or designee and IEP team approval

In English IV, novels and non-fiction texts are used to reinforce Language Arts and to encourage critical thinking. Compositions requiring students to make judgments and comparisons are stressed. Differentiated instruction focuses on helping students address their IEP goals in the areas of written language and reading comprehension.

Geometry

Credit: 1 Level: III
Grade Offered: 10 (starting 2025-2026) Annual IP2336
IP2337
11, 12 IP2331
IP2332
Prerequisite: Algebra I and Director or designee and IEP team approval

This course provides instruction in the measurements and properties of lines, planes, angles, polygons, and solids as well as their interrelationships. Students will also be provided an introduction to the concept of proofs. Differentiated instruction focuses on helping students address their IEP goals in the areas of written language and reading comprehension.

Health

Credit: 1/2 Level: III
Grade Offered: 10 Fall IP9016
Spring IP9017
Prerequisite: Director or designee and IEP team approval

This course provides in-depth and appropriately-paced instruction in the following areas: human anatomy and physiology, mental health (including death education), chronic and degenerative diseases, human sexuality, alcohol, drugs

and tobacco, consumer health, environmental health, and first-aid. The course provides in-depth instruction in the following areas: human anatomy and physiology; mental health (including death education); chronic and degenerative disease; human sexuality; alcohol, drugs, and tobacco; consumer health; environmental health; and first-aid.

LIFE English

Credit: 1 (dc) Level: III
Grade Offered: 9 - 12 Annual IP1516
IP1517
Prerequisite: Director or designee and IEP team approval

This course teaches students essential language arts skills. Students build their vocabulary, learn strategies to comprehend texts and how how to create written language in a manner that best reflects student goals. This class focuses on the reading, writing, and language skills needed for everyday life. Due to this high level of individualization, LIFE English is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

LIFE Home Living Education

Credit: 1 (dc) Level: III
Grade Offered: 9 - 12 Annual IP1316
IP1317
Prerequisite: Director or designee and IEP team approval

The focus of this course is to develop and enhance daily living skills necessary for success in adult life. Skill development will focus on kitchen safety, meal planning and preparation, operating household appliances, self-care, housekeeping, and clothing care. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans. Due to this high level of individualization, LIFE Home Living is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, motor functioning, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

LIFE Mathematics

Credit: 1 (dc) Level: III
 Grade Offered: 9 - 12 Annual IP1216
 IP1217
 Prerequisite: Director or Designee and IEP team approval

This course is designed to develop and enhance basic math skills. Instruction will focus on money skills, telling time and time management, computation, measurement, and word problems. The course is individualized to meet each student's needs. Due to this high level of individualization, LIFE Mathematics is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

LIFE Physical Education

Credit: 1 (dc) Level: III
 Grade Offered: 9 - 12 Annual IP7016
 IP7017
 Prerequisite: Director or designee and IEP team approval

This course offers an individualized physical education program for students with various ability levels. Safety instruction and practice is an essential component of the course. Instruction, participation, and practice in a variety of physical and recreational activities helps students establish a foundation in personal and team activities. The course is individualized to meet each student's needs. Due to this high level of individualization, LIFE PE is subdivided into distinct course sections. High consideration will be given to a student's motor functioning, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student. Whenever possible, the LIFE Physical Education class will run concurrently with a general education Adaptive PE Leaders class to provide opportunities for interaction with and instruction supported by trained peer leaders.

LIFE Reading

Credit: 1 (dc) Level: III
 Grade Offered: 9 - 12 Annual IP1616
 IP1617
 Prerequisite: Director or designee and IEP team approval

This course is designed to provide individualized and intensive reading instruction. The course builds skills in the area of phonics, sight-word identification, vocabulary, fluency, spelling, and comprehension. The course is individualized to meet each student's needs. Due to this high level of individualization, LIFE Reading is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

LIFE & Work Skills I, II, III & IV

Credit: 2 (dc) Level: III
 Grade Offered: 9 Annual IP1916
 IP1917
 10 Annual IP1926
 IP1927
 11 Annual IP1936
 IP1937
 12 Annual IP1946
 IP1947

Prerequisite: Director or designee and IEP team approval

The focus of this course is to develop independent living skills and work readiness skills. Life skills development will focus on the areas of behavior, communication, community, self-care, self-awareness, self-advocacy, money, recreation, safety, social skills, time management, and weather. Work readiness skills will include career exploration, work behaviors and on-campus work training which is individualized based on student's skills, abilities and interests. Emphasis will also be on interaction within the environment and the development of skills necessary for success in adult life. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans. Due to this high level of individualization, LIFE & Work Skills I is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, motor functioning, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

LIFE Social Skills

Credit: 1 (dc) Level: III
Grades Offered: 9 - 12 Annual IP1416
IP1417
Prerequisite: Director or designee and IEP team approval

This class offers direct instruction and repeated practice in order for students to learn and demonstrate social skills across a variety of settings. Through role playing, discussion, and other community activities, students will learn how to establish and maintain positive relationships with peers, and adults. The content of this course is designed to meet the individualized needs of students based on IEP goals. Due to this high level of individualization, LIFE Social Skills is subdivided into distinct course sections. High consideration will be given to a student's communication, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

Applied Elective Courses

Credit: 1/2 Level: III
Grade Offered: 9 - 12 Fall See Below
Spring See Below
Prerequisite: Director or designee and IEP team approval

Applied Elective Courses will be offered on a rotating basis. The focus of these courses is to develop and enhance skills that can be applied for success and benefit in adult life. The content is designed to meet the individualized needs of students based on their prior skill level, goals, and post-secondary plans. Safety instruction, use of tools and instruments, and application to everyday life are an essential component of these courses. Whenever possible, the class will run concurrently with an Adaptive Leader class to provide opportunities for interaction with and instruction supported by trained peer leaders. Classes may be held at either North or South campus.

| | South Campus | North Campus |
|-----------------------------------|--------------|--------------|
| Applied Tech Applications | | |
| Fall | IP7156 | IP7151 |
| Spring | IP7157 | IP7152 |
| Art Applications | | |
| Fall | IP7126 | IP7121 |
| Spring | IP7127 | IP7122 |
| Culinary Arts Applications | | |
| Fall | IP7136 | IP7131 |
| Spring | IP7137 | IP7132 |
| Music Applications | | |
| Fall | IP7146 | IP7141 |
| Spring | IP7147 | IP7142 |

Physical Science

| | |
|--|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 11, 12 | Annual IP2171 IP2172 |
| Prerequisite: Director or designee and IEP team approval | |

This course is designed to help students learn the basic laws and principles found within Physics, Chemistry, Earth Science, Astronomy and Meteorology and Chemistry. Students will work with data and improve their abilities to infer and classify information. Hands on investigations and lab activities will help students apply the skills they are learning to everyday life. Differentiated instruction will address the students' learning needs as indicated in their Individual Education Plans. This class meets one of the graduation requirements for Science.

Practical Math

| | |
|--|-------------------------|
| Credit: 1 | Level: III |
| Grade Offered: 11, 12 | Annual IP1241 IP1242 |
| Prerequisite: Director or designee and IEP team approval | |

The course is designed to reinforce and teach basic mathematical skills that are essential for successful employment in various vocational fields. General problem solving strategies for everyday situations are also presented. The course will address development of practical math skills in the following areas: fractions, whole numbers, decimals, percentage, estimation, probability, basic statistics, customary and metric measurement, and the understanding and use of graphs and charts. Differentiated instruction focused on helping students address their individual IEP goals in the areas of math computation and math reasoning.

Reading

| | |
|--|------------------------------|
| Credit: 1 (dc) | Level: III |
| Grade Offered: 9, 10 | Fall IP2516 Spring IP2517 |
| 11, 12 | Fall IP2511 Spring IP2512 |
| Prerequisite: Director or designee and IEP team approval | |

This research-based course is designed specifically for students who require a more intensive reading program. Using a guided reading approach, this class enables students to learn and practice reading strategies focusing on comprehension, vocabulary and fluency through whole-group, small-group and individual activities. Data collected through curriculum based measures is used to adjust instruction in order to meet the individual needs of all students.

Social Awareness & Perspective Taking

| | |
|--|-------------------------|
| Credit: 1 (dc) | Level: III |
| Grade Offered: 9, 10 | Annual IP2396 IP2397 |
| Prerequisite: Director or designee and IEP team approval | |

This class targets the needs of students who have pervasive impairments in social communication that significantly affect their ability to learn and interact with others within the school and community environments. A variety of units teach students perspective taking, meaningful conversation strategies, non-verbal communication and self-advocacy. Students must demonstrate a knowledge of metalinguistic concepts as determined by the Speech-Language Pathologist.

Advanced Social Awareness & Perspective Taking

| | |
|--|-------------------------|
| Credit: 1 (dc) | Level: III |
| Grade Offered: 11, 12 | Annual IP2391 IP2392 |
| Prerequisite: Social Awareness & Perspective Taking and Director or designee and IEP team approval | |

This class targets the needs of students who have pervasive impairments in social communication that significantly affect their ability to learn and interact with others within the school and community environments. A variety of units teach students perspective taking, meaningful conversation strategies, non-verbal communication and self-advocacy. Students must demonstrate a knowledge of metalinguistic concepts as determined by the Speech-Language Pathologist. This class will have a greater focus on the importance of generalizing these skills and utilizing them independently in settings students may encounter after high school (e.g. college/ vocational training sites, work, community, transportation, leisure activities, etc.).

Personal/Social Development Resource

| | |
|--|---------------|
| Credit: 1/2 (dc) (cr/nc) | Level: III |
| Grade Offered: 9, 10 | Fall IP2416 |
| | Spring IP2417 |
| 11, 12 | Fall IP2421 |
| | Spring IP2422 |
| Prerequisite: Director or designee and IEP team approval | |

This course is for Special Education students with documented deficits in the social/emotional functioning domain. The course will work with students in improving self-image, social adjustment, self-discipline, ability to handle daily stress situations, developing future plans and setting goals for themselves, along with problem solving strategies. Students will monitor and reflect on progress by earning daily points for behavior, participation, organization, and attendance.

Personal/Social Development - Content Area Courses

| | |
|----------------------|------------|
| Credit: 1 | Level: III |
| Grade Offered: 9, 10 | Annual TBD |
| 11, 12 | Fall TBD |
| | Spring TBD |

Prerequisite: Director or designee and IEP team approval

Students who are enrolled in the Personal/Social Development class may also be enrolled in the following courses. These classes are not available on a credit/no credit basis.

- PSD English I, II, III, IV
- PSD Algebra Essentials I & II
- PSD Geometry
- PSD World History (South Campus)
- PSD US History (North Campus)

Transition Program

| | |
|--------|--------|
| Annual | IP1556 |
| | IP1557 |

Grade Offered: 13+

Prerequisite: Director or designee and IEP team approval

The goal of the Transition Program is to offer transition services to individuals with various disabilities/ability levels (ages 18-22) who have met the requirements for graduation. The Transition Program offers a continuum of services in an authentic setting with meaningful practice and application of a full spectrum of independent living and vocational skills. The Transition Program follows a unique time table that does NOT align with the regular high school bell schedule. Individuals work on a variety of skills and activities based on individual goals, including (but not limited to) life skills, community-based training, vocational training, transporta-

tion training and recreation/leisure activities. Additionally, students in the Transition Program have access to the LTHS Transition House. The LTHS Transition House opened in winter of 2011 and serves to acquaint students with foundations of home living in an authentic setting. The Transition House is used to teach basic home upkeep, gardening, laundry, cooking, home project management, home safety, etc.. Other topics may be covered as different opportunities arise.

United States History

| | |
|-----------------------|---------------|
| Credit: 1 | Level: III |
| Grade Offered: 11, 12 | Annual IP2211 |
| | IP2212 |

Prerequisite: Director or designee and IEP team approval

This course examines the growth of the United States from colonial times to the present. A sequential approach to history is presented through individualized units to assure student success. Geography skills are emphasized throughout the course. Differentiated instruction will address the students' learning needs as indicated in their IEP.

World History

| | |
|------------------|---------------|
| Credit: 1 | Level: III |
| Grade Offered: 9 | Annual IP2816 |
| | IP2817 |

Prerequisite: Director or designee and IEP team approval

World History aims to help students understand the complex world in which they live by developing insights into the thoughts and feelings of people within their own culture/civilization and other cultures/civilizations, as well as relating the past to the present and future. Students learn that although human needs are basically the same everywhere, differences in environment and history have played a determining role in establishing variety in cultures/civilizations. This course demonstrates to students that history, geography, economics, political science, and social and cultural life are basic to the study of human development. Differentiated instruction will address the students' learning needs as indicated in their IEP.

Special Education Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

| | |
|----------|---------------------------------------|
| IP0316/7 | B.A.S.E. I |
| IP2416/7 | Personal/Social Development I |
| IP2216/7 | English I |
| IP2256/7 | English I PSD |
| IP2516/7 | Reading |
| IP2316/7 | Algebra Essentials |
| IP2326/7 | Algebra I |
| IP2346/7 | Algebra Essentials PSD |
| IP2356/7 | Algebra I PSD |
| IP2116/7 | Biology |
| IP2816/7 | World History |
| IP2826/7 | World History PSD |
| IP2396/7 | Social Awareness & Perspective Taking |
| IP1916/7 | LIFE & Work Skills I |
| IP1516/7 | LIFE English |
| IP1616/7 | LIFE Reading |
| IP1416/7 | LIFE Social Skills |
| IP1316/7 | LIFE Home Living Education |
| IP1216/7 | LIFE Mathematics |
| IP7016/7 | LIFE Physical Education |

Fall Only

| | |
|--------|--|
| IP7126 | Art Applications |
| IP7146 | Music Applications (offered 2025-2026) |

Spring Only

| | |
|--------|---|
| IP7157 | Applied Tech Applications (offered 2025-2026) |
| IP7137 | Culinary Applications |

Sophomore Courses

Annual

| | |
|----------|---------------------------------------|
| IP0336/7 | Academic Resource Center |
| IP0326/7 | B.A.S.E. II |
| IP2416/7 | Personal/Social Development I |
| IP2226/7 | English II |
| IP2266/7 | English II PSD |
| IP2516/7 | Reading |
| IP2326/7 | Algebra I |
| IP2356/7 | Algebra I PSD |
| IP2336/7 | Geometry PSD (offered 2025-2026) |
| IP2396/7 | Social Awareness & Perspective Taking |
| IP1926/7 | LIFE & Work Skills II |
| IP1516/7 | LIFE English |
| IP1616/7 | LIFE Reading |
| IP1416/7 | LIFE Social Skills |
| IP1316/7 | LIFE Home Living Education |
| IP1216/7 | LIFE Mathematics |
| IP7016/7 | LIFE Physical Education |

Fall Only

| | |
|--------|------------------|
| IP7126 | Art Applications |
| IP9146 | Driver Education |
| IP9016 | Health |

Sophomore Courses (cont'd)

Fall Only

| | |
|--------|--|
| IP7146 | Music Applications (offered 2025-2026) |
|--------|--|

Spring Only

| | |
|--------|---|
| IP7157 | Applied Tech Applications (offered 2025-2026) |
| IP7137 | Culinary Applications |
| IP9147 | Driver Education |
| IP9017 | Health |

Junior and Senior Courses

Annual

| | |
|----------|--|
| IP0331/2 | Academic Resource Center |
| IP2341/2 | Algebra II (offered 2026-2027) |
| IP0321/2 | B.A.S.E. II |
| IP2231/2 | English III |
| IP2241/2 | English IV |
| IP2271/2 | English III PSD |
| IP2281/2 | English IV PSD |
| IP2511/2 | Reading |
| IP2331/2 | Geometry |
| IP2341/2 | Algebra II (offered 2025-2026) |
| IP1241/2 | Practical Math |
| IP2361/2 | Geometry PSD |
| IP2371/2 | Algebra II PSD (offered 2026-2027) |
| IP2171/2 | Physical Science |
| IP2211/2 | U. S. History |
| IP2831/2 | U.S. History PSD |
| IP2391/2 | Adv. Social Awareness & Perspective Taking |
| IP2721/2 | Career Training & Education (CTE) |
| IP1936/7 | LIFE & Work Skills III (Junior) |
| IP1946/7 | LIFE & Work Skills IV (Senior) |
| IP1516/7 | LIFE English |
| IP1616/7 | LIFE Reading |
| IP1416/7 | LIFE Social Skills |
| IP1216/7 | LIFE Mathematics |
| IP7016/7 | LIFE Physical Education |
| IP1316/7 | LIFE Home Living Education |

Fall Only

| | |
|--------|--|
| IP7121 | Art Applications |
| IP2851 | Consumer Education |
| IP7141 | Music Applications (offered 2025-2026) |

Spring Only

| | |
|--------|---|
| IP7152 | Applied Tech Applications (offered 2025-2026) |
| IP2852 | Consumer Education |
| IP7132 | Culinary Applications |

Transition Courses

| | |
|----------|--------------------|
| IP1556/7 | Transition Program |
|----------|--------------------|

American Sign Language I, II
American Sign Language Expressive Language
American Sign Language Receptive Communication
French I, II, III, IV, V
French IIIH (ACP)
French IVH (ACP)
AP French Language & Culture
German I, II
German Communication
German Language
AP German Language & Culture
Italian I, II, III, IV
AP Italian Language & Culture
Latin I, II
Latin Poetry
Latin Prose
AP Latin
Spanish I, II, III, IV, V
Spanish IIIH (ACP)
Spanish IVH (ACP)
AP Spanish Language
Spanish for Heritage Speakers
Career Internship Program

World Languages

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Fine Arts Division Philosophy

The departments of the Fine Arts Division include the Visual Arts, Music, and World Languages. They all focus on the need for individual expression and communication with others. Each area nurtures the internal development of creativity, intuition, reasoning, and imagination and offers a unique means by which thoughts and feelings can be conveyed to familiar and foreign societies. It is the belief of the Division that, through these timeless disciplines, students will come to appreciate civilizations past and to contribute to the future advancement of the individual and society.

World Languages Department Philosophy

The study of a world language opens the world to the individual by providing the means and opportunity for personal expression and communication with others. The cultural component, both historical and current, sets the appropriate context under which the language, beliefs, and customs of diverse societies can be studied, understood, and appreciated.

Regular Course Sequence

| American Sign Language | | | |
|------------------------|----------|---|---|
| 9 | 10 | 11 | 12 |
| I Prep | II Prep | Expressive Language Accel/ Receptive Communication Accel | Receptive Communication Accel/ Expressive Language Accel |
| I Accel | II Accel | | |

| French | | | |
|----------|-------------------------|----------------------------------|--------------------------------|
| 9 | 10 | 11 | 12 |
| I Prep | II Prep | III Accel or III Honors (ACP) | IV Accel or IV Honors (ACP) |
| I Accel | II Accel | | |
| II Prep | III Accel or III Honors | IV Accel or IV Honors (ACP) | V Accel or AP (Hon) |
| II Accel | | | |

| German | | | |
|---------|----------|--|---|
| 9 | 10 | 11 | 12 |
| I Prep | II Prep | Communication Accel/ Language Accel | Language Accel/ Communication Accel/ AP |
| I Accel | II Accel | | |

Regular Course Sequence

| Italian | | | |
|---------|----------|-----------|----------------------|
| 9 | 10 | 11 | 12 |
| I Prep | II Prep | III Accel | IV Accel or AP (Hon) |
| I Accel | II Accel | | |

| Latin | | | |
|---------|----------|--------------------------|-----------------------------------|
| 9 | 10 | 11 | 12 |
| I Prep | II Prep | Poetry Accel/Prose Accel | Prose Accel/Poetry Accel/AP (Hon) |
| I Accel | II Accel | | |

| Spanish | | | |
|-------------------|----------------------------------|--|--------------------------------|
| 9 | 10 | 11 | 12 |
| I Prep | II Prep | III Accel or III Honors (ACP) | IV Accel or IV Honors (ACP) |
| I Accel | II Accel | | |
| II Prep | III Accel or III Honors (ACP) | IV Accel or IV Honors (ACP) | V Accel or AP (Hon) |
| II Accel | | | |
| Heritage Speakers | Heritage Speakers | III Hon (ACP), IV Hon (ACP) or AP (Hon) | IV Hon (ACP) or AP (Hon) |

Success In World Languages

Studying a world language increases the understanding of the language and culture of peoples of the world and the knowledge of one's own language and culture. The student's success will depend upon willingness to study daily, to memorize thoroughly, to listen attentively, and to apply the language in reading, writing, speaking, and listening.

Students With Previous Language Experience

Students who have bilingual parents or have lived in a foreign country may be placed in a second or third year language class. Students who have studied a foreign language in a Township articulated program prior to high school and have been placed in a second year class

or Spanish for Heritage Speakers, will be awarded high school credit retroactively on a credit/no credit basis. This credit will be assigned upon completion (grade of C or better) of the next course in the sequence. ***Please note that credit will not appear on the student's transcript until the end of the first semester of the subsequent year.***

Placement into Ability Groups

Students are placed in world language sections based on the following criteria:

1. Information from the eighth grade teachers
2. Performance Based Language Assessment
3. Student/Parent preference

After the initial recommended placement of incoming freshmen is made, the associate schools review the results and recommend further changes. Such changes are considered by the LTHS World Languages Department which, if in agreement, will make the placement revision. Parents and students are notified in writing of the final placement decisions. Parents may then request changes and/or consultation about placement decisions by contacting the division chair.

Course levels and sequences may be combined into the same section if course enrollment is insufficient to offer them as independent classes and/or if the curriculum is so developed.

Due to the sequential nature of World Languages courses, students who receive an F for a first semester grade will be dropped from the course for the second semester. This will necessitate successfully repeating the course in order to continue in the sequence. Schedule changes are permitted under these circumstances.

College Credit

Many colleges offer advanced standing and/or credit upon successful completion of third, fourth, or fifth year courses and/or scores on placement exams.

World Languages and Advanced Placement (AP) Examinations

The World Languages Department offers students the opportunity to prepare for six different AP examinations. Latin, French Language, German Language and Culture, Italian Language and Culture, Spanish Language and Culture. The names of these tests correspond to the names of the courses located in the World Languages Department section of the **Guide**.

To prepare for an AP examination in a world language, students should have

- completed the appropriate sequence of language study in high school;
- sought placement in Level IV (Accel) and/or Level V (Honors) sections of the language;
- used the language at every opportunity; and
- enrolled in the course that provides direct preparation for the examinations.

Latin This examination measures knowledge of the works on the required reading list, the ability to interpret literary texts, and competence in the use of the language (translation and grammar) in one test: Latin: Vergil.

French Language & Culture This examination evaluates the level of performance in the use of the language, in understanding written and spoken French, and in responding with ease in correct and idiomatic French in oral and written expression.

German Language & Culture This examination tests proficiency in understanding written and spoken German and the ability to respond with correct and idiomatic spoken and written German without special emphasis or knowledge of literature.

Italian Language & Culture This examination evaluates the student's level of Italian language proficiency and cultural understanding by means of reading, writing, speaking, and listening. In preparation for the exam, students will read authentic texts, listen to authentic broadcasts, speak on a variety of topics, and write comprehensive essays.

Spanish Language & Culture This examination evaluates the level of performance in the use of the language, in understanding written and spoken Spanish, and in responding with ease in correct and idiomatic Spanish in oral and written expression.

The Illinois State Seal of Biliteracy The State Seal is an award given to high school students that appears as a seal on their diplomas and official transcripts to certify that the student is biliterate in English and one or more languages. A biliterate person can read, write, speak, and understand another language in addition to English at the Intermediate High level of proficiency.

Lyons Township High School is proud to offer the Illinois State Seal of Biliteracy to qualifying LTHS Seniors who demonstrate a high level of proficiency in languages other than English. The languages currently approved for this recognition at LTHS are: Arabic, French, German, Mandarin Chinese, Polish (starting in Spring 2018), Portuguese, Russian and Spanish.

Benefits of the seal include:

Earning college credit in Illinois and possibly other states, distinguishing your resume and college application, earning scholarship and career opportunities, and understanding your proficiency to set advanced language goals.

World Languages Department Standards

Standard I

Communication

- A. Listening: students understand and interpret spoken language on a variety of topics.
- B. Speaking/Listening: students engage in conversation, provide information, express feelings and emotions, and exchange opinions.
- C. Writing: students present in written form information, concepts, and ideas on a variety of topics.
- D. Reading: students comprehend and interpret various written materials.

Standard II

Culture

- A. Students demonstrate a knowledge of the traditions and daily habits of the cultures studied.
- B. Students demonstrate a knowledge of the products (formal and informal) generated by the culture studied.
- C. Students demonstrate an understanding of the beliefs and history leading to the practices and products of the cultures studied.

Standard III

Connections

- A. Students reinforce and further their knowledge of other disciplines through the study of the world languages and culture.
- B. Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its culture.

Standard IV

Comparisons

- A. Students demonstrate an understanding of the nature of language through comparison of the language studied and their own.
- B. Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Standard V

Communities

- A. Students apply their language experience both within and beyond the school setting.

Independent Study Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent study may not be taken as an 8th semester/annual course.

American Sign Language I

| | |
|---------------------------------|-------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 9, 10 (Prep) | Annual WL7816 WL7817 |
| (Accel) | Annual WL7916 WL7917 |
| Grade Offered: 11, 12 (Prep) | Annual WL7811 WL7812 |
| (Accel) | Annual WL7911 WL7912 |
| Prerequisite: None | |

Students begin to develop their competence in the target language across the three modes of communication: interpretive, presentational, and interpersonal. Performance-based assessments in the presentational and interpersonal modes (speaking/signing and writing) provide the students the opportunity to use the language in practiced, familiar, and real world contexts. Interpretive and receptive language skills, such as listening, reading, and viewing, focus on the recognition, comprehension and application of basic stated information in the target language. Additionally, students explore the cultures of the target language countries, making comparisons and connections with their own experiences. Teachers and students aim to communicate in the target language throughout the majority of the course. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Novice Low - Novice High. **Students may receive three college credits with College of DuPage upon successful completion of this dual credit course.**

American Sign Language II

| | |
|---------------------------------|-------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 9, 10 (Prep) | Annual WL7826 WL7827 |
| (Accel) | Annual WL7926 WL7927 |
| Grade Offered: 11, 12 (Prep) | Annual WL7821 WL7822 |
| (Accel) | Annual WL7921 WL7922 |
| Prerequisite: None | |

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Practice is provided regularly, both within the classroom and

at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Novice High - Intermediate Low.

American Sign Language Expressive Language

| | |
|---------------|-------------------------|
| Credit: 1 | Level: IV |
| Grades 11, 12 | Annual WL7931 WL7932 |

Prerequisite: ASL II

Years Offered: 2022-2023, 2024-2025

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate Low - Intermediate Mid.

American Sign Language Receptive Communication

| | |
|---------------|-------------------------|
| Credit: 1 | Level: IV |
| Grades 11, 12 | Annual WL7941 WL7942 |

Prerequisite: ASL II

Years Offered: 2023-2024, 2025-2026

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. Students will participate in classroom debates and facilitate classroom discussion through their own student-led presentations. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate Mid - Intermediate High.

French I

| | |
|--------------------------------|-------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 9, 10 (Prep) | Annual WL5416 WL5417 |
| (Accel) | Annual WL7416 WL7417 |
| 11, 12 (Prep) | Annual WL5411 WL5412 |
| (Accel) | Annual WL7411 WL7412 |

Prerequisite: None

Students begin to develop their competence in the target language across the three modes of communication: interpretive, presentational, and interpersonal. Performance-based assessments in the presentational and interpersonal modes (speaking/signing and writing) provide the students the opportunity to use the language in practiced, familiar, and real world contexts. Interpretive and receptive language skills, such as listening, reading, and viewing, focus on the recognition, comprehension and application of basic stated information in the target language. Additionally, students explore the cultures of the target language countries, making comparisons and connections with their own experiences. Teachers and students aim to communicate in the target language throughout the majority of the course. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Novice Low - Novice High.

French II

| | |
|--------------------------------|-------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 9, 10 (Prep) | Annual WL5426 WL5427 |
| (Accel) | Annual WL7426 WL7427 |
| 11, 12 (Prep) | Annual WL5421 WL5422 |
| (Accel) | Annual WL7421 WL7422 |

Prerequisite: French I

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the

ACTFL proficiency benchmark of Novice High - Intermediate Low.

French III

| | |
|-------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 10 | Annual WL7436 WL7437 |
| 11, 12 | Annual WL7431 WL7432 |

Prerequisite: French II

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate Low - Intermediate Mid.

French IIIH (ACP)

| | |
|-------------------|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 10 | Annual WL8436 WL8437 |
| 11, 12 | WL8431 WL8432 |

Prerequisite: French II

French IIIH ACP (Advance College Project), is a dual credit course with Indiana University. It is the first course in a two year sequence that, upon successful completion, earns students 3 credit hours from Indiana University. This course follows Indiana University's curriculum syllabus and grading policies. The tuition rate for IU credits earned through ACP is \$25 per credit unit. A \$156 per course fee applies to students residing outside of Indiana. Indiana University bills students individually for tuition. For students who qualify, financial assistance is available. Students in the French 3 Honors course focus on activities in the three modes of communication: interpretive, interpersonal and presentational, as described by the American Council on the Teaching of Foreign Language (ACTFL). As the year progresses, students are exposed to an ever increasing amount of authentic texts, videos and dialogues in an attempt to increase their proficiency in the language. The French 3 Honors classes employ various literary texts throughout the year. Students in the French 3 Honors course are expected to speak French while in class, unless permission has been granted by the teacher to do otherwise. ***There is a cost of only \$75 per credit or free for students who qualify financially.***

French IV

| | |
|--------------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual WL7441 WL7442 |
| Prerequisite: French III | |

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. Students will participate in classroom debates and facilitate classroom discussion through their own student-led presentations. Upon completion of this course, students will be prepared to enter into either Level Five or AP French Language and Culture. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate Mid - Intermediate High.

French IVH (ACP)

| | |
|----------------|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: | Annual WL8441 WL8442 |

Prerequisite: French III or French IIIH ACP

French IVH ACP (Advance College Project), is a dual credit course with Indiana University. It is the second course in the two year sequence that, upon successful completion, earns students 3 credit hours from Indiana University. This course follows Indiana University's curriculum syllabus and grading policies. The tuition rate for IU credits earned through ACP is \$25 per credit unit. A \$156 per course fee applies to students residing outside of Indiana. Indiana University bills students individually for tuition. For students who qualify, financial assistance is available.

In this course, students will continue to improve their proficiency in French by engaging in the three modes of communication: interpersonal, presentational and interpretive. Current events are researched and discussed using French websites and other authentic sources. This course also employs a variety of literary excerpts as well as novels that advance class discussion and strengthen proficiency in the target language. Students also have opportunities to explore a variety of cultural and historical topics.

There is a cost of only \$75 per credit or free for students who qualify financially.

French V

| | |
|---------------------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 12 | Annual WL7451 WL7452 |
| Prerequisite: French IVA or IVH | |

Students continue to work to develop their competence in the target language across the three modes of communication: interpretive, interpersonal and presentational, within the context of specific themes. Performance-based assessments provide the students the opportunity to use the language independently in familiar and unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print and audio-visual sources, literary works and class discussion. Students will research a variety of cultural topics and facilitate discussion through their own student-led presentations. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate High - Advanced Low.

AP French Language & Culture

| | |
|-------------------------|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 11, 12 | Annual WL8411 WL8412 |
| Prerequisite: French IV | |

This course is designed to prepare students for the AP French Language Examination. This includes mastery of grammar and fluency in oral and written expression. The ability to converse in French and to read authentic materials enable students to write original compositions expressing their reactions to, evaluations of, and feelings on a variety of topics. Practice for the examination includes intensive conversational and reading practice along with contextual grammar application.

German I

| | |
|--------------------------------|-------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 9, 10 (Prep) | Annual WL5616 WL5617 |
| (Accel) | Annual WL7616 WL7617 |
| 11, 12 (Prep) | Annual WL5611 WL5612 |
| (Accel) | Annual WL7611 WL7612 |

Prerequisite: None

Students begin to develop their competence in the target language across the three modes of communication: interpretive, presentational, and interpersonal. Performance-based assessments in the presentational and interpersonal modes (speaking/signing and writing) provide the students the opportunity to use the language in practiced, familiar, and real world contexts. Interpretive and receptive language skills, such as listening, reading, and viewing, focus on the recognition, comprehension and application of basic stated information in the target language. Additionally, students explore the cultures of the target language countries, making comparisons and connections with their own experiences. Teachers and students aim to communicate in the target language throughout the majority of the course. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Novice Low - Novice High.

German II

| | |
|------------------------|------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 10 | |
| (Prep) | Annual WL5626 |
| | WL5627 |
| (Accel) | Annual WL7626 |
| | WL7627 |
| 11, 12 | |
| I(Prep) | Annual WL5621 |
| | WL5622 |
| (Accel) | Annual WL7621 |
| | WL7622 |
| Prerequisite: German I | |

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Novice High - Intermediate Low.

German Language

| | |
|---|---------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual WL7651 |
| | WL7652 |
| Prerequisite: German II or German Communication | |
| Years Offered: 2024-2025, 2026-2027 | |

German Language will be offered alternating years with

German Communication. Students continue to improve their proficiency in the German language with emphasis placed on listening, speaking, reading, and writing. Aside from the core text, short stories, newspaper and magazine articles, poetry and cultural readings are studied. Class work is supplemented by films, online activities, radio and other listening activities. Students studying at the accelerated level are challenged with expanded grammar structures and native-speaker reading material. Assessments are designed to test students' mastery of complex vocabulary and a wide variety of grammatical structures at an extended rigor level.

German Communication

| | |
|--|---------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual WL7661 |
| | WL7662 |
| Prerequisite: German II or German Language | |
| Years Offered: 2023-2024, 2025-2026 | |

German Communication will be offered alternating years with German Language. Students continue to improve their proficiency in the German language with emphasis placed on listening, speaking, reading, and writing. Aside from the core text, short stories, newspaper and magazine articles,poetry and cultural readings are studied. Class work is supplemented by films, online activities, radio and other listening activities. Students studying at the accelerated level are challenged with expanded grammar structures and native-speaker reading material. Assessments are designed to test students' mastery of complex vocabulary and a wide variety of grammatical structures at an extended rigor level.

AP German Language & Culture

| | |
|---|---------------|
| Credit: 1 | Level: V |
| Grade Offered: 12 | Annual WL8611 |
| | WL8612 |
| Prerequisite: German Language (Prep/Accel) or German Communication (Prep/Accel) | |

Students studying at the AP level will prepare for the AP language exam in German. Additional material practiced and applied includes idiomatic expressions and a comprehensive grammar review. Students will be expected to use their language skills to analyze and evaluate a variety of written materials, both in writing and orally at an extended rigor level. Students will study authentic short stories, newspaper and magazine articles, poetry, novels and cultural readings, aside from the core text. Class work is supplemented by films, on-line activities, radio and other listening activities.

Italian I

| | |
|--------------------------------|-------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 9, 10 (Prep) | Annual WL6116 WL6117 |
| (Accel) | Annual WL7316 WL7317 |
| 11, 12 (Prep) | Annual WL6111 WL6112 |
| (Accel) | Annual WL7311 WL7312 |

Prerequisite: None

Students begin to develop their competence in the target language across the three modes of communication: interpretive, presentational, and interpersonal. Performance-based assessments in the presentational and interpersonal modes (speaking/signing and writing) provide the students the opportunity to use the language in practiced, familiar, and real world contexts. Interpretive and receptive language skills, such as listening, reading, and viewing, focus on the recognition, comprehension and application of basic stated information in the target language. Additionally, students explore the cultures of the target language countries, making comparisons and connections with their own experiences. Teachers and students aim to communicate in the target language throughout the majority of the course. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Novice Low - Novice High.

Italian II

| | |
|-----------------------------|-------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 10 (Prep) | Annual WL6126 WL6127 |
| (Accel) | Annual WL7326 WL7327 |
| 11, 12 (Prep) | Annual WL6121 WL6122 |
| (Accel) | Annual WL7321 WL7322 |

Prerequisite: Italian I

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communica-

tion in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Novice High - Intermediate Low.

Italian III

| | |
|-----------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual WL7331 WL7332 |

Prerequisite: Italian II

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate Low - Intermediate Mid.

Italian IV Accel

| | |
|-------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 12 | Annual WL7341 WL7342 |

Prerequisite: Italian III

This course will further extend their development as Italian speakers and writers. Designed to enhance the student’s communication skills, a variety of authentic materials and cultural resources will be used toward that end. The skills of reading, writing, speaking, and listening will be extensively practiced and refined in thematic context. Vocabulary will be expanded considerably. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate Mid - Intermediate High.

AP Italian Language & Culture

| | |
|-------------------|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 12 | Annual WL8341 WL8342 |

Prerequisite: Italian III

This college-level course prepares the AP students for the AP Italian Language and Culture exam. The students will continue to develop their proficiency in the three modes of communication: interpersonal, presentational and interpretive. The language skills will be applied to various activities and contexts. Preparation will include intensive conversational practice, authentic reading and listening selections, vocabulary enhancement, and contextual grammar application.

Latin I

| | |
|----------------------|---------------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 9, 10 | (Prep) Annual WL5116 WL5117 |
| | (Accel) Annual WL7116 WL7117 |
| 11, 12 | (Prep) Annual WL5111 WL5112 |
| | (Accel) Annual WL7111 WL7112 |

Prerequisite: None

Latin I students begin to develop their competence in the Latin language across five goals: communication, cultures, connections, comparisons and communities. Interpretive, interpersonal and presentational language skills develop students’ ability to read, comprehend, translate and analyze adapted Latin text. Additionally, students explore the culture and history of ancient Rome and Greece. Teachers and students communicate in English throughout the majority of the course.

Latin II

| | |
|-------------------|---------------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 10 | (Prep) Annual WL5126 WL5127 |
| | (Accel) Annual WL7126 WL7127 |
| 11, 12 | (Prep) Annual WL5121 WL5122 |
| | (Accel) Annual WL7121 WL7122 |

Prerequisite: Latin I

Latin II students continue to develop their competence in the Latin language across five goals: communication, cultures, connections, comparisons and communities. Interpretive, interpersonal and presentational language skills further advance students’ ability to read, comprehend, translate and analyze more complicated Latin text in preparation to read authentic Latin text in Latin III. Students continue to explore in more depth the culture and history of ancient Rome and Greece. Teachers and students communicate in English throughout the majority of the course.

Latin Prose

| | |
|-----------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual WL7131 WL7132 |

Prerequisite: Latin II or Latin Poetry
Years Offered: 2024-2025, 2026-2027

Students read various selections of authentic Latin prose literature. Instruction continues to center upon five goals: communication, cultures, connections, comparisons and communities. Interpretive, interpersonal and presentational language skills require students to read, comprehend, translate and analyze original Latin text at an advanced level. Students’ exploration of ancient culture and history examines Roman politics, history and biography. Emphasis is placed on discussion of political, cultural, and literary issues as they relate to social and political questions of today. As part of the four year Latin sequence, this one-year course is offered in alternating years and is thus taken in either the third or fourth year of study.

Latin Poetry

| | |
|---------------------------------------|-------------------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual WL7141 WL7142 |
| Prerequisite: Latin II or Latin Prose | |
| Years Offered: 2023-2024, 2025-2026 | |

Students read various selections of authentic Latin poetry. Instruction continues to center upon five goals: communication, cultures, connections, comparisons and communities. Interpretive, interpersonal and presentational language skills require students to read, comprehend, translate and analyze original Latin text at an advanced level. Study of Greco-Roman culture and art offers students the opportunity to appreciate the impact and relevance of mythological allusions on modern experiences. Students also learn tools for analyzing Latin poetic style and literary devices that will strengthen them as both readers and writers. As part of the four year Latin sequence, this one-year course is offered in alternating years and is thus taken in either the third or fourth year of study.

AP Latin

| | |
|---|-------------------------|
| Credit: 1 | Level: V |
| Grade Offered: 12 | Annual WL8141 WL8142 |
| Prerequisite: Latin Prose or Latin Poetry | |

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

Spanish for Heritage Speakers

| | |
|--|-------------------------|
| Credit: 1 (dc) | Level: IV |
| Grade Offered: 9, 10 | Annual WL7206 WL7207 |
| 11,12 | Annual WL7201 WL7202 |
| Prerequisite: Placement test; alternating year A or B | |
| Year A: Dual Credit - College of DuPage SPANI 2206 - 4 credits | |
| Year B: Dual Credit - College of DuPage SPANI 2208 - 4 credits | |

This dual credited course with College of DuPage is designed for students who are to some degree fluent

in spoken Spanish and would like to improve their reading, writing and grammatical skills. Students will develop their competence across the three modes of communication: interpretive, interpersonal and presentational. This course focuses on reading development, orthography, lexical expansion, formal grammar, facility in writing and composition. It fosters appreciation of Hispanic cultural-linguistic heritage. The curriculum is presented on an alternating year cycle, years A and B, in which students take this course for two consecutive years. Students will be near or at the ACTFL proficiency benchmark of Intermediate High - Advanced Low. By the end of the two years, students will receive 8 COD credits.

Spanish I

| | |
|--------------------------------|-------------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 9, 10 (Prep) | Annual WL5216 WL5217 |
| (Accel) | Annual WL7216 WL7217 |
| 11, 12 (Prep) | Annual WL5211 WL5212 |
| (Accel) | Annual WL7211 WL7212 |

Prerequisite: None

Students begin to develop their competence in the target language across the three modes of communication: interpretive, presentational, and interpersonal. Performance-based assessments in the presentational and interpersonal modes (speaking/signing and writing) provide the students the opportunity to use the language in practiced, familiar, and real world contexts. Interpretive and receptive language skills, such as listening, reading, and viewing, focus on the recognition, comprehension and application of basic stated information in the target language. Additionally, students explore the cultures of the target language countries, making comparisons and connections with their own experiences. Teachers and students aim to communicate in the target language throughout the majority of the course. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Novice Low - Novice High.

Spanish II

| | |
|----------------------|------------------|
| Credit: 1 | Level: III or IV |
| Grade Offered: 9, 10 | Annual WL5226 |
| Prep | WL5227 |
| Accel | Annual WL7226 |
| 11, 12 | WL7227 |
| Prep | Annual WL5221 |
| | WL5222 |
| Accel | Annual WL7221 |
| | WL7222 |

Prerequisite: Spanish I

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Novice High - Intermediate Low.

Spanish III

| | |
|-------------------|---------------|
| Credit: 1 | Level: IV |
| Grade Offered: 10 | Annual WL7236 |
| | WL7237 |
| 11, 12 | Annual WL7231 |
| | WL7232 |

Prerequisite: Spanish II

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate Low - Intermediate Mid.

Spanish IIIH (ACP)

| | |
|-------------------|---------------|
| Credit: 1 | Level: V |
| Grade Offered: 10 | Annual WL8236 |
| | WL8237 |
| 11, 12 | WL8231 |
| | WL8232 |

Prerequisite: Spanish IIA and teacher recommendation

Spanish IIIH ACP (Advance College Project), is a dual credit course with Indiana University. It is the first course in a two year sequence that, upon successful completion, earns students 3 credit hours from Indiana University. This course follows Indiana University's curriculum syllabus and grading policies. The tuition rate for IU credits earned through ACP is \$25 per credit unit. A \$156 per course fee applies to students residing outside of Indiana. Indiana University bills students individually for tuition. For students who qualify, financial assistance is available.

The course reviews and builds upon the basic structures previously studied, and introduces culture that is woven throughout the chapters to enable students to learn to recognize and appreciate cultural diversity. Like other courses in the language program, this course follows a communicative approach which springs from the idea that languages are best learned when real-world information becomes the focus of student activities. Throughout the course, students will focus on communication, culture, and skill development and will acquire practical vocabulary and enhance their understanding of essential Spanish grammar concepts. It is expected that students will interact in Spanish with the instructor and with classmates, discussing topics of importance to the twenty-first century, with emphasis on the development of critical thinking skills in addition to the refinement of the four basic language skills. “

There is a cost of only \$75 per credit or free for students who qualify financially.

Spanish IV

| | |
|-----------------------|---------------|
| Credit: 1 | Level: IV |
| Grade Offered: 11, 12 | Annual WL7241 |
| | WL7242 |

Prerequisite: Spanish III

Students continue to work to develop their competence in the target language across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. Students will participate in classroom debates and facilitate classroom discussion through their own student-led presentations. Upon completion of this course, students

will be prepared to enter into either Level Five or AP Language and Culture. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate Mid - Intermediate High.

Spanish IVH (ACP)

Credit: 1
Grade Offered: Annual
Level: V
WL8241
WL8242

Prerequisite: Spanish IIIH ACP and teacher recommendation

Spanish IVH ACP (Advance College Project), is a dual credit course with Indiana University. It is the second course in the two year sequence that, upon successful completion, earns students 3 credit hours from Indiana University. This course follows Indiana University's curriculum syllabus and grading policies. The tuition rate for IU credits earned through ACP is \$25 per credit unit. A \$156 per course fee applies to students residing outside of Indiana. Indiana University bills students individually for tuition. For students who qualify, financial assistance is available.

The course reviews and builds upon the basic structures previously studied, and continues to introduce culture that is woven throughout the chapters to enable students to learn to recognize and appreciate cultural diversity. Like other courses in the language program, this course follows a communicative approach which springs from the idea that languages are best learned when real-world information becomes the focus of student activities. Throughout the course, students will focus on communication, culture, and skill development and will acquire practical vocabulary and enhance their understanding of essential Spanish grammar concepts. It is expected that students will interact in Spanish with the instructor and with classmates, discussing topics of importance to the twenty-first century, with emphasis on the development of critical thinking skills in addition to the refinement of the four basic language skills. *There is a cost of only \$75 per credit or free for students who qualify financially.*

Spanish V

Credit: 1
Grade Offered: 11, 12
Level: IV
Annual WL7261
WL7262

Prerequisite: Spanish IVA or Spanish IVH

Students continue to work to develop their competence in the target language across the three modes of communication: interpretive, interpersonal and presentational, within the context of specific themes. Performance-based assessments provide the students the opportunity to use the language independently in familiar and unfamiliar contexts. Interpretive listening and reading

tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print and audio-visual sources, literary works and class discussion. Students will research a variety of cultural topics and facilitate discussion through their own student-led presentations. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place in the target language. By completion of the course, students will be near or at the ACTFL proficiency benchmark of Intermediate High - Advanced Low.

AP Spanish Language & Culture

Credit: 1
Grade Offered: 11, 12
Level: V
Annual WL8211
WL8212

Prerequisite: Spanish III, Spanish Language, or Advanced Spanish Communication

This college-level course will prepare students for the AP Spanish Language Examination. The students will continue to develop their proficiency in the three modes of communication: interpersonal, presentational and interpretive. The language skills will be applied to various activities and contexts. Preparation will include intensive conversational practice, authentic reading and listening selections, vocabulary enhancement, and contextual grammar application. By completion of the course, students will be near or at the ACFTL proficiency benchmark of Intermediate High - Advanced Low.

Career Internship Program

Credit: 1/2 (dc)
Grade Offered: 11, 12
Level: IV
Fall WL5551
Spring WL5552
Summer WL5558, WL5559

This course is designed for a student who has already secured an internship in partnership with their LT teacher in this department. Detailed information about qualifying for a Career Internship Program class can be found on page 10 of the Guide. It is the sole discretion of each department team to recommend a student for a career internship. An application does not guarantee admission.

World Languages Classes

Freshman Courses

Annual

WL7816/7 Amer. Sign Lang. I Prep
 WL7916/7 Amer. Sign Lang. I Accel
 WL7826/7 Amer. Sign Lang. II Prep
 WL7926/7 Amer. Sign Lang. II Accel
 WL7416/7 French I Accel
 WL5416/7 French I Prep
 WL7426/7 French II Accel
 WL5426/7 French II Prep
 WL7616/7 German I Accel
 WL5616/7 German I Prep
 WL7316/7 Italian I Accel
 WL6116/7 Italian I Prep
 WL7116/7 Latin I Accel
 WL5116/7 Latin I Prep
 WL7216/7 Spanish I Accel
 WL5216/7 Spanish I Prep
 WL7226/7 Spanish II Accel
 WL5226/7 Spanish II Prep
 WL7206/7 Spanish for Heritage Speakers

Sophomore Courses

Annual

WL7816/7 Amer. Sign Lang. I Prep
 WL7916/7 Amer. Sign Lang. I Accel
 WL7826/7 Amer. Sign Lang. II Prep
 WL7926/7 Amer. Sign Lang. II Accel
 WL7416/7 French I Accel
 WL5416/7 French I Prep
 WL7426/7 French II Accel
 WL5426/7 French II Prep
 WL7436/7 French III Accel
 WL8436/7 French IIIH ACP
 WL7616/7 German I Accel
 WL5616/7 German I Prep
 WL7626/7 German II Accel
 WL5626/7 German II Prep
 WL7316/7 Italian I Accel
 WL6116/7 Italian I Prep
 WL7326/7 Italian II Accel
 WL6126/7 Italian II Prep
 WL7116/7 Latin I Accel
 WL5116/7 Latin I Prep

WL7126/7 Latin II Accel
 WL5126/7 Latin II Prep
 WL7216/7 Spanish I Accel
 WL5216/7 Spanish I Prep
 WL7226/7 Spanish II Accel
 WL5226/7 Spanish II Prep
 WL7236/7 Spanish III Accel
 WL8236/7 Spanish IIIH ACP
 WL7206/7 Spanish for Heritage Speakers

Junior and Senior Courses

Annual

WL7811/2 Amer. Sign Lang. I Prep
 WL7911/2 Amer. Sign Lang. I Accel
 WL7821/2 Amer. Sign Lang. II Prep
 WL7921/2 Amer. Sign Lang. II Accel
 WL7931/2 Amer. Sign Lang. Expressive (2024-2025)
 WL7941/2 Amer. Sign Lang. Receptive Communication (2023-2024)
 WL5411/2 French I Prep
 WL7411/2 French I Accel
 WL5421/2 French II Prep
 WL7421/2 French II Accel
 WL7431/2 French III Accel
 WL8431/2 French IIIH (ACP)
 WL7441/2 French IV
 WL8441/2 French IVH (ACP)
 WL8411/2 AP French Language & Culture
 WL7451/2 French V
 WL5611/2 German I Prep
 WL7611/2 German I Accel
 WL5621/2 German II Prep
 WL7621/2 German II Accel
 WL7651/2 German Language (2024-2025)
 WL7661/2 German Communication (2023-2024)
 WL8611/2 AP German Language & Culture
 WL6111/2 Italian I Prep

WL7311/2 Italian I Accel
 WL6121/2 Italian II Prep
 WL7321/2 Italian II Accel
 WL7331/2 Italian III Accel
 WL7341/2 Italian IV Accel
 WL8341/2 AP Italian Language & Culture
 WL5111/2 Latin I Prep
 WL7111/2 Latin I Accel
 WL5121/2 Latin II Prep
 WL7121/2 Latin II Accel
 WL7141/2 Latin Poetry (2023-2024)
 WL7131/2 Latin Prose (2024-2025)
 WL8141/2 AP Latin
 WL5211/2 Spanish I Prep
 WL7211/2 Spanish I Accel
 WL5221/2 Spanish II Prep
 WL7221/2 Spanish II Accel
 WL7231/2 Spanish III
 WL8231/2 Spanish IIIH (ACP)
 WL7241/2 Spanish IV
 WL8241/2 Spanish IVH (ACP)
 WL8211/2 AP Spanish Language & Culture
 WL7261/2 Spanish V
 WL7201/2 Spanish for Heritage Speakers

Fall or Spring

WL5551/2 Career Internship

Summer Academic Program

2025 Summer Academic Program

Summer Academic Program Philosophy

Lyons Township High School District 204 offers a Summer Academic Program in order to fulfill the following principles of its Strategic Plan:

- **Honor our tradition of excellence**
- **Foster innovation**
- **Empower all students in their quest for a fulfilling life**

Extending the Lyons Township High School curriculum to its students and to the community, the Academic Program provides opportunities for accelerated academic growth, personal enrichment, basic skill reinforcement and remediation, middle school to high school transitions, community service, and community connections.

| PLEASE NOTE | SUMMER ACADEMIC PROGRAM | | | | | | | | | | | | | | | | | |
|--|--|---|---|-----------------------|--|--------------|--|----------------------|----------|----------------------|----------|----------------------|----------|----------------------|----------|--|--|--|
| <ul style="list-style-type: none">• Counselors DO NOT register you for summer academic courses. You must do this on your own.• Students should not register for summer academic courses if they have vacation plans, or if for any reason, they will miss one or more days of class during a semester. | <p>Semester I Monday, June 9-June 27, 2025</p> <p>Semester II Monday, June 30 - July 18, 2025</p> <ul style="list-style-type: none">• There will not be classes on Thursday, June 19 and Friday, July 4. | | | | | | | | | | | | | | | | | |
| | ACADEMIC TUITION | | | | | | | | | | | | | | | | | |
| | <p>The Summer Program is a self-supporting program. Tuition/fees are as follows.</p> <table><thead><tr><th colspan="2">District 204 Resident</th><th colspan="2">Non-Resident</th></tr></thead><tbody><tr><td>• ½ credit (3 weeks)</td><td>\$240.00</td><td>• ½ credit (3 weeks)</td><td>\$290.00</td></tr><tr><td>• 1 credit (6 weeks)</td><td>\$480.00</td><td>• 1 credit (6 weeks)</td><td>\$580.00</td></tr><tr><td colspan="4"><ul style="list-style-type: none">• Art and Food courses are \$265 (\$240 tuition + \$20 lab fee)• Consumer Economics Online course is \$250 for the summer semester.• Science lab courses are \$290 per semester (\$240 tuition + \$50 lab fee)• Driver Education is \$410 (\$240 tuition + \$150 fee + \$20 Secretary of State)• Textbooks are included in tuition/fees.</td></tr></tbody></table> | | | District 204 Resident | | Non-Resident | | • ½ credit (3 weeks) | \$240.00 | • ½ credit (3 weeks) | \$290.00 | • 1 credit (6 weeks) | \$480.00 | • 1 credit (6 weeks) | \$580.00 | <ul style="list-style-type: none">• Art and Food courses are \$265 (\$240 tuition + \$20 lab fee)• Consumer Economics Online course is \$250 for the summer semester.• Science lab courses are \$290 per semester (\$240 tuition + \$50 lab fee)• Driver Education is \$410 (\$240 tuition + \$150 fee + \$20 Secretary of State)• Textbooks are included in tuition/fees. | | |
| District 204 Resident | | Non-Resident | | | | | | | | | | | | | | | | |
| • ½ credit (3 weeks) | \$240.00 | • ½ credit (3 weeks) | \$290.00 | | | | | | | | | | | | | | | |
| • 1 credit (6 weeks) | \$480.00 | • 1 credit (6 weeks) | \$580.00 | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none">• Art and Food courses are \$265 (\$240 tuition + \$20 lab fee)• Consumer Economics Online course is \$250 for the summer semester.• Science lab courses are \$290 per semester (\$240 tuition + \$50 lab fee)• Driver Education is \$410 (\$240 tuition + \$150 fee + \$20 Secretary of State)• Textbooks are included in tuition/fees. | | | | | | | | | | | | | | | | | | |
| Courses will be offered based on sufficient enrollment, facility, and teacher availability. If a course must be cancelled, students will be notified no later than June 6, 2025. | Students must provide their own transportation to/from Summer Academic/Activity Programs. | Visit www.lths.net/summer for full course descriptions, activity information and registration. | Direct questions about the academic program to (708) 579-7441 through June 6, 2025. | | | | | | | | | | | | | | | |

Summer Academic Program Registration

Registration Procedures

- All registrations for 2025 Summer Academic Courses will be completed **online**. (Except Driver Ed. Please go to **www.lths.net for Driver Ed information.**)
- Visit www.LTHS.net for a full list of courses, registration information, and links for payment by credit card.

Access to Technology During Summer Classes

- Technology and Network access will only be granted if students have a Network Access Agreement form confirmed online in the parent portal.
- Current LTHS students do not need to resubmit the form online.
- Non-LT students will submit a paper form during the first week of classes.

EXPECTATIONS

Students attending the Summer Academic Program must meet the expectations outlined by the classroom teacher, instructors, supervisors, and administrators. Expectations are reviewed on the first day of class, and students sign a statement indicating they understand these requirements. Those who do not follow them may be subject to disciplinary action or dismissal from the Summer Academic Program with a grade of WF.

WITHDRAWALS

- Prior to semester midpoint: no refund and a grade of W.
- After semester midpoint: no refund and a grade of WF.

REFUNDS

- A cancellation fee is assessed for each class that is dropped by 3:00 p.m. June 6, 2025 (first semester and annual courses) and June 27, 2025 (second semester classes)

Cancellation Fee schedule:

- Feb. 18 - April 29: \$25
 - April 30 - May 13: \$75
 - May 14 - May 30: \$50
 - June 6 - Day before class begins: \$100
- Refunds for the second semester of an annual course will not be honored after June 6, 2025.
 - A second semester class (which is not a continuation of an annual course) must be dropped by 3:00 p.m. on June 27, 2025 to qualify for a refund.
 - No refund will be issued if a student withdraws after the specified date, is dropped for disciplinary reasons, or is dropped for attendance reasons.

ATTENDANCE

Because of the length and nature of the Summer Academic Program, excellent punctuality and attendance are vitally important contributors to success. As a result, each student is expected to arrive at school on time and to be in attendance. Students and parents should take special note of the following Summer Academic Program policy.

A student may be dropped from a semester summer school course with a grade of "WF" (Withdrawal/Failure) and receive no credit if he/she...

- accumulates **more than one excused** absence per semester (the equivalent of 4 hours);
- accumulates **more than two tardies** to school or from the mid-morning break per semester (10 minutes or less per incident); **and/or**
- accumulates **any unexcused absence (any tardy exceeding 10 minutes may be considered an unexcused absence depending on the circumstance.)**

Activities such as family vacations, athletic competitions, and other non-illness related absences are unexcused absences. If a student is unable to attend class for any reason, a parent/guardian must report the absence to the Summer Program Office as early as possible on the absence date. We will take calls beginning at 7:30 a.m. Voice mail will record messages at other times.

June 9-July 18 attendance telephone: 579-6528.

Summer Program office hours: 7:00 a.m. - 1:00 p.m.

Visit www.lths.net/summer for up-to-date class offerings.

Technology Center of DuPage

TECHNOLOGY CENTER OF DUPAGE (TCD)



Dr. Jason Hlavacs, TCD Principal

301 S. Swift Rd., Addison, IL 60190

TEL: (630) 620-8770

FAX: (630) 691-7592

E-MAIL: jasonh@tcdupage.org

TCD WEBSITE: <http://www.tcdupage.org>

Technology Center of DuPage prepares juniors and seniors for college and a career through nineteen advanced career and technical education electives. It is operated by joint agreement among 14 member high school districts, including District #204.

Students spend part of each school at the TCD campus, located at 301 S. Swift Road between North Avenue and Army Trail Road in Addison. Transportation to and from TCD is provided by Lyons Township District #204.

Opportunities through TCD include dual credit (both high school and free, transferable college credit at the same time), available industry certifications or licenses, and the chance to explore a career before making important college decisions. The only cost to the student is a flat participation fee of \$100 (exception: Cosmetology – see the TCD website for information).

For further information, students should contact their counselor, take the TCD field trip in the fall, read the TCD program guide, or visit the TCD website (www.tcdupage.org) for complete information about the following electives:

TCD Programs

Architecture & Construction

Construction Trades

HVACR/Residential Wiring

Arts, A-V Technology & Communications

Multimedia & Television Production

Education & Training

Early Childhood Education & Care

Health Science

Medical Assisting

Medical Terminology & Healthcare Careers

Nursing Assistant Training Program

Hospitality & Tourism

Professional Cooking, Baking & Service

Human Services

Cosmetology

Information Technology

*Computer Information Systems &
& Game Design*

Law, Public Safety, Corrections & Security

Criminal Justice

Fire Science

Emergency Medical Technician

Manufacturing

Precision Engineering & Design Technology

Welding Technology

Robotics & Automation Technology

Science, Technology, Engineering, & Math (STEM)

Electronics Technology

ELEMC Courses

Transportation & Logistics

Auto Body Repair & Refinishing

Automotive Technology

TCD Mission/Vision

Technology Center of DuPage will provide an educational environment that supports and encourages individual learning styles, develops occupational skills, fosters professionalism, promotes academic growth, and assists students in discovering their potential. All students attending Technology Center of DuPage will be prepared to successfully transition to post-secondary education and careers.

TCD General Information

The TCD campus is located in Addison, IL, approximately 30 minutes from LTHS North Campus. A student who enrolls in one of the programs attends TCD for three hours during the morning session each weekday and attends LT the other portion of the school day. Students earn 1.5 credits per semester and 3.0 credits per year. Programs/Courses are posted both in the Guide and on the TCD website: www.tcdupage.org. The most up-to-date course information is on the TCD web page. Information in The Guide is for planning purposes only.

A student who desires to enroll in a particular TCD program should review the course descriptions and LTHS pre-requisites and Lyons Township High School basic graduation requirements. Counselors will provide additional information and an application for enrollment at TCD.

There are deadlines to register for programs at TCD. A student who wishes to attend must turn in a completed application to his/her counselor one week in advance of the registration process. If the student's application is received after this deadline, his/her name will be placed on a waiting list.

Prerequisites

In general, juniors and seniors who have completed 2 years of English, Mathematics, and Science at LT are eligible for enrollment at TCD. A few programs have specific LT prerequisites which students must meet; others have suggested but not mandatory prerequisites. It is important for students and parents to consult each program's web page for syllabus information and academic recommendations. Most programs offer college credit, so are essentially a college level class.

College Credit through TCD Programs/Courses

Most TCD programs offer dual credit or articulated college credit. Dual credit means earning high school through TCD and free college credit simultaneously through College of DuPage. This credit appears on the student's high school transcript and is transferable to any school that accepts COD credit. Articulated credit is awarded after enrolling with a specific college or university, sometimes after successfully completing a test or other prerequisites.

Through TCD, students may:

- Reinforce academic skills through hands-on applications in a self-paced, goal-by-goal learning environment.
- Earn industry-recognized certifications or prepare for state, federal, professional, or national licensing exams.
- Create an effective résumé and workplace skills portfolio, valuable for applications or interviews for scholarships, colleges, or jobs.
- Build workplace skills and confidence through experience: job shadowing, internships, or TCD's own student-run shops and labs.
- Research the post-secondary educational options and scholarship opportunities; in the past four years, TCD seniors were awarded over \$1.3 million in scholarships.

What TCD Is and Is Not

TCD is not a separate educational institution, a trade school, or a college. It is part of LT's elective courses, and course offerings are supplemented to LT's curriculum. TCD has a strong academic focus on teaching basic principles of math, science, communications, and technology. However, TCD never underestimates the importance of real-world skills development in securing satisfying, well-paying employment. That's why TCD's unique combination of classroom instruction, career skills building, and hands-on experience is so effective in preparing students for today's high-performance workplace.

The Technology Center of DuPage is regarded as one of the Midwest's finest schools for career studies.

Participation Fee

The flat participation fee includes educational supplies, equipment, materials, and/or course book purchase or rental. Additional fees may include supplies purchased directly from a vendor or specialized curricula. See www.tcdupage.org for the latest and most complete information. In no case should a program fee prevent a student from enrolling in a Technology Center of DuPage program.

ARCHITECTURE/CONSTRUCTION

Construction Trades

| | |
|--|---|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III |
| Grade Offered: 11, 12 | Annual TC9280 Fall TC9281 Spring TC9282 |
| Prerequisite: Recommended - Introduction to Furniture Making | |

This program provides the hands-on experiences, cutting-edge tools, and step-by-step learning modules to develop your basic talents for successful progression to entry-level employment, a postsecondary apprenticeship, or a college-level construction management program. Step one is tackling those must-have basics: job-site safety, the proper use of hand and power tools, and construction math. Develop your carpentry skills in new construction as well as additions, renovations, and repairs on existing structures. You will have hands-on experience in framing through a variety of applications: walls and ceilings, floors, roofing, and windows and doors. Related specialized skills include drywall installation and finishing; trimwork; plan/blueprint reading; and site layout. Projects start small and expand as your skills develop. College credit available.

forced-air, hydronic, electrical, and oil-based heating systems, and air conditioning systems. Advanced skills include sheet metal fabrication, light commercial HVACR equipment, and the opportunity to earn EPA 608 refrigerant certification. Understand the career pathways in residential service, new construction, and commercial property maintenance.

Well-trained technicians can integrate, install, and troubleshoot a variety of residential subsystems, including wiring, cabling, HVACR, security, audio, and other technologies.

This course also covers the basics of safety, terminology, National Electric Code, and proper use of tools and testing equipment. Learn the fundamentals of circuits, outlets, lighting distribution panels, low voltage wiring, high voltage wiring, network wiring, and system planning. Rough in, trim out, and retrofit wiring in a residential room. Advanced topics include digital signal theory, conduit installation, and system testing / troubleshooting. College credit available.

Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR)/Residential Wiring

| | |
|--|---|
| Credit: 1.5 (semester) 3.0 (Annual) | Level: III |
| Grade Offered: 11, 12 | Annual TC9110 Fall TC9111 Spring TC9112 |

Prerequisite: None

HVACR technicians work in a different setting every day, or are part of a team that manages the challenging systems of a large complex like Willis Tower. Learn the safety, mechanical, and electronic fundamentals needed to become a qualified HVACR technician. Master the theory and electrical skills critical for successful postsecondary training. Install, maintain, and repair residential

ARTS, A-V TECHNOLOGY & COMMUNICATION

Multimedia & Television Production

| | | |
|---|------------|--------|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 11, 12 | Annual | TC9480 |
| | Fall | TC9481 |
| | Spring | TC9482 |
| Prerequisite: Recommended - 1 semester of Keyboarding or Keyboarding Proficiency Test | | |

Go behind the scenes in the multi-billion dollar entertainment industry, from local news to commercials to webcasts. Skills include computer editing using Final Cut Pro and AVID; digital video and audio; multi-track recording; set design; script writing and story boarding; studio and remote lighting; video graphics; and animation. Work as part of a production team in TCD's private HD television studio, rotating jobs such as floor director, camera operator, lighting director, and control booth team. 9 hours dual college credit through College of DuPage. Earns college credit.

EDUCATION & TRAINING

Early Childhood Education and Care

| | | |
|--|------------|--------|
| Credit: 1.5 (semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 11, 12 | Annual | TC9210 |
| | Fall | TC9211 |
| | Spring | TC9212 |
| Prerequisite: Child Development | | |

Successful completion of this program gives the student the skills necessary to seek employment as a child care assistant or continue their education at the college level for lead preschool teacher or elementary education teacher. Students will have the opportunity to learn to: prepare developmentally appropriate activities for preschool children; implement activities in TCD's laboratory preschool for 3 to 5 year olds; understand the basic emotional, social, intellectual and physical development of the preschool child; and participate in extended campus work experiences. Students may prepare for the Child Development Associate (CDA) credential and earn 4 hours dual credit with the College of DuPage. TCD was the first DuPage high school to offer early childhood program that offers the Level 1 Early Care & Education (ECE) Credential through INCCRRA (Illinois Network of Child Care Resource & Referral Agencies). After graduation from high school, the credentialed student qualifies for a scholarship to pursue

an ECE associate's degree at a community college. This financial aid can continue for further post-secondary education; find more information at this program's webpage, www.tcdupage.org. Earns college credit.

HEALTH SCIENCE

Medical Terminology & Healthcare Careers

| | | |
|--|------------|--------|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 11, 12 | Annual | TC9080 |
| | Fall | TC9081 |
| | Spring | TC9082 |

Prerequisite: Recommended - 1 year of Chemistry and 1 semester of Keyboarding or Keyboarding Proficiency Test

Admission to college healthcare programs (i.e. medical assisting, nursing, radiology, surgical technology, occupational or physical therapy, and many others) is very competitive. Many colleges require a biomedical terminology course as a prerequisite to admission to such programs. With an opportunity to earn dual credit for a comprehensive biomedical terminology course and overview of health science pathways and careers, this program can be your head start.

You will learn extensive biomedical terminology as it relates to each body system and to healthcare careers and medical specialties. Classes are taught by a licensed registered nurse, and guest speakers may include other healthcare professionals. You will use and apply your knowledge through a combination of interactive hands-on activities; (dissection, specimen analysis, dental impressions, etc.); medical reports and case studies; word games; and multimedia activities. Along the way, you may also learn basic healthcare skills such as CPR and infection control practices. In addition to strengthening science and language arts skills through anatomy and medical terminology, you will explore select medical math topics and learn job-seeking skills. 8 hours of dual credit is available through College of DuPage. Earns college credit.

Nursing Assistant Training Program

| | | |
|---|------------|--------|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 11, 12 | Annual | TC9120 |
| | Fall | TC9121 |
| | Spring | TC9122 |
| Prerequisite: Recommended - 1 semester of Keyboarding or Keyboarding Proficiency Test | | |

This is a Basic Nurse Assistant Training Program approved by the Illinois Department of Public Health. If you're a junior or senior determined to succeed, you can meet the state requirements, including a clinical experience, for certification in one year. Learn about caring for patients; reporting observations; and understanding body systems, the nature of disease, and common health problems. Master the medical terms and communication skills critical to an effective healthcare environment. You will learn how to safely move, lift, and transport patients; measure and record vital signs; perform personal care and technical skills; and respond to a variety of patient conditions. Your acquired knowledge of basic healthcare skills, even if you do not achieve certification, will prepare you to work in assisted living facilities as well as private duty home care.

Certification Eligibility: You are eligible to take the state competency exam if you successfully complete the program and meet IDPH certification criteria, including mandatory Saturday or after school clinical sessions, and possession of a valid Social Security number. See the program webpage for more eligibility requirements. Upon passing the state exam, you will be certified as a Nursing Assistant (CNA), enabling you to seek employment in long-term care facilities, agency home care, hospitals, or other healthcare facilities. After high school graduation, you may also apply to a nursing degree program. 7 hours dual credit is available through College of DuPage. Prepares you for a certification exam. Optional courses available at additional fees. Earns college credit.

Medical Assisting

| | | |
|--|------------|--------|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 12 | Annual | TC9090 |
| | Fall | TC9091 |
| | Spring | TC9092 |
| Prerequisite: Senior standing | | |

Medical assistants deal with patient care and assessment, perform treatments and administer medications. They also provide assistance to doctors and other health care professionals. Medical assistant training programs cover a variety of courses pertaining to health, office administration and patient care. This program is open only to students who will be SENIORS during the 23-24 school year.

HOSPITALITY & TOURISM

Professional Cooking, Baking & Service

| | | |
|--|------------|--------|
| Credit: 1.5 (semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 11, 12 | Annual | TC9360 |
| | Fall | TC9361 |
| | Spring | TC9362 |

Prerequisite: Culinary Arts

In your first year, begin with ServSafe® -- a short certification course in food safety for managers -- followed by measurement and kitchen skills common to a range of industry pathways. Explore those pathways in a three-week rotation through cooking, baking, and service careers and the rest of the year is your choice: Cooking or Baking Curriculum. In one year, you have the opportunity to earn certifications and dual credit (both high school and college credit).

Second year students spend six weeks in C-B-S Boot Camp, working in small teams to design and develop a foodservice concept. Then for three weeks your team will run that concept (managing a crew of first year students) through TCD's Bistro, Deli, or Gateway Café service areas. The remainder of the year is Baking or Cooking, the reverse of your first year curriculum choice. College credit available.

ProStart® Independent Study-- A self-study of the industry-recognized ProStart® curriculum, developed by the National Restaurant Association Educational Foundation. It's an opportunity to learn, intern, compete, earn scholarships, and network with industry leaders.

HUMAN SERVICES

Cosmetology

| | | |
|--|------------|--------|
| Credit: 1.5 (semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 11, 12 | Annual | TC9200 |
| | Fall | TC9201 |
| | Spring | TC9202 |

Prerequisite: Recommended - 1 semester of any Art course; Fashion and Interior Design; and/or 1 semester of Psychology

TCD operates a state licensed School of Cosmetology. Upon successful completion of 1500 clock hours of work and passing TCD's practical exam, a student qualifies to take the state license examination. This rigorous curriculum includes haircutting, styling, coloring, permanents, nail technology, esthetics, and the application of cosmetics, as well as anatomy/physiology; skin, scalp, and nail diseases; and understanding chemical processes. Curriculum includes haircutting, styling, coloring, permanents, nail technology, esthetics, and the application of cosmetics. Application of these skills is accomplished through TCD's "Salon 301" (open to the public), internships, and other program-sponsored activities. It is possible to earn up to 46 hours of dual credit through College of DuPage, leaving only the completion of general education requirements to obtain an associate's degree after graduation. Prepares you for a license exam. Earns college credit.

INFORMATION TECHNOLOGY

Computer Information Systems & Game Design

| | | |
|--|------------|--------|
| Credit: 1.5 (semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 11, 12 | Annual | TC9040 |
| | Fall | TC9041 |
| | Spring | TC9042 |

Prerequisite: 1 semester of keyboarding

Whether gaming or software is your passion, pump up your skills in design, development, and debugging. Game programming and web development require creative, detail-oriented people. Design your own games, websites, or apps as you develop skills in writing code, storyboarding, and 3D character development. Use state of the art design software and today's programming languages: Unity, Java, HTML, 3D Studio Max, Visual Studio (Visual Basic and C#), GameMaker, and Adobe Photoshop. Acquire new skills in managing, running, trouble-shooting, and maintaining systems in any setting. College credit available.

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Criminal Justice

| | | |
|--|------------|--------|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 11, 12 | Annual | TC9070 |
| | Fall | TC9071 |
| | Spring | TC9072 |

Prerequisite: None

This program lays the foundation for students interested in pursuing a career in law enforcement, criminal law, corrections, homeland security, investigative services, forensics, and related public safety career pathways. Cover the basics of traffic law/traffic enforcement; juvenile and criminal law; crime prevention; the court and corrections systems; and more. Develop your observational, communication, documentation, and "people" skills critical for success in this field. You will also learn which career paths require further training or education. The program includes simulations, demonstrations, report preparation, lectures, field trips and work-based learning experiences. Viewing the criminal justice system from the ground up will help you understand how these career pathways play out at the local, private, state, and federal levels of service. Students will also receive Citizens Emergency Response Training (and possible certification) through the Addison Police Department. 1 hour of dual credit is available through College of DuPage. Earns college credit.

Fire Science

| | | |
|--|------------|--------|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III | |
| Grade Offered: 11,12 | Annual | TC9260 |
| | Fall | TC9261 |
| | Spring | TC9262 |

Prerequisite: Earned credits for junior standing

This program follows the standards of training in NFPA 1001 (National Fire Protection Association) Standard for Firefighters and National Standards. After age 18, you will be on the road to future Basic Operations Firefighter Certification at age 21.

Emergency Medical Technician

| | |
|--|---|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III |
| Grade Offered: 11,12 | Annual TC9270 Fall TC9271 Spring TC9272 |

Prerequisite: Earned credits for junior standing

These programs follow the standards of training in NFPA 1001 (National Fire Protection Association) Standard for Firefighters, and Emergency Medical Technician (EMT) National Standards. After age 18, you could become an EMT -- and be on the road to future Firefighter Basic certification, after age 21. Students must select either Fire Science or EMT.

The Fire Science program includes safety and hazardous materials recognition; fire behavior; rescue/extrication techniques (including use of the "jaws of life"); communications; and equipment use and maintenance. Emergency medical training includes Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), and Healthcare Provider CPR. You must meet the necessary age (at least 18 years old), state, and industry requirements in order to challenge the state or national EMT licensing exam. Visit the Fire Science page at www.tcdupage.org for more detailed EMT exam requirements. 22 hours of dual credit is available through College of DuPage. Prepares you for a certification exam. Earns college credit.

MANUFACTURING

Manufacturing, CNC & Machine Technology

| | |
|--|---|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III |
| Grade Offered: 11, 12 | Annual TC9140 Fall TC9141 Spring TC9142 |

Prerequisite: None

Discover how 2D modeling software like Revit, AutoCAD (computer aided design), Inventor, or Adobe fuels creativity and innovation in fields as diverse as architecture, construction, manufacturing, civil engineering, biomedical technology and more. The precision engineering field can include precision controls, replication, and fabrication; optics and optical fabrication; nanotechnology; metrology (measurement); interferometry (electromagnetic wave technology); and materials processing. It sounds futuristic, because it is!

If your passion is ultra-precision production, discover how CAD interfaces with CAM (computer aided manufacturing) software tools and robotic production systems. Use 3D parametric solid part modeling software and create prototypes with TCD's 3D printers. You will learn how to control sophisticated Computer Numerically

Controlled (CNC) machines and how to program and operate CNC machining and turning centers. Whether you pursue an apprenticeship or a degree after high school, you will have the skills to succeed in a high-tech field with broad applications and opportunities.

Welding Technology

| | |
|--|---|
| Credit: 1.5 (Semester) 3.0 (Annual) | Level: III |
| Grade Offered: 11, 12 | Annual TC9880 Fall TC9881 Spring TC9882 |

Prerequisite: None

Experience the variety of custom and production welding techniques, including the four major processes: stick arc, MIG, TIG, and oxyacetylene. Discover how all these are utilized in welding, cutting, and brazing. Learn to read blueprints and understand welding symbols. Develop and practice industry life skills including estimate preparation, shop expansion, time management, industrial mathematics, and communication skills. Advanced students will identify metal shapes, practice accurate measuring techniques, and recognize different welding test positions. Earns college credit.

ROBOTICS & AUTOMATION TECHNOLOGY

Are you ready to be prepared to enter the industrial and manufacturing workplace with the knowledge and skill levels surrounding; programmable controllers, process control instrumentation and mechanical maintenance? Courses will provide students the basic principles for Alternating current (AC) and Direct Current (DC) motors and generators. The hydraulic and pneumatic course focuses on pumps, motors, cylinders, boosters, valves, etc. to transmit and control power. Students will additionally learn basic theory and operation of robots in industrial automation.

If you are fascinated by today's ever-morphing electronic devices, imagine learning how they work – and how they can be improved by YOU. Learn to install, customize, repair and maintain today's cutting edge electronics technology. Projects you can tackle include designing and building a 14 watt RMS stereo amplified system, configuring PC networks, exploring alternative energy generation (solar and wind), and using motor controls, PLCs and robotics to design your mini-automated system. College credit available.

TRANSPORTATION & LOGISTICS

Auto Body Repair & Refinishing

| | | |
|------------------------|------------|--------|
| Credit: 1.5 (Semester) | Level: III | |
| 3.0 (Annual) | | |
| Grade Offered: 11, 12 | Annual | TC9160 |
| | Fall | TC9161 |
| | Spring | TC9162 |

Prerequisite: None

The program teaches all facets of collision repair, including basic sheet metal and welding techniques. Other areas include body alignment equipment; finishing and painting; cost/time estimating; plastics; fiberglass; measuring systems; and shop management. Students have the opportunity earn Gold Class points toward I-CAR certifications. 12 hours of dual credit through Kishwaukee Community College; Articulated credit is available through Highland College and Nashville Auto-Diesel.

Automotive Technology

| | | |
|------------------------|------------|--------|
| Credit: 1.5 (Semester) | Level: III | |
| 3.0 (Annual) | | |
| Grade Offered: 11, 12 | Annual | TC9170 |
| | Fall | TC9171 |
| | Spring | TC9172 |

Prerequisite: A or B in Auto Mechanics

ASE-certified instructors help you build fundamental and advanced skills in computerized engine controls; engine tune-up and lubrication; brakes; electrical, fuel, cooling, and exhaust systems; and wheels, steering, and alignment. Second year students develop skills in diagnostics transmissions, and engine building. You can test for ASE certification in air conditioning and earn 8 hours of dual college credit through College of DuPage or articulated college credit is available through several colleges and technical schools. Earns college credit.

DUAL CREDIT

| TCD PROGRAM | COD PROGRAM | NO. OF HOURS | TERM |
|--|--|--------------|-------------|
| Automotive Technology | Auto 1040 | 3 | Spring |
| | Auto 1110 (2nd Year) | 3 | Spring |
| | Auto Tech 1140 (2nd Year) | 3 | Spring |
| Computer Info Systems & Game Design | CIS 1400 | 4 | Spring |
| | CIS 1211 | 3 | Fall |
| | CIS 2212 | 3 | Spring |
| Construction | ARCH 1141 - Construction Methods I | 2 | Spring |
| Cosmetology | Cosme 1101 | 3 | Fall |
| | Cosme 1103 | 3 | Fall |
| | Cosme 1105 | 3 | Fall |
| | Cosme 1107 | 3 | Fall |
| | Cosme 1111 | 3 | Spring |
| | Cosme 1113 | 3 | Spring |
| | Cosme 1115 | 2 | Spring |
| | Cosme 1117 | 3 | Spring |
| | Cosme 2201 | 3 | Fall |
| | Cosme 2203 | 3 | Fall |
| | Cosme 2205 | 3 | Fall |
| | Cosme 2207 | 2 | Fall |
| | Cosme 2221 | 3 | Spring |
| | Cosme 2223 | 3 | Spring |
| | Cosme 2225 | 3 | Spring |
| | Cosme 2227 | 2 | Spring |
| | Cosme 2250 | 3 | Summer |
| | Cosme 2253 | 2 | Spring |
| Criminal Justice | CRIMJ 1100 - Intro to CJ | 3 | Fall |
| | CRIMJ 1110 - Police & Society | 3 | Spring |
| Early Childhood Education | ECEC 1100 - Intro to Early Childhood | 3 | Spring |
| | PHYS 2253 - CPR | 1 | Fall |
| Electronics/Digital Electronics | ET 1100 - Electricity & Electronics | 3 | Spring |
| | ET 1110 - Intro to Technology | 2 | Spring |
| | (EDD students only) ELECT 1141 - Digital Fundamentals | 3 | Fall |
| Fire Science | Fire 1110 - Intro to Fire Science | 3 | Fall |
| | Fire 1150 - CPR | 1 | Fall/Spring |
| | Fire 2283 - First Responder | 3 | Spring |
| | FIRE 2221 - Tactics | 3 | Spring |
| Emergency Medical Technician | Fire 2271 - EMT Basic | 10 | Spring |
| | Fire 1150 - CPR Training | 1 | Fall |

DUAL CREDIT

| TCD PROGRAM | COD PROGRAM | NO. OF HOURS | TERM |
|-------------|-------------|--------------|------|
|-------------|-------------|--------------|------|

| | | | |
|-------------|---|---|--------|
| HVAC | Airc 1105 - Intro to Safety, Materials & Equipment | 3 | Spring |
| | Airc 1108 - Refrigerant Certification | 1 | Spring |

| | | | |
|-------------------------|------------------------------------|---|--------|
| Medical / Health | HS 1100 - Survey of Health Careers | 2 | Spring |
| | HS 1110 - Biomedical Terminology | 4 | Spring |

| | | | |
|-------------------|---------------------------------------|---|-------------|
| Multimedia | MPT 1011 - Intro to Motion Picture/TV | 3 | Fall/Spring |
| | MPT 1020 - Editing Motion Picture/TV | 3 | Spring |
| | MPT 1220 - Intro to TV Production | 3 | Spring |

| | | | |
|---|--------------------------------|---|--------|
| Nursing Assistant Training Program | NURSA 1105 - Basic NA Training | 7 | Spring |
|---|--------------------------------|---|--------|

| | | | |
|---------------------------|-------------------------------------|---|------|
| Pro-CBS (Culinary) | CULIN 1120 - Foodservice Sanitation | 2 | Fall |
|---------------------------|-------------------------------------|---|------|

| | | | |
|----------------|-----------------------|---|--------|
| Welding | WELD 1100 - Welding 1 | 3 | Spring |
|----------------|-----------------------|---|--------|

LYONS TOWNSHIP HIGH SCHOOL ASSOCIATE SCHOOL DIRECTORY

Avery Coonley School

1400 W. Maple
Downers Grove, IL 60515
Tel: (630) 969-0800 **Fax:** (630) 969-0131
Web: www.averycoonley.org

William F. Gurrie Middle School

1001 S. Spring Avenue
LaGrange, IL 60525
Tel: (708) 482-2700 **Fax:** (708) 482-2724
Web: www.d105.net

Highlands Middle School

1850 Plainfield Road
LaGrange, IL 60525
Tel: (708) 246-3085 **Fax:** (708) 246-0220
Web: www.district106.net

McClure Junior High School

4225 Wolf Road
Western Springs, IL 60558
Tel: (708) 246-3700 **Fax:** (708) 485-2966
Web: www.d101.org

Nazareth Academy

1209 West Ogden Avenue
LaGrange Park, IL 60526
Tel: (708) 354-0061 **Fax:** (708) 354-0109
Web: www.nazarethacademy.com

Park Junior High School

325 N. Park Road
LaGrange Park, IL 60526
Tel: (708) 482-2400 **Fax:** (708) 482-2402
Web: www.dist102.k12.il.us

Pleasantdale Middle School

7450 S. Wolf Road
Burr Ridge, IL 60527
Tel: (708) 246-3210 **Fax:** (708) 352-0092
Web: www.d107.org

St. Cletus

700 55th Street
LaGrange, IL 60525
Tel: (708) 352-4820 **Fax:** (708) 352-0788
Web: www.stcletusparish.com

St. Francis Xavier

145 N. Waiola Avenue
LaGrange, IL 60525
Tel: (708) 352-2175 **Fax:** (708) 352-2057
Web: www.sfx-lg.org

St. John of the Cross

708 51st Street
Western Springs, IL 60558
Tel: (708) 246-4454 **Fax:** (708) 246-9010
Web: www.KidsSoar.com

St. John's Lutheran School

505 S. Park Road
LaGrange, IL 60525
Tel: (708) 354-1690 **Fax:** (708) 354-4910
Web: www.StJohnsLutheran.org

St. Paul's Lutheran School

9035 Grant Avenue
Brookfield, IL 60513
Tel: (708) 485-0650 **Fax:** (708) 485-7448
Web: www.spbrookfield.org

Trinity Lutheran School

11500 German Church Road
Hinsdale, IL 60521
Tel: (708) 839-1444 **Fax:** (708) 839-8503
Web: www.TrinityLutheranBurrRidge.org

Washington Middle School

8101 Ogden Avenue
Lyons, IL 60534
Tel: (708) 783-4107 **Fax:** (708) 780-9725
Web: www.sd103.com

2024-2025 Academic Program Guide Index of Courses

Below is an index of courses offered at Lyons Township High School and posted in the **Guide**. While LT offers over 300 specific courses, not all course titles are listed here. Instead, general titles with corresponding page numbers are listed e.g., English I, Algebra, Physics, French, Latin, etc.

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