

# WELCOME

Welcome to the Lake Forest Community High School Family!

This Student Guide to Courses provides a complete listing of courses approved by the Board of Education and offered at Lake Forest High School. Not all courses are offered every year, so please refer to the registration course selection list for classes available during the 2012-2013 school year.

Please talk to your counselor for additional information.

I encourage you to take advantage of the abundant and unique opportunities for success that we offer.

Jay Hoffmann  
Principal

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## ADMINISTRATION

Superintendent	Dr. Harry Griffith	604-7420
Deputy Superintendent Finance	Mr. Allen Albus	604-7404
Principal	Mr. Jay Hoffmann	582-7315
Director of Special Education	Dr. Julie Cooley	604-7426
Athletic Director	Mr. Timothy Burkhalter	582-7322
Director of Student Services	Mr. Jim Thiel	582-7363

## DEPARTMENT ADMINISTRATORS

Art	Mrs. Wendy Antrim	582-7701
Applied Technology	Dr. Tom Meagher	582-7779
Business Education	Mr. Jay Hoffmann	582-7315
English	Mrs. Diane Clark	582-7411
Health	Mrs. Jennifer Knight	582-7334
Math	Mr. Thomas Meagher	582-7779
Music	Mr. Jay Hoffmann	582-7315
Science	Mr. James Sullivan	582-7702
Social Studies	Dr. Jim Gantt	582-7708
Special Education	Mr. Steve Johnson	582-7709
Telecommunications	Mrs. Jennifer Knight	582-7515
Wellness	Mr. Tim Burkhalter	582-7322
Driver Education	Mrs. Jennifer Knight	582-7334
World Language	Mrs. Mary Kay Koerner	582-7338

## COUNSELORS

	Phone Extension	Class of 2013	Class of 2014	Class of 2015	Class of 2016 (tentative)
Mr. Brad Naughton	7325	A – Cl	A – Cl	A – B	A – B
Mrs. Denise Brown	7324	Co – Gl	Co – Gl	C – Ge	C – Ge
Ms. Jacquie Berkshire	7357	Gn – Kn	Gn – Kn	Gi – J	Gi – J
Mr. David Brandes	7383	Ko – Mc	Ko – Mc	K – Mc	K – Mc
Mr. Robert Wagemann	7346	Me – Pl	Me – Pl	Me – P	Me – P
Ms. Barb Papp	7358	Po – Sti	Ro – Sti	Q – St	Q – St
Ms. Megan Miles	7344	Sto – Z	Sto – Z	Su – Z	Su – Z

## GRADUATION REQUIREMENTS

Nineteen units of credit are required for graduation.

The units are divided as follows:

### 1. Required Courses

- 4 units of credit in English
- 3 units of credit in Mathematics
- 2 units of credit in Lab Science<sup>1</sup>
- 2 units of credit in Social Studies, including 1 unit of United States History<sup>2</sup>
- 1 unit of credit in Wellness (1/8 unit earned for each semester)<sup>3</sup>
- 1 unit of credit to be chosen from Art, Business Education, Music, Technology, Telecom, Technology Campus Credit

### 2. Additional Courses

Additional courses may be selected from the curriculum if prerequisites are met.

### 3. Competency Requirements

- United States and Illinois Constitution Tests<sup>4</sup>
- Consumer Education<sup>5</sup>
- Health Education
- Driver Education or equivalent Safety Education Course<sup>6</sup>

### Please Note:

1. All Science courses contain a lab.
2. Students are required to take Social Studies courses in three different areas: U.S. History; Non-Western/Global Studies; Social Sciences.
3. Each student is required to be enrolled in Wellness each semester that he/she is enrolled in Lake Forest High School. Exemptions:
  - A. Enrollment in Driver Ed for the first time, during the school year, fulfills the Wellness requirement for that semester.
  - B. A student enrolled in health for the first time fulfills the Wellness requirement for that semester.
  - C. Transfer students are required to have one semester of health.
  - D. Athletic waiver
4. Seniors new to the district are not exempt from the U.S. or the Illinois Constitution tests. These requirements must be completed by the end of the third quarter of one's senior year.
5. The Consumer Education requirement may be met by taking one of the following courses: Applied Communication, Business Explorations, Consumer Math, Consumer Education, Economics CP, Economics-AP, Law 1, Law-H, or Social Sciences.
6. If Driver Education is taken or re-taken in summer school, he/she is not exempt from Wellness. A student must provide a copy of his/her driver's license to the counseling office if Driver Education is taken privately.

## EVALUATION OF CREDITS

1. Credit is given by semester for each course successfully completed - typically 1/2 credit per semester. The amount of credit issued for each course is indicated in the course description.
2. No credit is given, when:
  - a course is repeated after the student has already received credit
  - an honors level is taken after passing the regular level
  - a course is audited
  - a "WF," "F" or "W" is received
3. All credits earned count toward graduation requirements. In order for a student to participate in graduation exercises, the student must have completed all of the graduation requirements.
4. Lake Forest Summer School courses carry credit as indicated in the summer school bulletin.
5. Middle School:

Courses taken in middle school do not receive high school credit. However, placement is granted. Middle school students taking courses at the high school receive credit toward graduation. Only courses taken at Lake Forest High School are included in the student's cumulative G.P.A.

## TRANSFER OF EXTERNAL CREDIT

### General Guidelines

Lake Forest High School reserves the sole right to grant credit for work completed at or through other institutions. Coursework completed prior to entering the high school will not appear on the high school transcript.

These guidelines apply to any academic work to be completed outside LFHS including, but not limited to, summer school at another high school, college level courses, correspondence courses, and special summer programs, institutes, and seminars offered by colleges and universities.

Once a student has enrolled at Lake Forest High School, courses to meet graduation requirements are to be taken at the high school. ***With the PRIOR written approval of the Director of Student Services and the appropriate department administrator***, exceptions may be granted.

Approved external credit (taken at the student's request) will be listed on the Lake Forest High School transcript with the grade received and a notation regarding the source of the credit. Grades for courses taken outside Lake Forest High School will not be included in the GPA. The GPA will reflect work done at LFHS only.

The costs (tuition, instructional or testing materials, proctoring of examinations, etc.) associated with the class that the student elects to take outside of Lake Forest High School is the responsibility of the student and/or his or her family.

**Acceptance of credit for work submitted *post hoc* without prior written approval by Lake Forest High School cannot be guaranteed.**

## Procedure for Approval of External Credit

Prior to taking the course:

1. The student completes and submits "External Credit Application" to the Counselor.
2. The student attaches course description and/or syllabus (preferred) to application as well as a statement explaining the reasons for taking the course outside of Lake Forest High School.
3. The application is then reviewed by the appropriate department administrator and the Director of Student Services and is approved or disapproved.
4. A copy of the approved/disapproved application is transmitted to the student, his/her counselor to place in student's cumulative folder, and the Registrar.
5. The student may appeal a denial of his/her application for external credit to the Principal.
6. No students may earn external credits unless they are attending the high school. No external credits are earned prior to the student's entrance into the high school from 8<sup>th</sup> grade (first official day of school is when a student is considered an official student).

When the student completes the previously approved external course, he/she will have an official copy of the transcript sent to the Registrar at LFHS to have the credit posted to his/her transcript.

**Again, please note that approval of requests for credit for external work that has not been approved in advance through this process is not guaranteed.**

## DESIGNATION OF COURSES

### COLLEGE PREPARATORY (CP)

### HONORS (H)

Honors level courses provide enriched and/or accelerated curriculum that requires students to possess analytical thinking skills. When calculating grade point average, Honors courses are weighted an additional half point.

### ADVANCED PLACEMENT (AP)

Advanced Placement courses are college level courses which adhere to nationally standardized syllabi as proposed by the College Entrance Examination Board. AP courses represent the highest level of performance within a specified area. When calculating grade point average, AP courses are weighted an additional half point.

### INDIVIDUALIZED PLACEMENT (IP)

"IP" refers to individualized placement into a pre-existing course for which course expectations have been modified to meet the student's educational needs. Instructional Director/Principal approval is **required**. If this option is exercised, no grade points will be awarded but credit will be earned. A grade of "IP" will appear on the transcript. The student must be enrolled in the lowest level course offered if he/she is a non-IEP student.

## REGISTRATION

- All students are required to register for a minimum of five classes plus Wellness each semester. The composition of the five classes is to be tailored, with the help of the counselor, to the specific needs of the individual student.
- With a Wellness/Athletic waiver, athletes participating in interscholastic sports may be assigned to an athletic study hall in lieu of taking a Wellness course.
- For incoming freshmen, if a student completes a traditional high school math class (Algebra 1, Plane and Solid Geometry, etc.) in the eighth grade, that student will automatically matriculate into a course at the next level (Plane and Solid Geometry, Advanced Algebra/Tri-H, etc.) at the high school. Exceptions may be made when: 1) the student has a failing grade at the end of the eighth grade, or 2) the eighth grade teacher recommends a change at the end of the year.
- A World Language skills test may be administered to incoming freshmen to aid in determining placement in the high school World Language program. If, due to the difficulty level, a student does not experience success in the high school World Language program, the student may consider a level change before the ninth week of school.

## SCHEDULE CHANGE REQUESTS

Schedule changes will be kept to a minimum and on a space available basis. Schedule changes will be made for those affected by: (1) attendance in summer school, (2) failures, (3) teacher initiated level changes, and (4) recognized special learning needs. **All level changes must be completed by October 26, 2012 for first semester and by March 22, 2013 for second semester.** In the event that a student drops a course from his schedule, designation will be made on the student transcript as follows:

- No indication will appear if the course is dropped before the last date.
- "WF" — Withdrawal with Failure — if the course is dropped after the last date, the failure will be calculated into the student's grade point average.

### Change of Class Procedures

- 1) The parent or student initiates the change and indicates his or her rationale on the appropriate form.
- 2) The student discusses the change with the current teacher who may choose to contact the parent before making written comments and recommendations. The teacher then signs the form, indicating only their recommendation. The signature does not automatically denote approval.
- 3) The student returns the form to his/her counselor, who then e-mails the department administrator. The e-mail should contain all necessary information (student and teacher names and course # being added), as well as any other appropriate information that the counselor deems necessary.
- 4) The department administrator e-mails the counselor indicating approval or disapproval of the change.
- 5) The counselor makes approved change, gives the student a new schedule signed by the counselor, and the student begins new schedule.

**Adding a new class:**

To add a new course, the request by the student must be made prior to the end of the 5<sup>th</sup> pupil attendance day of school. Those requests not meeting the timeline shall be rejected.

**Dropping a course:**

A student may drop a semester course without penalty by October 26, 2012 (1<sup>st</sup> Semester) or by March 22, 2013 (2<sup>nd</sup> Semester). If a student drops a fifth course, the student, including seniors, will be assigned to a study hall.

Please see the Student Handbook for other important dates.

**GRADING AND REPORTING GRADES**

Lake Forest High School uses a 9-week reporting system. Each report card will contain only two grades per semester – the 9-week grade and the final semester grade. At the end of the first 9-week period of each semester, the teacher will assign a mid-semester mark. This is a progress report of the student’s performance up to the time of the report. At the end of each semester, the teacher will assign a semester grade indicating the student’s achievement for the total semester of work. This semester grade will be recorded on the permanent record.

Letter grades are earned as follows:

- A+ A special grade indicating unusually brilliant achievement.
- A An honor grade indicating high achievement.
- B An honor grade for achievement considered above normal in terms of the course objectives.
- C The grade for achievement considered normal in reference to course objectives.
- D The grade for achievement considered below normal in reference to course objectives.
- S A mark indicating accomplishment of minimum objectives in a non-graded course.
- F Failure to accomplish minimum objectives of a course.

Note: Plus (+) and minus (-) grades may be assigned to letters A through D. Plus (+) and minus (-) grades carry distinct weight when determining grade point average.

- AU Audit – no grade, no credit, but appears on transcript.
- WF Withdrawal from a course, with failure.
- I Incomplete.
- IP Individualized Placement
- E Excused, no credit.
- W Withdrawal from course.
- P/F Pass/Fail - a grade option selected by seniors.

Honor Roll:

Honor rolls will be published following each semester.

The “High Honor Roll” is a listing of those students who have all “A’s” in full credited courses; no value is given to pluses (+) and minuses (-).

The “Honor Roll” is a listing of those students who have received an equal number of “A’s” and “B’s” or better and no grade lower than “B”.

Grade Point Average:

Grade point average is cumulatively computed using weighted grades. Only grades from courses taken at Lake Forest High School will be included in this computation except as noted. No external credits will be included.

By policy, weighting of grades is done by administrative action after the teacher has assigned a letter grade. The weighted values of the grades do not affect the report card grades.

Grades in AP/Honor sections will have one-half point added when computing G.P.A.

Grades in College Preparatory will be computed for G.P.A. without any change.

The weighted grading system allows a full range of grades to be assigned at the College Preparatory and AP/Honors levels without penalizing students in AP/Honors courses who show relatively low achievement.

Current Method of Computing Cumulative G. P. A.

Point Average is figured at the end of each semester. Grade Point Average is cumulative. Point Values for grades counted in G.P.A. are assigned according to the following scale:

<u>COLLEGE PREP</u>		<u>AP/HONORS</u>	
A+ = 5.33	C+ = 3.33	A+ = 5.83	C+ = 3.83
A = 5.0	C = 3.0	A = 5.5	C = 3.5
A- = 4.67	C- = 2.67	A- = 5.17	C- = 3.17
B+ = 4.33	D+ = 2.33	B+ = 4.83	D+ = 2.83
B = 4.0	D = 2.0	B = 4.5	D = 2.5
B- = 3.67	D- = 1.67	B- = 4.17	D- = 2.17
	F = 0	F = 0	

- All courses attempted and graded are used to figure G.P.A. except:
- Audit Courses
  - Driver Education
  - Educational Life Skills
  - Enriched Studies
  - Freshmen Experience
  - Learning Resource Center
  - Symphonic Orchestra/Winds
  - Mixed Chorus
  - Pass/Fail Courses
  - Wellness
  - Reading Lab
  - S/I Grades

**PASS/FAIL POLICY**

The option to take a course on a Pass/Fail basis is extended to seniors who are enrolled in 5 subjects in addition to Wellness. Determining which course may be taken for Pass/Fail is an individual consideration that must be judiciously planned. The intent of this option is to encourage students to enroll in courses that broaden their educational background or continue in an academic area where difficulty may be experienced. Student athletes should select this option carefully and in close consultation with their counselor as it may affect NCAA eligibility.

**Procedure**

1. Course selected as Pass/Fail must be determined before October 26, 2012 for first semester and by March 22, 2013 for second semester. Such requests are made to the counselor.

2. Once selected, the option may not be changed to another course.
3. The student may reverse the option in order to receive a letter grade. Written notification of reversal must be made within one week of receipt of report cards.
4. If the Pass/Fail option is used, the student will receive a letter grade on the report card and a "P" or "F" will appear on the transcript.
5. Teachers will be made aware that a student has applied for the pass/fail option.

### **AUDITING OF COURSES**

Through the option of audit, Lake Forest High School allows students to explore areas of curriculum in which they may have little or no previous experience. A student taking a course on an audit basis will be obliged to attend classes regularly, but will not be required to complete any assigned work and will not be required to take any exams. Guidelines:

1. It is the student's responsibility to obtain a note of approval from the teacher of the course he/she wishes to audit during the first week of each semester. This note shall be given to and approved by the student's counselor.
2. The teacher shall have the right to reject an audit request on the basis of class size.
3. The teacher shall have the right to remove any auditing student who has proved to be disruptive to the class.
4. With Administrative approval, exceptions may occur due to medical reasons, transferring in or because of language issues.

### **INDEPENDENT STUDY**

A limited number of opportunities exist for independent study at Lake Forest High School. Application does not guarantee acceptance. Independent study may be defined as academic work in an area not available in the general course offerings. Independent study allows Seniors with a special interest in a subject to pursue that area of interest in detail or greater depth than the existing curriculum provides. Teachers are under no obligation to be an advising teacher; it is their prerogative. The teacher and the student will jointly plan a specific course of study in the teacher's certified area. The following guidelines will apply to each request as reviewed by the Department Administrator and the Curriculum Committee:

- Only Seniors are eligible for independent study.
- All courses are one semester in length.
- Only one independent study course may be taken per semester.
- Independent study courses may not replace identified courses for graduation requirements.
- Applications must be completed jointly by the student and teacher detailing the independent study project.

- The advising teacher must establish and include learning objectives as a means for evaluating the student's progress.
- Proposals must include justification for AP/Honors credit as deemed appropriate.
- Students will be responsible for making a public presentation in order to demonstrate their understanding of their subject matter to a panel consisting of at least the advising teacher, one other member from the respective department and two students.
- The advising teacher must write a summative evaluation providing an assessment of the student's achievement at the end of the semester.
- A copy of the grade for the course and the summative evaluation will become part of the student's official transcript.
- Applications are available in the Guidance Counselors' office and should be completed and signed by the student and teacher involved. Signature of counselor, parent and Department Administrator should be obtained prior to returning the completed application to the Principal for his review with the Curriculum Committee.
- Advising teacher may be asked to attend the Curriculum Committee meeting during review of independent study proposals.
- The deadline for submitting completed applications to the Principal for the school year (first and second semester) is the first Friday in May.

### **AMERICAN DISABILITIES ACT**

Lake Forest High School is prepared to provide an appropriate education for all students with disabilities and prohibits any discrimination against students with a disability. A student with a disability is anyone who has a mental or physical impairment which substantially limits one or more major life activities. Eligibility is determined through identification and evaluation procedures specified in the Americans For Disability Act and Section 504 of the Rehabilitation Act.

An appropriate education for eligible students may consist of education in regular courses with reasonable accommodations and/or supplementary services/programs designed to meet the unique needs of a particular student. Adjustment in academic requirements and expectations may be necessary in some situations.

Section 504 applies to a broader range of students than the Individuals with Disabilities Education Act (IDEA) which governs the delivery of special education services. While all special education students are qualified under Section 504, not all qualified Section 504 students meet special education eligibility requirements.

For additional information, please contact the student's counselor or the Director of Special Education.

## EARLY GRADUATION

Lake Forest High School encourages every student to complete eight semesters of work prior to graduation, but special consideration will be given to students who wish to terminate prior to completion of eight semesters of high school.

- (a) After Seven Semesters — If all requirements listed are met by the end of the seventh semester, individual consideration will be given for graduation at this time. Approval in writing must be obtained from parents and the counselor. Students must complete the form detailing their rationale for the request. The deadline for such application is December 14, 2012. Counselors will provide an update of the student's credits and the feasibility of early graduation.
- (b) After Six Semesters — Students meeting requirements and wishing to graduate at the end of their junior year must follow the same procedure as outlined in (a) above. Individual consideration will be given. Deadline for applications and consideration will be the end of the third grading period of each school year.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION NCAA ELIGIBILITY

All prospective student-athletes first entering a collegiate institution who want to play NCAA Division I or II intercollegiate athletics must be verified by the NCAA Clearinghouse.

### Division I

**If you enroll in a Division I college and want to participate in athletics or receive an athletic scholarship during your first year, you must:**

1. Graduate from High School
2. Complete these 16 core courses:
  - a. 4 years of English
  - b. 3 years of Math (Algebra 1 or higher)
  - c. 2 years of natural or physical Science (including one year of lab science if offered by your high school)
  - d. 1 extra year of English, Math or natural or physical Science
  - e. 2 years of Social Science
  - f. 4 years of extra core courses (from any category above or World Language, non-doctrinal religion or philosophy)
  - g. earn a minimum required grade-point average in your core courses; and
  - h. earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale on this page (for example, a 2,400 core-course grade-point average needs an 860 SAT)

### Division II

**If you enroll in a Division II college and want to participate in athletics or receive an athletic scholarship during your first year, you must:**

1. Graduate from High School
2. Complete these 14 core courses:
  - a. 3 years of English
  - b. 2 years of Math (Algebra 1 or higher)
  - c. 2 years of natural or physical Science (including one year of lab science if offered by your high school)
  - d. 2 extra years of English, Math or natural or physical Science
  - e. 2 years of Social Science
  - f. 3 years of extra core courses (from any category above or World Language, non-doctrinal religion or philosophy)
  - g. earn a 2.000 grade-point average in your core Courses; and
  - h. earn a combined SAT score of 820 or an ACT sum score of 68. There is no sliding scale in Division II.

### Division III

Division III does not use the NCAA Initial-Eligibility Clearinghouse. Contact your Division III college regarding its policies on admission, financial aid, practice and competition.

Go to the NCAA Clearinghouse website ([www.ncaa.org](http://www.ncaa.org)) for more information or go to the LFHS website under Athletics or Student Services for details.

# FOUR-YEAR PLAN WORKSHEET

DATE \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_ COUNSELOR \_\_\_\_\_

GRADE	9	10	11	12
ENGLISH				
MATH				
SCIENCE				
SOCIAL STUDIES				
WORLD LANGUAGE				
WELLNESS				
ART				
BUSINESS				
MUSIC				
TECHNOLOGY/ TELECOM				
SPECIAL EDUCATION				
TECHNOLOGY CAMPUS				
UNIQUE COURSES				

Post High School Plans: \_\_\_\_\_

Career Interests & Goals: \_\_\_\_\_

Extracurricular Activities: \_\_\_\_\_

Favorite Subjects: \_\_\_\_\_

Hobbies/Special Interest: \_\_\_\_\_

# COURSE OFFERINGS BY DEPARTMENT

## APPLIED TECHNOLOGY

*The mission of the department is to develop student potential in a comprehensive knowledge and activity based educational program ranging from the college-bound student to technical employment after high school. By focusing on applying knowledge, creativity and problem solving, this program will provide the student with an understanding of the impact of technology on individuals, society and the environment. Through the use of computers and other high tech tools of instruction, students learn to work effectively as individuals and as team members to select the appropriate technology to solve problems.*

### **CAD ARCHITECTURE 1 — 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: None*

The student will learn to design a home, draw leisure time projects, and gather information to make a good home purchase in the future. Topics include: the AutoCAD drafting program, drafting techniques, floor plan development, principles of good design, construction principles, interior design, and real estate investing.

### **CAD ARCHITECTURE 2 — 1 Unit of credit**

**Sophomores, Juniors, Seniors**

*Prerequisite: CAD Architecture 1*

An expansion of Architectural Drafting 1, this course will focus on the working representations of basic floor plans, presentation drawings, and floor plan portfolios using the most recent form of AutoCAD and Architectural 3D. Topics include: building codes, reading blueprints, designing commercial buildings, client additions, 3D perspectives, and construction technology.

### **CAD ARCHITECTURE 3 — 1 Unit of credit**

**Juniors, Seniors**

*Prerequisite: CAD Architecture 2*

A continuation of Architectural Drafting 1 and 2, students will gain a broader understanding of the role of an architect through research, responsibility and an in depth study of working floor plans. Topics include: working floor plans, detail plans, client portfolios, door and window schedules, cost estimates, material lists, and scale models.

### **CAD ENGINEERING — 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: None*

This course provides students with an understanding of the features, limitations, and considerations required in the operation of the CAD system. Students will gain hands-on experience using the newest CAD software, computers and output devices available. Topics include: drawing commands and techniques, orthographic viewing, engineering concepts, design, problem solving, and career opportunities in CAD.

### **ADVANCED CAD Honors — 1 Unit of credit**

**Sophomores, Juniors, Seniors**

*Prerequisite: CAD Engineering*

In this course students will gain an understanding and apply both basic and advanced principles associated with design and engineering. Students will work through several engineering design problems where they will research and calculate outcomes for each problem before testing working prototypes developed in class. Students will use advanced Computer Aided Drafting software, civil engineering simulation software, 3 Dimensional Printers and prototype development. Engineering topics to be explored include; mechanical, civil, electrical, aeronautical, marine, thermal and automotive.

### **HOME IMPROVEMENT AND DESIGN – 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: None*

This semester long course will cover a variety of topics such as the safe use of tools, electrical house wiring, small engine maintenance and repair, principles of real estate, construction techniques, drywall installation/repair, plumbing, the use of fastening and measuring devices, interior finishing and decorating design principles. This course may be repeated for credit.

**WOODCRAFT 1 — 1/2 Unit of credit**

*Prerequisite: None*

**Freshmen, Sophomores, Juniors, Seniors**

Woodcraft 1 is designed for the student who wants to gain skills in the fabrication of wooden furniture and other wooden articles. The content of this course includes: safety in the use of woodworking machines and hand tools, simple joinery and gluing, surface preparation and finishing. Students are required to design and build a table as their first project. Additional free choice projects may then be done as time allows.

**WOODCRAFT 2 — 1/2 Unit of credit**

*Prerequisite: Woodcraft 1*

**Freshmen, Sophomores, Juniors, Seniors**

This course is designed for the student who would like to develop more complex woodworking skills. In this class the student will design a project of increased complexity from previous ones. Project emphasis will be on complex joinery and panel door construction.

## **ART**

*Through hands-on activities students acquire an understanding of basic design, develop freedom to experiment creatively, master skills in various techniques, and form meaningful communication of original ideas. Classes offer students the opportunity to develop creative problem-solving skills. Through evaluating, critiquing, and articulating ideas, students grow in appreciation and understanding of other artists' work as well as make connections to art throughout the ages. As a department, we hope to facilitate aesthetic appreciation and artistic development in students who choose art as an enrichment as well as in students who choose art as a career.*

**ANIMATION 1 — 1/2 Unit of credit**

*Prerequisite: None*

**Freshmen, Sophomores, Juniors, Seniors**

In this semester course, students learn the theory and technique of various types and styles of animation, including stop motion, claymation, cel animation, and 2D computer animation in Flash. They will learn to edit sound and video to enhance their animation. Students will study the history of animation and learn to critique contemporary animation. This course is project based learning and students will complete animated shorts in all medium studies.

**ANIMATION 2 – 1/2 Unit of credit**

*Prerequisite: Animation 1*

**Freshmen, Sophomores, Juniors, Seniors**

In this semester course, students will explore advanced animation techniques in Flash and be introduced to the 3D software, Maya. Students will model, texture, and animate in 3D space. Students will demonstrate their knowledge by completing in-class assignments throughout the semester.

**ANIMATION 3 – 1/2 Unit of credit**

*Prerequisite: Animation 2*

**Sophomores, Juniors, Seniors**

In this semester course, students will be able to apply knowledge gained in Animation 2 through visual storytelling to create an animated video short in Flash and Maya. Students will learn advanced techniques in Maya including dynamics, constraints, skeletons and inverse kinematics. Students will also create a game in Flash using action scripting 3.0

**ANIMATION 4 – 1/2 Unit of credit**

*Prerequisite: Animation 3*

**Sophomores, Juniors, Seniors**

In this advanced course, students will be able to create an animated movie through character development and visual story storytelling. Character modeling will be emphasized for those interested in the Gaming Industry. Students will create a website in Flash where they may publish their portfolio of animated work. Students may choose their medium from all studied in previous course work, clay, cel, 2D or 3D CG.

**ART 1 — 1/2 Unit of credit**

*Prerequisite: None*

**Freshmen, Sophomores, Juniors, Seniors**

This semester course is the Art Department's foundation course. It explores the individual elements of design while introducing the student to a variety of media and techniques through examples, demonstrations, and experimentation. Projects include drawing and shading, tempera painting, one point perspective, scratchboard, and functional or sculptural clay. This is a course which helps the student identify his/her particular areas of interest or talent.

**ART 2 — 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Art 1*

This semester course is an advanced level of Art 1 which includes many of the same areas of concentration such as drawing, painting, sculpture, but with a variety of new materials and skill goals. Projects might include spray or watercolor painting, neriage clay, two-point perspective, printmaking, pastel, or vellum drawing. This course is currently not offered every semester.

**ART STUDIO — 1/2 Unit of credit****Seniors**

*Prerequisite: Art 1, Drawing/Printmaking, and Painting  
Advanced Drawing or Advanced Painting*

Portfolio preparation is offered for those students planning to pursue an art major, minor in college or the AP Studio Art Course at Lake Forest High School. The goal of this course is the presentation of 15 to 20 finished polished pieces of work for acceptance into art school or college art department. Students will initiate new projects as well as rework and refine projects from former art classes. Additional assignments from a prescribed list are used to fill the gaps in an individual student's portfolio. This course is offered in semester increments and often more than one semester is needed to complete the prescribed list.

**AP STUDIO ART: 2-D DESIGN — 1 Unit of credit****Juniors, Seniors**

*Prerequisite: 2 years of Art, including one advanced course, AP Application, 5 piece portfolio and teacher recommendation*

This yearlong advanced course in drawing and painting enables highly motivated students to do college-level work while still in high school. Students learn to articulate their ideas verbally and visually, building a fully-realized and informed body of work. They develop their personal intentions through processes of concept development that include maintaining journals and sketchbooks. Exploring personal, central interests as intensively as possible, the emphasis will be on integrating personal values and interpretations into images and objects. Employing processes of investigation, growth, and discovery, students give form to their personal ideas. At the end of the year, students present selected materials from the work they have done during their high school careers for evaluation by a group of artists and teachers selected by the College Board. Through this required portfolio review, students demonstrate abilities to deal with the fundamental concerns of the visual arts and possibly earn advanced placement, credit, or both at the college level. It is recommended that students take a second art class in this area of concentration.

**CERAMICS 1 — 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: None*

Functional and sculptural forms are constructed from clay using the techniques of hand building, wheel-throwing, sculpting, and relief carving. Students will gain basic wheel-throwing skills. Students will create functional projects that are food safe, microwave safe, and dishwasher safe. Students will work collaboratively to create a group projects. Students will learn basic sculpting skills. Students will gain an understanding and working knowledge of the basic properties of clay and glazing.

**CERAMICS 2 – 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Ceramics 1*

Students will build upon concepts and techniques learned in the previous course. Skill and technique on the potter's wheel is stressed in the creation of a variety of functional forms. Students begin to form their own personal style.

**CERAMICS 3 – 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Ceramics 2*

Students create increasingly more complex forms. Emphasis is increasingly on personal style, while continuing to improve technically. Students choose from hand building, wheel throwing, and or/sculpting.

**CERAMICS 4 – 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Ceramics 3*

This course offers advanced students to continue their study in by choosing an area of interest and creating their own curriculum plan. Students will continue to develop their portfolios and refine their work, and develop a strong voice by evaluating their strengths and weaknesses. Students must be willing to take on the challenge of independent research, project development and execution. Students will create a timeline of due dates, critiques and final project presentation with the approval of the instructor within the first two weeks of the course.

**SCULPTURE – 1/2 Unit of credit****Freshman, Sophomore, Junior, Seniors***Prerequisites: Art 1*

In this semester course, sculpture will explore traditional and modern materials used in additive and subtractive sculpture. Course materials will include, but will not be limited to: wire with plaster, stone, clay, and metal. Techniques and concepts will include but will not be limited to: additive and subtractive sculpting, assemblage, plaster mold making and metal casting. Based on historic and contemporary artwork, students will learn processes and skills needed to make objective and non-objective sculptures. Currently, this course is not offered every semester.

**CRAFTS/DESIGN — 1/2 Unit of credit**

*Prerequisite: None*

**Freshmen, Sophomores, Juniors, Seniors**

This semester class focuses on expressing creative ideas through various craft media with an emphasis on the principles and elements of design. Students will develop skills in areas such as the following: collage, metalworking, bookmaking, batik, glass fusing, and mosaic.

**ADVANCED CRAFTS/DESIGN — 1/2 Unit of credit**

*Prerequisite: Crafts/Design*

**Freshmen, Sophomores, Juniors, Seniors**

Students create increasingly more complex works of art while developing their personal style. Emphasis is placed on fine craftsmanship.

**DRAWING/PRINTMAKING — 1/2 Unit of credit**

*Prerequisite: Art I*

**Freshmen, Sophomores, Juniors, Seniors**

This course allows students to refine the realistic drawing skills examined in Art I as well as more abstract mark-making. Students will create projects in the following media: charcoal, graphite, pastel, colored pencil and linoleum. Units covered include: industrial drawing, portraiture, illustration, figure drawing and linoleum block printing.

**ADVANCED DRAWING/PRINTMAKING — 1/2 Unit of credit**

*Prerequisite: Art I and Drawing/Printmaking*

**Sophomores, Juniors, Seniors**

In this semester course, Advanced Drawing students continue to develop skill in mixed media, Trompe L'oeil (extreme realism) figure drawing, still lifes and drypoint. Personal expression/ideas/statements will be emphasized, as will solid realistic drawing technique.

**GRAPHIC DESIGN 1 — 1/2 Unit of credit**

*Prerequisite: None*

**Freshmen, Sophomores, Juniors, Seniors**

This semester course helps students learn further develop their artistic skills in design through use of the computer. Students will grow in proficiency in Adobe PhotoShop and Adobe Illustrator. Students will spend time exploring branding and corporate identity projects, printing and prepress processes. Through exercises in design fundamentals, student will learn to refine visual thinking to produce powerful graphics. Emphasis will be on generating original images and not relying exclusively on borrowed imagery. They will continue to build creative problem-solving skills in projects such as logo design and self-portraits.

**GRAPHIC DESIGN 2 — 1/2 Unit of credit**

*Prerequisite: Graphic Design 1*

**Freshmen, Sophomores, Juniors, Seniors**

This semester course offers students the opportunity to further develop their artistic skills in design through use of the computer. Students will grow in proficiency in Adobe PhotoShop and Adobe Illustrator. Students will be introduced to Web Page design, exploring the latest technology for cyberspace on the Internet. Students will spend time exploring branding and corporate identity projects, web page design, printing and prepress processes. Through exercises in design fundamentals, students will learn to refine visual thinking to produce powerful graphics. Emphasis will be on generating original images and not relying exclusively on stock photos. They will continue to build creative problem-solving skills in projects such as logo design and ads promoting school/community events.

**GRAPHIC DESIGN 3 — 1/2 Unit of credit**

*Prerequisite: Graphic Design 1 and 2 and Art I*

**Sophomores, Juniors, Seniors**

This semester course, Graphic Design 3 will offer students an opportunity to create pieces for a multitude of purposes, including: non-profit organizations, events marketing and typographic layout. Students will refine their ability to design for different audiences. Advanced layout and conceptual thinking assignments will also be given throughout the semester. Students will be working in Adobe PhotoShop, Illustrator and In Design. We highly recommend students take Art I before taking this course.

**GRAPHIC DESIGN 4 — 1/2 Unit of credit**

*Prerequisite: Graphic Design 3 and teacher recommendation*

**Juniors, Seniors**

This course offers advanced students to continue their study in by choosing an area of interest and creating their own curriculum plan. Students will continue to develop their portfolios and refine their work, and develop a strong voice by evaluating their strengths and weaknesses. Students must be willing to take on the challenge of independent research, project development and execution. Students will create a timeline of due dates, critiques and final project presentation with the approval of the instructor within the first two weeks of the course.

**PAINTING — 1/2 Unit****Sophomores, Juniors, Seniors***Prerequisite: Art 1 and Drawing/Printmaking*

This semester course explores the technique of painting in oils on canvas. Composition is explored through a variety of drawing and painting exercises as well as the study of the renaissance and contemporary painting masters. Color theory and techniques in painting are major components in each project. Students learn to analyze art and express themselves using appropriate visual art vocabulary. A final project is given that is collaborative in nature.

**ADVANCED PAINTING — 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Art 1 and Drawing and Painting*

Students continue to master painting techniques in oils while also experiencing additional painting media. Personal expression of ideas will be emphasized. This course may be repeated with advanced problems given to continue to challenge the student who is serious in painting.

**PHOTOGRAPHY 1 — 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Art 1 or Graphic Design 1*

This semester course is designed to provide students with a foundation in black and white darkroom techniques, processes and 35mm camera operations. The elements and principles of photographic composition are emphasized in a variety of assignments that explore depth of field, the pinhole camera, motion, angle of view, portraiture and self-portraits. Manipulations such as toning, handcoloring, solarization and multiple exposure are also explored. Students will need a manual 35mm film camera for assignments. A field trip to Chicago is taken each semester.

**PHOTOGRAPHY 2 - 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Photography 1*

This course includes an introduction to digital photography while still advancing the student's darkroom skills. Major topics include how the digital camera works, how to digitize images and basic PhotoShop skills. As students develop a personal style or "voice" they will learn approaches and techniques such as high contrast, photo collage, triptych, night photography, motion and studio lighting. Digital portfolios are created that reflect each student's best work. A field trip to Chicago is taken each semester.

**PHOTOGRAPHY 3 - 1/2 Unit of credit****Juniors, Seniors***Prerequisite: Photography 1 and 2*

Photography 3 is a semester course that offers students who have successfully completed both Photo 1 and 2 to refine their photographic technique and printing skills as they explore advanced problems and ideas. Assignments will include lighting, portraiture, photojournalism, panorama, liquid emulsion, and double exposure. Careers in photography will be a topic that will also be examined through research, guest speakers, and field trips. Students will learn about color photography through the use of the digital camera and Adobe Photoshop. Topics in this unit of credit will include digital retouching and manipulation. Digital as well as traditional portfolios of the students work will be created.

**PHOTOGRAPHY 4 - 1/2 Unit of credit****Juniors, Seniors***Prerequisite: Photography 1, 2, 3 and teacher recommendation*

This course offers advanced students to continue their study in by choosing an area of interest and creating their own curriculum plan. Students will continue to develop their portfolios and refine their work, and develop a strong voice by evaluating their strengths and weaknesses. Students must be willing to take on the challenge of independent research, project development and execution. Students will create a timeline of due dates, critiques and final project presentation with the approval of the instructor within the first two weeks of the course.

## BUSINESS EDUCATION

*To provide educational opportunities for the entire student population, the department will offer courses which will develop business, legal, and technological skills and knowledge commensurate with needs identified in the present and the future job market. The department will also prepare students for post-secondary studies in the area of business. In addition, the courses will develop an awareness of career opportunities in the business world, develop responsible consumer and economic behavior, and provide students with a technological foundation. Students enrolled in Business Education courses will have a basis for further study and preparation for entering a technology-oriented market.*

### **ACCOUNTING HONORS – 1 Unit of credit**

**Juniors, Seniors**

*Prerequisite: None*

This two-semester course is designed to give the student a rigorous curriculum in accounting along with many of its applications in personal finance, personal investing (stocks and real estate) and business finance. The course, which uses a college text and replicates the first year of college accounting, can help direct students in their post-secondary education choices. Students will study the basic accounting cycle, sole proprietorship accounting, accounting for payroll systems, the accounting cycle for a merchandising corporation, and accounting for special procedures such as plant assets, depreciation and inventories. This course requires a much greater in-depth study of accounting than the one semester Computerized Accounting course and is far more demanding in both subject content and work load.

### **BUSINESS ENTREPRENEURSHIP — 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors**

*Prerequisite: None*

This semester course provides students with a broad understanding of stock market investments, knowledge of how a business operates and the skills required to successfully create and manage an organization. Emphasis throughout the first six to nine weeks will focus on the stock market with students participating in a stock market project. The second nine weeks of the course will provide students with an actual business workshop where they will administer a business, apply for a company charter, elect officers, issue stock and conduct daily business activities. Consultants from local businesses will assist students in the development of their business organization throughout the semester.

### **BUSINESS EXPLORATIONS — 1 Unit of credit**

**Juniors, Seniors**

*Prerequisite: None*

This two-semester course offers students an opportunity to better prepare themselves for both the world of work and future studies in the area of business. Students will be provided with the skills necessary to succeed both on the job and in business. Topics covered in this course include general business principles, ethics in business, and the study of management and marketing. Critical career activities such as resume writing, goal setting, communication skills, time management and effective team building will also be addressed. In addition to preparing for the world of work, the mandated consumer topics, which include money and banking, consumer credit, advertising, managing income and investments, insurance, housing and taxes are covered. This course is designed to complement work study programs such as the Business Internship Program, the DORS program, the Technology Campus Program and other related school to work programs. The course fulfills the Consumer Education requirement.

### **BUSINESS INTERNSHIP PROGRAM — 2 Units of credits**

**Juniors, Seniors**

*Prerequisite: Concurrent enrollment in Business Explorations*

This program requires students to find an employment opportunity of interest and successfully fulfill job requirements as outlined by the school and employer. Students are required to work a minimum of 15 hours per week and will receive four performance appraisals completed by the employer. Employment serves as a laboratory where students have an opportunity to apply principles and practices that have been discussed in the Business Exploration Course.

### **BUSINESS PRINCIPLES AND MANAGEMENT — 1/2 Unit of credit**

**Juniors, Seniors**

*Prerequisite: None*

This semester course is designed to give students an understanding of the fundamentals and foundations of business and will prepare students for post-secondary studies and careers in the area of business. Students will gain an understanding of the structure of American business and will be exposed to several of the foundations of business including management, production, human relations, labor-management relations, marketing and finance. Students will take part in a labor-relations simulation and be introduced to the concept of entrepreneurship and the creation of a business plan. There will be heavy emphasis on group work and class discussion. This course utilizes simulations, videos and guest speakers.

**BUSINESS TECHNOLOGY/KEYBOARDING – 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: None*

This semester course will focus on many of the essential technological aspects found in a business environment. The early stages of the course will focus on proper keyboarding techniques and speed development which will provide a foundation for the remainder of the course. In addition, students will learn the basic procedures for developing quality business documents and presentations by creating a public relations profile for a school department, sports team, or club of their choice. Primary focus will be on the use of Microsoft Word, PowerPoint, Excel and Publisher.

**COMPUTERIZED ACCOUNTING 1 — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: None*

This semester course provides students with a basic foundation of accounting theory. This is meant as a beginning course in which students will learn both the theory and function of a basic computerized accounting system. The computerized accounting system used in this course is a comprehensive accounting package that rivals many commercial accounting packages used in business today and helps establish an accounting foundation that will be used as a basis for further study and preparation for entering a technology-oriented market.

**COMPUTERIZED ACCOUNTING 2 — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: Computerized Accounting 1*

This semester course will build upon the basic accounting foundation which was provided in Computerized Accounting 1. Students will learn advanced features of accounts payable and accounts receivable transactions, accounting techniques used in a business partnership and corporation, how to utilize financial statements for a corporation, and special accounting tools used in business. The commercial computerized accounting package used in Computerized Accounting 1 will continue to be used throughout this course. Completion of this course will prepare college-bound students for studies in the area of finance and accounting.

**CONSUMER EDUCATION — 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: None*

To enhance consumer competency, this semester course addresses four topics of concern to all individuals: decision making, financial management, resource management and the economy. Areas of study include decision making, consumer action, advertising, earning and managing income, money and banking, savings and investing, consumer credit, life and health insurance, transportation, housing, taxes and our economic system. This course will provide the tools and skills necessary to function as a responsible consumer citizen. The course fulfills the Consumer Education requirement.

**CONTEMPORARY LIVING — 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: None*

This is a semester course in which students are challenged to develop a greater understanding of themselves and those important relationship skills necessary for a meaningful life. Topics covered the first nine weeks focus on the development of one's self-concept, value systems, character growth, personality, communication skills and interpersonal relationships. Topics covered the second nine weeks will expand a student's knowledge of marriage and parenthood and will help increase the student's awareness of future responsibilities and options. This class utilizes field trips, outside speakers, case studies, role-playing and movies, as well as several class projects.

**INTRODUCTION TO FASHION MERCHANDISING — 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: None*

This semester course is designed to provide fundamental knowledge of the fashion field as a foundation for post secondary study and fashion careers. This course covers the nature of the fashion field and how it operates--from the development of fibers and fabrics to the production and marketing of apparel and accessories. Units of study include creating and marketing fashion, predicting the direction of fashion, exposure to different types of apparel, fashion retailing, fashion promotion and careers in the fashion field. This class utilizes case studies, videos and outside speakers, as well as field experience activities.

**LAW 1 — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: None*

This is an introductory semester course in law which is designed to give students a better understanding of our legal system. Major emphasis will be the study of constitutional and criminal law. Topics studied will include the rights of an accused person after arrest, search and seizure and student rights. The study of criminal law will entail using a combination of the textbook and the Illinois Statutes. This combination will provide the students with a better understanding of the different kind of crimes in Illinois and how criminal law process works in Illinois. This course fulfills the Consumer Education requirement.

**LAW 2 — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: Law 1 or Instructional Director recommendation*

This semester course is designed as a continuation of Law 1. Topics include: civil law (lawsuits), contract law and consumer rights. A major area of concentration will be on individual rights. Students will have a better understanding of how the civil sector of the law differs from the public sector; specifically, what a person may do when their individual rights have been violated.

**LAW-H — 1 Unit of credit****Juniors, Seniors***Prerequisite: Instructional Director recommendation*

This two-semester course is a demanding introduction for the student to our legal system. The major emphasis of this course will be in four areas: constitutional law, civil law, criminal law and consumer law. Constitutional law will be taught using case law. Topics studied will include the rights of an accused person after arrest, search and seizure and student rights. The study of criminal law will utilize a combination of the textbook and Illinois Statutes. This will provide students with a better understanding of the different kinds of crimes in Illinois and how the criminal law process works. Other areas of study will be the federal and state court systems, as well as the trial process in the U. S. This course fulfills the Consumer Education requirement.

**MARKETING PRINCIPLES AND PRACTICES — 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: None*

This semester course will cover the principles and practices of marketing and will prepare students for post-secondary studies and careers in the area of marketing or business. Areas of study will include the functions of marketing, market segmentation, market research, product development, pricing, channels of distribution, promotion and advertising and managing the marketing mix. This class utilizes case studies, videos and outside speakers, as well as field experience activities. There is heavy emphasis on teamwork and real life marketing scenarios.

**SELLING PRINCIPLES AND PRACTICES — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: None*

This semester course will cover the principles and practices of professional selling and will prepare students for post-secondary studies and careers in the area of business. Particular emphasis will be placed on developing effective interpersonal communication sales skills through the use of videotaped presentations, role playing and related simulation exercises. Intensive skill building will occur in all areas of the sales process with special emphasis on building rapport, determining buying needs, active listening, managing buying resistance, negotiation, persuasion, recognizing buying signals, closing and taking leave of the interview.

**WEB PUBLISHING 1 — 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: None*

This semester course introduces the Hyper Text Markup Language (HTML), which is the basic programming language for websites. Students will develop an understanding of how the web operates and how it is designed. Students engage in strategic site analysis to determine marketing objectives. Students will then design web pages using essential HTML tags. Students will employ imaging techniques, tables and frames to organize and display materials in a clear and attractive format. Dynamic elements will be introduced.

**WEB PUBLISHING 2 — 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Web Publishing 1*

In this semester course, students will learn to make multi-plane websites. Students will enhance graphic, dynamic and artistic elements using animation and programming languages. Students will develop a community-based site using software engineering principles. Stressing the production and customer relations aspects of website development, students will apply the principles of business in the information age.

## DRIVER EDUCATION

*The Driver Education Department provides instruction to help students acquire appropriate and effective driving skills. It is the goal of the program to identify driving risks and influence individual decision making in order for students to become safe and defensive drivers.*

### **DRIVER EDUCATION — 1/4 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: 15 years old, 8 courses passed within the 2 previous semesters, and a Social Security Number*

This course fulfills the State of Illinois requirement of 30 hours of classroom instruction and six hours of behind-the-wheel driving experience. Students are enrolled by chronological age.

**Classroom:** The class includes information on the highway transportation system and its relationship to the driving task. Classroom instruction includes rules of the road, driving maneuvers, handling emergency situations, car maintenance and driving under the influence unit.

**Behind-the-Wheel:** Students receive six hours of actual on the street driving to develop basic driving skills. Students also learn to read and interpret the traffic scene encountered on the road. Instruction is given in a vehicle equipped with a dual control brake by a certified instructor. This program participates in the Cooperative Licensing Program endorsed by the Secretary of State.

## ENGLISH

*The English Department strives to create an environment and a curriculum that will foster life-long reading, writing and learning as attainable goals for both students and teachers. All Freshman, Sophomore, and Junior courses share common elements and approaches, even as the literature selections and thematic strands of study may vary from course to course. Shared Literature is the study of required texts at each level with the inclusion of literature reflecting multicultural and diverse perspectives (denoted by asterisks in the descriptions that follow). Reading Workshop rounds out the students' reading experience, offering the opportunity to pursue titles and authors of their own choosing. Analysis Writing springs from the literature and reflects the student's growth in critical thinking and writing competency over time. Writing Workshop is a student-centered writing program focusing on self-selected topics and offering instruction in writing technique and regular feedback from peer and teacher audiences. Each student produces, in addition to other forms of assessments, a culminating portfolio, an authentic demonstration of his or her growth over time.*

### **ENGLISH 1 — 1 Unit of credit**

**Freshmen**

*Prerequisite: None*

This course provides students with fundamental reading and writing skills as they explore the central question of “What do story-telling and story-seeking reveal about who we are?” Students read literary works of various genres, arranged thematically to provide multicultural, diverse perspectives. Topics for writing emerge from ideas expressed in the literature. Through personal writing in a workshop format and formal analytical writing, students gain practice in developing well-structured sentences, paragraphs, and essays. Presentations of informative speeches, dramatic performances, and oral interpretation of short scenes from literature strengthen verbal skills and enhance confidence in public speaking. Participation in a regular Reading Workshop encourages reading fluency, personal choice and accountability, and the enjoyment of self-selected titles. This course is taught in conjunction with the English/Reading course (see Reading). Students enrolled in English 1 are required to take both courses concurrently and will receive two English credits for the two courses.

### **ENGLISH 1 CP — 1 Unit of credit**

**Freshmen**

*Prerequisite: None*

This course introduces college-bound students to rich and varied examples of Western Literature that focus on universal themes of character and experience. The essential question explored throughout the course is, “What do story-telling and story-seeking reveal about who we are?” A variety of texts and genres, some of them multicultural in nature, will provide the basis of student discussion and written analysis of the writer/story-teller will supplement the literature component. Integrated into this study are writing, speaking, and performance experiences fluency, personal choice and accountability, and the enjoyment of self-selected titles.

### **ENGLISH 1 H — 1 Unit of credit**

**Freshmen**

*Prerequisite: None*

This course introduces students to the origins of literary forms and motifs in Western literature with a focus on the concept of story-telling and story-seeking. They study the Old Testament in *The Bible As/In Literature* and Shakespearean drama through *Romeo and Juliet*. These required texts will be augmented by a selection of additional contemporary, traditional, and multicultural texts, chosen by the teacher. Throughout the course, students learn the importance of structure in interpreting literary forms and note the recurrence of archetypal characters, experiences, and themes. They develop their ability to think critically and employ this skill in their writing as well as in class discussions and oral presentations. Creative and analytical writing are supplemented by a Writing Workshop program that encourages and guides the student towards development of a personal writing voice. In addition, Reading Workshop offers students the opportunity to explore reading through self-selected titles.

## ENGLISH 2

### ENGLISH 2 — 1 Unit of credit

Sophomores

*Prerequisite: English 1 or current teacher recommendation*

This course focuses on the question of what it means to be an American as it explores the self-discovery that emerges from the struggle for self- Course texts in various genres offer students the opportunity to consider and reflect on course themes from a variety of perspectives. English 2 unit in which students will work on oral presentation skills. They will pursue independent reading of self-selected titles through the Reading Workshop component of the course.

### ENGLISH 2 CP — 1 Unit of credit

Sophomores

*Prerequisite: English 1 CP or current teacher recommendation*

This course centers on the question of “What is the American experience?” It provides students with an overview of American Literature, focusing on the importance of the individual in society, the relationship of the individual to society, and the complexities of the American experience. A selection of required texts in various genres, as well as a multicultural text, will give students the opportunity to explore these themes from varying perspectives throughout the year. Students develop writing skills through analytical papers, personal essays, and a workshop-centered creative writing program. Selected dramatic scenes, oral interpretations, and a persuasive unit will hone students’ speaking and listening skills. Through Reading Workshop, students will pursue independent reading choices.

### ENGLISH 2 H — 1 Unit of credit

Sophomores

*Prerequisite: English 1 H or current teacher recommendation*

This course explores the complexities of American culture through study of classic and multicultural texts. Students study transcendentalism as a philosophical foundation for American literature and how subsequent authors shape and apply these ideas. Students will explore the central question, *How do the voices of America evolve as individuals discover their identities in relation to their social context?* While investigating this course theme, students also develop skills to become more sophisticated readers, writers, and speakers: They improve as writers through analytical, personal, and creative writing; they gain experience in public speaking through the preparation and presentation of a persuasive speech; and they refine independent reading tastes in reading workshop by exploring diverse genres.

## ENGLISH 3

### ENGLISH 3 — 1 Unit of credit

Juniors

*Prerequisite: English 2 or current teacher recommendation*

Students in this course will focus on the following essential question: *What factors shape our life’s journey and to what extent can we say that we are creating ourselves?* Students in the course will develop reading, writing, and vocabulary skills through the four major components of the course: shared literature, writing workshop, reading workshop, and formal vocabulary study. Shared literature will include units on short stories, poetry and non-fiction as well as the following novels: *Speak* and *Ordinary People*. Through the workshop structure, students will create individualized reading and writing goals, make choices about their reading selections and writing experiences, and receive individual guidance from the teacher as they work toward their goals.

### ENGLISH 3 CP — 1 Unit of credit

Juniors

*Prerequisite: English 2 CP or current teacher recommendation*

English 3CP studies the question of how much of our journey through life is determined by ourselves and how much is shaped by external influences. Various pieces of English and other European literature, including novels, short stories, plays, and poetry and at least one multicultural book, will provide students the opportunity to explore this theme from different perspectives. The course focuses on listening and speaking skills through formal oral interpretation, informal class discussion, and a performance unit in drama. The students’ study of analytical and personal writing through the Writing Workshop component of the class enhances their understanding of organization, unity, precision of expression, use of evidence, and the development of a writer’s voice. In Reading Workshop, students develop independent reading tastes while exploring diverse genres and writing styles.

### ENGLISH 3 H — 1 Unit of credit

Juniors

*Prerequisite: English 2 H or current teacher recommendation*

This course explores the broader concept of “What Is Art?” Through the study of English and world literature, including novels, short stories, plays, and poetry, as well as a multicultural selection, students will investigate the question of how much the individual can create himself and how much he is created by external factors. Students improve writing skills through analytical assignments and creative writing through the Writing Workshop program. In addition, they refine oral communication skills through participating in informal class discussions and presenting debates, and oral interpretations of literature selections. In Reading Workshop, students develop independent reading tastes while exploring diverse genres and writing styles.

## ENGLISH 4 ELECTIVES

### ENGLISH 4 — Survey 1 (semester 1), Survey 2 (semester 2) – ½ unit of credit each

Seniors

*Prerequisite: English 3*

This course meets the needs of individuals who want to strengthen their background and foundation in several English skill areas: reading and understanding diverse texts, learning to think critically, as well as speaking and writing in a variety of situations and for a variety of purposes. This survey course offers the class the opportunity to sample a variety of the electives that are offered at the senior level. These choices may be drawn from Composition, Contemporary Literature, Drama, Writing and Journalism, Speech, Writing/Critical Analysis of Film, and Writing/Media Literacy. In addition to the writing emphasis in many of the electives, at least one unit of study across the year will focus on Composition or Journalism.

### COLLEGE PREP ELECTIVES -- Seniors, also open to Juniors as a second English course

#### COMPOSITION — 1/2 Unit of credit

Juniors, Seniors

*Prerequisite: English 3 CP or concurrent enrollment in English 3CP*

This semester course is focused on expository writing in preparation for the demands of college level writing assignments. Students write essays from among the major expository genres: process, comparison and contrast, analysis, persuasion, critique, personal essay, etc. Models demonstrate techniques suitable to the various genres. Class operates as a Writing Workshop: students assist in the teaching by their comments, analytical discussions and contributions to class activities. The culmination of the composition course is a writing portfolio that showcases the student's reflection, revision and attention to writing strategies and technical correctness that result in effective written communication. This course may be repeated for credit.

#### CONTEMPORARY LITERATURE: Readers and Writers in Today's World — 1/2 Unit of credit

Juniors, Seniors

*Prerequisite: English 3CP or concurrent enrollment in English 3CP*

This semester course gives students the opportunity to explore authors of their own choice in a reading/writing environment that focuses on contemporary topics in literature and in the real world. Students may choose to study several books by the same author or from the same time period and are encouraged to find reading partners or reading groups to discuss the works read. One text, *A Lesson Before Dying*, will be read and discussed by the entire class. The literature serves as a springboard to the writing that students often encounter in their development as literate members of the reading/writing community. Genres explored include comparison/contrast, analysis, style imitation, the book review, the character sketch, and the personal narrative. As a culminating activity, students design and produce a comprehensive written project. This course is open to students from the college preparatory or honors levels. Honors credit, however, will not be awarded.

#### DRAMA — 1/2 Unit of credit

Juniors, Seniors

*Prerequisite: English 3 CP or concurrent enrollment in English 3CP*

This is a performance class open to juniors and seniors. In fact, it is especially suited to juniors who wish to enhance their skills prior to senior year auditions. In this semester course, units include extensive self-assessment, improvisation, solo and group performances and an emphasis on character development. To that end, we explore techniques advanced by Stanislavski and learn how to read and score scripts to unlock deeper understanding of character and make more dynamic choices. During the semester we will also have brief units on theatre history and other aspects of theatre in order to provide context for the element of performance. Students are encouraged to read and attend plays as individuals to enrich their appreciation of the genre. As a performance class, this course does not have a final exam per se; it has a final performance, which may be anything from monologues to scenes to a full play performed by the class. The text is *Acting Onstage and Off*.

#### GRAMMAR — 1/2 Unit of credit

Juniors, Seniors

*Prerequisite: English 3 or 3 CP or concurrent enrollment in English 3 or 3CP*

This semester course is geared for those students who want to strengthen ownership of their own writing through a better understanding of grammatical structures and punctuation rules. They will learn to recognize problems related to structure and meaning. Students should become more adept at manipulating sentences so that their essays will say what they want them to say, using punctuation that enhances their message. Motivated juniors may be interested in taking this course to help prepare for their college essays and college entrance exams. Students will learn through formal instruction, small group work, hands-on materials, lab sessions, essay writing, peer editing, teacher conferences and a tutorial grammar project. Keeping a grammar journal, making useful notes, and reflecting on learning will be foundational aspects of the course.

#### WRITING AND JOURNALISM 1 — 1/2 Unit of credit

Juniors, Seniors

*Prerequisite: English 3 CP or 3H or concurrent enrollment in English 3CP or 3H*

Through the analytic study of contemporary journalistic texts, students will study the fundamentals of journalistic style and the ethics of journalism: accuracy, objectivity, authenticity, and appropriateness. As an extension and further application of the writing skills they've acquired in English 1-3, they will also gain practical knowledge of and experience in the journalistic mode. Students will create story assignments; gather, report, and edit news; conduct interviews; employ a wide range of research techniques; and design newspaper layout. It is offered as either a College Preparatory or Honors elective for juniors and seniors. Students taking the course for Honors credit will have additional writing and project requirements during the semester. The text for this course is *Journalism Today*. This course may be taken for one semester only.

**WRITING AND JOURNALISM 2 — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: Journalism 1*

Having learned newspaper fundamentals in Journalism 1, students will continue their study of print journalism and begin to explore genres such as broadcasting and photojournalism. Possible topics include investigative reporting, web-based journalism, coverage of global and national issues, research techniques, and independent study. Students will edit the Forest Scout newspaper and continue to hone their own writing expertise as they confer with and mentor newer members of the newspaper staff. The text for this course is *The Elements of Journalism*. Students taking the course for Honors credit will have additional writing and project requirements during the semester.

**POETRY — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: English 3 CP or concurrent enrollment in English 3CP*

The semester course is partly a study in the close-reading approach to poetry analysis, and it is partly a workshop in which students learn poetic techniques by writing poetry. Prior experience in such writing is not required. The *Making of a Poem* as well as other poetry sources may provide models for writing assignments. In-class journals, oral readings and various writing exercises enrich class discussions. A portfolio of major works by the student will be the culminating piece of the course. Students should be prepared to share their ideas and their work.

**SPEECH — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: English 3 CP or concurrent enrollment in English 3CP*

This semester course is a performance class in which students prepare and present a variety of speeches ranging from informational to persuasive. Students will present between six and eight speeches, including a final exam speech. The art of communication is also studied through modeling, reflection and terminology. Students participate in written and role-playing exercises that promote confidence in delivery as well as audience participation.

**WORLD FICTION — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: English 3 CP or concurrent enrollment in English 3CP*

This semester course focuses upon discussion and analysis of fiction written by authors from around the world. Organized in a seminar format, the course is directed by both student and teacher interest. Students spend several weeks learning how to read literary works from various critical perspectives. Students then apply their knowledge of these perspectives to their reading of short stories and novels such as *Things Fall Apart*, *The Metamorphosis*, and other classic texts based in part on student interest. Students learn how cultural patterns, language, history, and symbols shape beliefs. An emphasis is placed on critical reading and analysis writing. Paper topics are generated through individual journal writing and class discussion. Part of the semester may be spent on independent study, structured and approved by both students and teacher. Supplemental books include *Fathers and Sons* and *Les Miserables*.

**WRITING/AMERICAN LITERATURE — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: English 3 CP or concurrent enrollment in English 3CP*

This semester course presents American novels written since World War I: *The Great Gatsby* and *One Flew Over the Cuckoo's Nest* plus two novels chosen from *A Thousand Acres*, *The Joy Luck Club*, and *The Grapes of Wrath*. Students read and analyze the novels from both historical and literary viewpoints. Films of these novels supplement the discussion of the texts. Comprehension assessment is project based, requiring both creative and analytic writing.

**WRITING/BRITISH LITERATURE — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: English 3 CP or concurrent enrollment in English 3CP*

This semester course traces the literary movements within British literature from Anglo-Saxon times to the Romantic period. Discussion, group projects and presentations are essential elements of this course, as students discover how the literature both reflects historical events and also represents the artistic evolution of the English people through language. Selections from our anthology, *The British Tradition*, may include epics, satirical and political essays, fiction, poetry and drama. Students will experiment with many of these styles in their own creative writing, and will continue to hone their analytical skills in essays and exams.

**WRITING/CRITICAL ANALYSIS OF FILM — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: English 3 CP or concurrent enrollment in English 3CP*

This semester course is designed for serious students of film who wish to increase their appreciation of films as art and learn the art of writing about film technique and literary content. Students view a range of classic and contemporary films related to the text, *Understanding Movies*, which covers photography, mise-en-scene, movement, editing, sound, acting and directing. The course requires written film analysis and criticism, journal response, projects such as storyboards and careful reading of the text.

**WRITING/MEDIA LITERACY — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: English 3 CP or concurrent enrollment in English 3CP*

This course encompasses both a historical as well as a contemporary view of the American Mass Media and sets as its primary goal the development of media-literacy. Through the analysis of print and non-print texts, the student will gain a critical perspective about the ways in which media exerts its influence upon society's thinking and behaviors. Students will study television, radio, film, print, and electronic media, exploring their function and efficacy as instruments of education, entertainment, and persuasion. This course requires critical reading, active viewing, analytical writing, oral presentations, and participation in creative group projects.

**HONORS ELECTIVES -- Seniors, some courses open Juniors as a second English class****BRITISH LITERATURE H — 1/2 Unit of credit or 1 Unit of credit****Junior, Seniors***Prerequisite: English 3 Honors or English 3CP with current teacher recommendation*

This two-semester course traces the development of English literature from *Beowulf* to the work of contemporary British authors. In their anthology, students will study the different literary movements that have evolved within English history. During the first semester, students shall cover representative works of prose and poetry up to and including the eighteenth century, including a Shakespearean play. In the second semester, students shall begin their study with the pre-Romantics and continue through to contemporary poets and essayists. Students will also read and discuss contemporary British novels. Throughout the year there will be numerous essays, projects and oral reports. Students may take this course either for a full-year or for one semester, either first or second.

**CONTEMPORARY CHICAGO WRITERS H – 1/2 Unit of credit****Juniors, Seniors***Prerequisite: English 3 Honors or English 3CP with current teacher recommendation*

This semester course examines Chicago writers from diverse ethnic backgrounds and both genders. Students learn about the Chicago writer's relationship with his or her urban space. Students explore the following using various texts and multi-media: Chicago's literary voice and identity (and the impact of culture, politics, sociology and history upon it); the "text" of the city's physical space; and the difference between "space" and "place." During the semester, students approach these questions through at least four of the following texts chosen by their instructor: Nelson Algren's *Neon Wilderness* and/or *Never Come Morning*, Sandra Cisneros' *The House on Mango Street*, Richard Wright's *Eight Men*, Stuart Dybeck's *Coast of Chicago*, Saul Bellow's *The Dean's December*, and Robert G. Spinney's *City of Big Shoulders*. Other related articles and supplemental works of Mike Royko, Z.Z. Packer, Ben Hecht, Studs Terkel, James Farrell, etc. will contribute to the course readings. Lecture is alternated with class discussion. Class-projects, critical and creative essays, oral reports, and in-class exams are among the course requirements.

**DRAMA H – 1/2 Unit of credit****Juniors, Seniors***Prerequisite: English 3 Honors or English 3CP with current teacher recommendation*

This is a performance class open to juniors and seniors. In fact, it is especially suited to juniors who wish to enhance their skills prior to senior year auditions. This course is for students who have shown a high degree of proficiency in English and in drama. Additional performances, outside reading and research designed to challenge the exceptionally motivated student will distinguish the requirements for honors credit from the CP course. This semester course includes extensive self-assessment, improvisation, solo and group performances and an emphasis on character development. To that end, we explore techniques advanced by Stanislavski and learn how to read and score scripts to unlock deeper understanding of character and make more dynamic choices. During the semester we will also have brief units on theatre history and other aspects of theatre in order to provide context for the element of performance. Students are encouraged to read and attend plays as individuals to enrich their appreciation of the genre. As a performance class, this course does not have a final exam per se; it has a final performance, which may be anything from monologues to scenes to a full play performed by the class. The text is *Acting Onstage and Off*.

**GRAMMAR AND COMPOSITION H - 1 Unit of credit****Juniors, Seniors***Prerequisite: English 3 Honors or English 3CP with current teacher recommendation*

Grammar and Composition is an honors-designated elective for students who wish to study grammar and punctuation in the context of a composition class, thus enhancing both the grammar and the composition aspects of the class. Students taking this class should be prepared for a rigorous, fast-paced course of study. Students will improve their writing proficiency by learning to recognize problems of structure and clarity in their own writing. The course will concentrate on how students can acquire a wider knowledge of sentence patterns and structures by acquainting the students with numerous examples of writing styles. Through teacher-student conferences and essay writing, students will improve their command of English grammar by applying grammar principles to their writing. Motivated juniors may be interested in taking this course to help prepare for their college essays and college entrance exams.

**CREATIVE WRITING H — 1/2 Unit of credit****Seniors**

*Prerequisite: A minimum grade of “B” in the first semester of English 3 CP or English 3 Honors and/or teacher recommendation. A creative piece (500 words) written on the instructor’s topic is also required for admission.*

Creative Writing is designed for serious writers who want not only to practice their writing, but also to gain expertise as writers in a collaborative environment. Creative Writing is a workshop course, offering students the freedom to explore different topics, formats, and techniques. Students are required to spend time outside of class writing journal entries, poems, short stories, or plays. They will also have frequent opportunities in class to respond to class writing prompts designed to move student writing forward or in new directions. Conferences with peers and the teacher will guide the revision process. A key component of the course is the submission of a polished semester portfolio. Students are encouraged to prepare manuscripts for Scholastic Writing Awards and other contests and for submission to *Young Idea*.

**WRITING/HUMANITIES I: Western Philosophy, the Arts and Literature — 1/2 Unit of credit****Seniors**

*Prerequisite: A minimum grade of “A” in English 3 CP or “B” in English 3 H and/or current teacher recommendation*

This course focuses on the writings of Western thinkers who have shaped the collective Western perspective, from the ancient Greeks to the existentialists and other twentieth century philosophers. Students explore recurring questions that philosophers, authors and artists have raised about the essential nature of human experience, including our conceptualizations of a metaphysical world, our social context and how it raises questions about our identities, and the moral, spiritual and intellectual aspects of ourselves. The course text, *Questions That Matter*, introduces students to the study of philosophy, and supplemental interdisciplinary units on historical time periods and artistic movements may be used to allow students to explore the socio-cultural contexts of these philosophical ideas. Readings, discussions, debates, presentations and a variety of writing experiences are essential components of the course. Students produce a multi-media project as a final assessment.

**WRITING/HUMANITIES II: Non-Western Philosophy, the Arts and Literature – 1/2 Unit of credit****Seniors**

*Prerequisite: A minimum grade of “A” in English 3CP or “B” in English 3H and/or current teacher recommendation*

Students explore non-Western and non-marginalized voices through cultural studies and the examination of literature, fine arts, and philosophy. Units of study may include Native American and African cultures, Middle Eastern and Eastern religions, feminism and “the Other” as a factor of identity. Readings, discussions, debates, presentations and a variety of writing experiences are essential components of the course. Optional course texts include *Readings from the Roots of Wisdom; Ceremony; Weep Not; Child; The Death of Vishnu; and Red Azalea*.

**LITERARY ANALYSIS AND CRITICISM AP (AP English Literature and Composition)****1/2 Unit of credit or 1 Unit of credit****Seniors**

*Prerequisite: A grade of “A” or “A-” in both first and second semester of English 3 H and/or Department Chair recommendation*

Students accepted for Advanced Placement English must present evidence of the superior quality of their motivation and must understand clearly what is expected before registering for the program. Students will learn to approach literary criticism primarily through the close-reading method of analysis. First-semester begins with Burton Raffel’s translation of *Beowulf*, a classic hero myth providing a view of law, morality, and good and evil that will serve as a backdrop for the remaining literature of the course. Students will study texts selected by their teacher from the list below, including representative European and American plays, novels, essays, short stories, and poems. Significant works will be covered each semester as central themes are investigated and developed. Students entering or continuing into the second semester will find the literature selections to be non-repetitive and with integrity of their own, expanding upon the thematic strands explored during first semester. In conjunction with the reading and class discussion, great emphasis is placed on writing: both analytical and creative essays are emphasized, and both in-class and out of class writing is practiced. Additional assignments include oral and written projects and presentations, in-class themes, and tests. The titles from which each semester’s study will be drawn include: *Beowulf, Hamlet, Madame Bovary, Crime and Punishment, Heart of Darkness, Catch-22, Beloved, The Great Gatsby, The Things They Carried, Joseph Andrews, Pygmalion, The Metamorphosis, Story and Structure, and Sound and Sense*. Students are expected to take the Advanced Placement Exam as part of this course.

## HEALTH

*Health education seeks to provide a learning climate which fosters personal growth with an exploration and understanding of current health related topics as they apply to the student's total well being. A forum which provides for open discussion on personal topics will be provided. State mandated objectives for the course will also be met.*

### **ADVANCED HEALTH — 1/2 Unit of Credit**

**Junior, Senior**

*Prerequisite: Health*

This is a special one semester course in which the curriculum and methodology both challenge and enhance student awareness, prevention and strategies in the area of health promotion. Program emphasis is placed on increasing the students' use of research, statistical analysis, and evaluation of the most current health issues. Topics include Environmental Health, Consumer Health, Drugs and Alcohol, Human Growth and Development, etc. Service learning is an important component of the course. This class provides students the tools to articulate micro and macro solutions and prevention to health issues enabling students to live a healthy lifestyle. This course may only be taken once.

### **BASIC HEALTH — 1/2 Unit of credit (Offered in 2011-2012)**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: Instructional Director recommendation*

For qualified students, this course explores health-related issues currently facing youth today. Such topics include first aid and safety, stress and mental health, nutrition and wellness, communicable and non-communicable diseases, substance use and abuse, body systems, human reproduction, birth, growth development and aging. This course is taught in a structured environment with lectures, discussions and video geared to the student's appropriate ability level. Tests and quizzes will be given throughout the semester and students will complete a computer-based research project. Individual differences and specific student needs will be addressed.

### **HEALTH – 1/2 Unit of Credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: None*

Health is a state-mandated, required course for graduation. Course expectations are comparable to levels of study in other core academic classes. Health Education today is considered to be a health science class that explores health-related issues currently facing youth today. Units of study include a comprehensive understanding of all dimensions of wellness (physical, mental, emotional, and social). Topics addressed are current even issues as well as long-standing concerns to our overall levels of wellness. Emphasis is placed on personal ownership of one's health and choices in ever dimension of wellness. Assessments will be given throughout the semester with a cumulative final exam at the end of the semester .

### **HEALTH and WELLNESS FOR LIFE — 1 Unit of credit**

**Freshmen**

*Prerequisite: None*

This full-year health education course not only meets the state's requirement for health credit but also provides a unique opportunity for freshmen students to integrate into the LFHS community. In-depth topics include all dimensions of health: physical, mental, emotional and social. The class's proactive approach also includes executive functioning skills, orientation to building resources, and social-emotional and leadership skill-building. Interactions with counselors, social workers, and deans allow students to interact with the adults who will work with them for all four years of high school. Upperclassmen mentors are integral to the class, providing leadership and transition support. Health and Wellness for Life directly supports the Board of Education's goal to "integrate into the culture, curriculum, and activities of Lake Forest High School a broad system of support for students to maximize personal growth, character development and well-being."

## MATHEMATICS

*The Mathematics Department of Lake Forest High School will prepare students for life in a increasingly technological world in the following core areas: problem solving, logical reasoning, communicating mathematical ideas, applying mathematics to real-world situations and using technology as a mathematical tool to solve mathematical problems. We will maintain learning environments and classroom situations in which students can develop confidence in the above endeavors.*

<b>Class of 2013</b>
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	<u>FRESHMAN</u>	<u>SOPHOMORE</u>	<u>JUNIOR</u>	<u>SENIOR</u>
Concept	Math 1 →	Algebra 1-A →	Algebra 1-B ↘	Plane Geometry ↗
		Math 2 →	Algebra ↗	
Skills	Algebra 1-A →	Algebra 1-B →	Plane Geometry →	Algebra 2
College Prep	Algebra 1 Plus or Algebra 1 } ↗	P/S Geometry →	Advanced Algebra →	College Algebra/Trig.
		Plane Geometry →	Algebra 2 →	Trigonometry, Statistics & Quantitative Literacy
Accelerated	Advanced Algebra Accelerated →	P/S Geometry Accelerated ↗	Pre-Calculus ↗	AP Calculus (AB)
			College Alg./Trig. ↗	AP Statistics
				Calculus CP
				Senior Math Topics
Honors	Advanced Algebra Trig H →	P/S Geometry H →	Math Analysis Honors →	AP Calculus (BC)
				AP Calculus (AB)
Honors 8 <sup>th</sup> grade AATH	P/S Geometry H →	Math Analysis H →	AP Calculus (BC) →	Multivariable Calculus and Advanced Topics in Mathematics Honors
			AP Computer Science →	Advanced Computer Science Honors
				AP Computer Science

→ Indicates normal progression

Students may change from one level to another with the recommendation of the Instructional Director

## Class of 2014, 2015 and 2016

	<u>FRESHMAN</u>	<u>SOPHOMORE</u>	<u>JUNIOR</u>	<u>SENIOR</u>
Concept	Math 1 → ↘	Algebra →  Math 2 →	Plane Geometry →  Algebra →	Algebra 2  Plane Geometry
Skills	Algebra →	Plane Geometry →	Algebra 2 →	Trigonometry, Statistics & Quantitative Literacy
College Prep	Intermediate Algebra } → ↘	P/S Geometry → ↘  Plane Geometry →	Advanced Algebra →  Algebra 2 →	College Algebra/Trig.  Trigonometry, Statistics & Quantitative Literacy
Accelerated	Advanced Algebra Accelerated →	P/S Geometry Accelerated ↗ ↘	Pre-Calculus ↗ ↘ College Alg/Trig ↗ ↘	AP Calculus (AB) AP Statistics Calculus CP Senior Math Topics
Honors	Advanced Algebra Trig H →	P/S Geometry H →	Math Analysis H ↗ ↘	AP Calculus (BC) AP Calculus (AB)
Honors 8 <sup>th</sup> grade AATH	P/S Geometry H →	Math Analysis H →	AP Calculus (BC) →	Multivariable Calculus and Advanced Topics in Mathematics Honors
			AP Computer Science →	Advanced Computer Science Honors
				AP Computer Science

→ Indicates normal progression

**ADVANCED ALGEBRA — 1 Unit of credit****Juniors, Seniors***Prerequisite: Plane and Solid Geometry with current teacher or Instructional Director recommendation*

This course assumes the student understands the concepts, and exhibits competency in the skills of Algebra I. It is designed for the serious math student who will take additional math courses at a higher level. In addition to studying the traditional topics of Algebra I at a more advanced level, there is study of the field of real numbers, the field of complex numbers, conic sections, and exponential and logarithmic functions. Students will learn to visualize various relations and functions through graphing on the coordinate plane both manually and by using graphing calculators and computer programs. Successful completion of this course will satisfy the prerequisite for enrollment in College Algebra and Trigonometry.

**ADVANCED ALGEBRA ACCELERATED – 1 Unit of credit****Freshmen***Prerequisite: Student has mastered Algebra 1 in the middle school and has not previously taken a geometry course*

This course is designed for the serious math student who will take additional math courses at a higher level and assumes the student has mastered the concepts and exhibits competency in the skills of Algebra 1. In addition to Algebra 1, there is a study of real numbers, the field of complex numbers, rational expressions, and exponential and logarithmic functions. Students learn to visualize various relations and functions through graphing on the coordinate plane both manually and by using graphing calculators and computer programs. Successful completion of this course will satisfy the prerequisite for enrollment in Plane and Solid Geometry Accelerated. This course is similar to our present Advanced Algebra course but is designed for accelerated freshmen in our new math sequence. It will not require the concept of proof that is taught in geometry.

**ADVANCED ALGEBRA AND TRIGONOMETRY H — 1 Unit of credit****Freshmen***Prerequisite: Student has mastered Algebra 1 in the middle school with current teacher or Instructional Director recommendation*

This course is designed for very talented mathematics students who plan at least a four-year sequence in mathematics. The content of this course is similar to Advanced Algebra but it is a more challenging course in that the topics are covered in a more rigorous way. There is an increased emphasis on proof and analytical methods. Considerable time is spent on trigonometry which is presented as a class of periodic functions. Trigonometric identities are studied and applications are made using the law of sines and the law of cosines. Problem solving is a major strand of this course. Successful completion of this course will satisfy the prerequisite for enrollment in Plane and Solid Geometry Accelerated.

**ADVANCED COMPUTER SCIENCE HONORS – 1 Unit of credit****Juniors, Seniors***Prerequisite: AP Computer Science or significant programming experience and current teacher or instructional Director recommendation*

This course is the next course taken after AP Computer Science. Advanced data structures are covered including stacks, queues, linked lists and trees. Also, advanced algorithms are analyzed. Design, documentation and testing of programs will be emphasized.

**ADVANCED TOPICS IN MATHEMATICS H — 1/2 Unit of credit****Seniors***Prerequisite: Multivariable Calculus and current teacher or Instructional Director recommendation*

This semester course builds on the concepts of multivariable calculus, and challenges students to apply the calculus of higher dimensions and principles of linear algebra to a variety of problems in science and business. Students will use computer software to discover and demonstrate relevant theory and concepts, and will engage in problem based learning activities. Students will also have the opportunity to do independent research in other areas of advanced mathematical study, such as: computer animation, chaos, fractals, electronic privacy, telecommunications, code encryption and cracking, computer simulations, and market analysis.

**ALGEBRA 2 — 1 Unit of credit****Juniors, Seniors***Prerequisite: Plane Geometry (or Plane and Solid Geometry) with recommendation of current teacher or Instructional Director*

This course is designed for those students who do not intend to pursue a math-related course of study at the college level. A review of Algebra 1 concepts and skills will be followed by topics studied in Advanced Algebra but presented in a less rigorous manner. These will include inequalities, graphing, probability and simple statistics, trigonometry of the right triangle and the conic sections. Successful completion of this course will satisfy the prerequisite for enrollment in Trigonometry/Statistics.

**AP CALCULUS (AB) — 1 Unit of credit****Juniors, Seniors***Prerequisite: Precalculus and current teacher or Instructional Director recommendation*

This course is intended for students who have a thorough knowledge of algebra, axiomatic geometry, trigonometry and analytic geometry. Topics include functions, graphs, limits, continuity, derivatives, applications of derivatives, anti-derivatives, applications of anti-derivatives and the definite integral. Students are expected to take the Advanced Placement Exam as part of this course.

**AP CALCULUS (BC) — 1 Unit of credit****Juniors, Seniors***Prerequisite: Math Analysis H and current teacher or Instructional Director recommendation*

All of the topics in Calculus AB are taught. Additional topics include: vector functions, parametric equations, a rigorous definition of limit, complex integration techniques, areas bounded by polar curves, differential equations and a thorough study of sequences and series. The content of Calculus BC is designed to qualify students for placement and credit one semester beyond that granted for Calculus AB. Students are expected to take the Advanced Placement Exam as part of this course.

**CALCULUS CP — 1 Unit of credit****Seniors***Prerequisite: Precalculus or College Algebra/Trigonometry with current teacher or Instructional Director recommendation*

This course is intended for students who have a knowledge of algebra, geometry, trigonometry, and precalculus. Topics include: functions, graphs, limits, continuity, derivatives, applications of derivatives, anti-derivatives, applications of anti-derivatives, definite integrals, and applications of the definite integrals. There will also be topics on combinatorics, graph theory, trees, counting techniques, and logic. This course will emphasize the use of technology to solve real world applications.

**COLLEGE ALGEBRA AND TRIGONOMETRY — 1 Unit of credit****Juniors, Seniors***Prerequisite: Advanced Algebra or Plane & Solid Geometry Accelerated with current teacher or Instructional Director recommendation*

This precalculus course is designed for students preparing to take Calculus CP. Topics include: properties, graphs and applications of polynomial, rational, exponential, logarithmic and trigonometric functions; complex numbers, sequences, and series. The graphing calculator will be used extensively as both an instructional and a problem-solving tool. This course does not meet the prerequisite for Advanced Placement Calculus.

**AP COMPUTER SCIENCE — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Plane and Solid Geometry or current teacher or Instructional Director recommendation*

The curriculum and course content will be the College Boards' Advanced Placement Computer Science course. Topics covered include problem solving, object oriented programming and data structures. Design, documentation, and testing of programs will be emphasized. Students are expected to take the Advanced Placement Exam as part of this course.

**ALGEBRA — 1 Unit of credit****Freshmen, Sophomores, Juniors***Prerequisite: Current teacher or Instructional Director recommendation*

This course is designed for students who have basic arithmetic skills but who need additional practice to master algebraic concepts. The curriculum of this course will be limited to the essential topics of a first-year Algebra course; however, these select topics will be covered in greater depth. The topics will include: (1) solving linear equations and inequalities, (2) graphs of linear equations and other topics related to the Cartesian coordinate system, (3) solving systems of equations, (4) basic operations with polynomials, (5) factoring and solving quadratic equations. Successful completion of this course will satisfy the prerequisite for enrollment in Plane Geometry.

**INTERMEDIATE ALGEBRA — 1 Unit of credit****Freshmen***Prerequisite: Current teacher or Instructional Director recommendation*

This is the first high school mathematics course for students who plan three or four years of college preparatory mathematics. Students who take this course should be competent in basic arithmetic skills, abstract reasoning, and working with the symbols of mathematics. Also, the student has received significant exposure to algebra topics. In this course, topics include: (1) the real number system, (2) operations with polynomials, (3) solving first and second degree equations and inequalities in one and two variables, (4) solving systems of equations and inequalities, (5) factoring and solving quadratic equations, (6) rational expressions, (7) graphing in one and two dimensions, (8) word problems, (9) operations with radicals, (10) laws of exponents, and (11) functions and relations. Problem solving techniques are emphasized throughout the course. Successful completion of this course will satisfy the prerequisite for enrollment in Plane and Solid Geometry.

**MATH 1 — 1 Unit of credit****Freshmen***Prerequisite: Current teacher or Instructional Director recommendation*

This laboratory course is designed primarily for freshmen who require a review of the basic skills necessary for Algebra A. The major emphasis will be to develop and reinforce skills in performing the four arithmetic operations on whole numbers, fractions and decimals. It also includes a comprehensive treatment of the metric system, informal geometry, statistics and basic consumer applications of earning, spending, borrowing and investing money. A considerable amount of daily work is assigned in order to develop the necessary skills. Successful completion of this course will provide the preparation necessary for Math 2 or Algebra 1.

**MATH 2 — 1 Unit of credit****Sophomores***Prerequisite: Math 1 with current teacher or Instructional Director recommendation*

This course is designed for the student who has successfully completed Math 1 and is not ready for the abstractions of Algebra 1. Non-sequential units of length one, two or three weeks developed around topics of real world applications will be the major thrust. The topics will include estimation, rounding, calculator skills, following and giving directions, formula usage, tables and charts, statistics, problem solving, probability, measurement and geometric constructions. Successful completion of this course will provide the preparation necessary for success in Algebra 1 and/or Consumer Math.

**MATH ANALYSIS H — 1 Unit of credit****Sophomores, Juniors***Prerequisite: Plane & Solid Geometry H with current teacher or Instructional Director recommendation*

This is a Precalculus course for mathematically talented students. It reviews and extends topics covered in previous math courses. New topics include an in-depth study of elementary functions and their limits, vector analysis, polar coordinates and polar equations, mathematical induction, and derivatives of polynomial, logarithmic, trigonometric and exponential functions. Successful completion of this course will satisfy the prerequisite for enrollment in AP Calculus (BC).

**MULTIVARIABLE CALCULUS H — 1/2 Unit of credit****Seniors***Prerequisite: AP Calculus (BC) and current teacher or Instructional Director recommendation*

Multivariable Calculus is a third semester of calculus. Its topics include: vectors in a plane and space, partial differentiation, multiple integration and vector calculus.

**PLANE GEOMETRY — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Algebra I or Algebra B with current teacher or Instructional Director recommendation*

This course covers traditional geometry topics through observation, measurement, intuition and induction. Students are also introduced to the methods of deductive proof. Successful completion of this course will satisfy the prerequisite for enrollment in Algebra 2.

**PLANE AND SOLID GEOMETRY — 1 Unit of credit****Sophomores***Prerequisite: Algebra or Intermediate Algebra with current teacher or Instructional Director recommendation*

This course covers traditional Euclidean geometry topics with emphasis on synthetic, deductive proofs. Some topics from three-dimensional geometry are also studied. Topics from coordinate geometry are covered to show an alternative approach to studying the content of geometry. Successful completion of this course will satisfy the prerequisite for enrollment in Advanced Algebra.

**PLANE AND SOLID GEOMETRY ACCELERATED – 1 Unit of credit****Sophomore***Prerequisite: Advanced Algebra Accelerated or Advanced Algebra Trig H*

This course assumes that the student understands the concepts and exhibits competency in the skills of Advanced Algebra Accelerated. It covers traditional Euclidean geometry topics with emphasis on synthetic deductive proofs. Some topics from three-dimensional geometry are also studied. Topics from coordinate geometry are covered to show an alternative approach to studying the content of geometry. Successful completion of this course will satisfy the prerequisite for enrollment in Precalculus or College Algebra and Trigonometry.

**PLANE AND SOLID GEOMETRY H — 1 Unit of credit****Freshmen, Sophomores***Prerequisite: Advanced Algebra Trigonometry H with current teacher or Instructional Director recommendation*

Students who request this course should have high ability and achievement in both mathematics and reading. In addition to the topics covered in the Plane and Solid Geometry course, non-Euclidean geometry, right triangle trigonometry and transformation geometry are studied. Inductive methods and reasoning are used extensively to introduce concepts, logic, deductive proofs, and problem-solving techniques are emphasized. Projects are assigned. Successful completion of this course will satisfy the prerequisite for enrollment in Math Analysis H.

**PRE-CALCULUS — 1 Unit of credit****Juniors, Seniors***Prerequisite: Plane & Solid Geometry Accelerated or Plane & Solid Geometry Honors with current teacher or Instructional Director recommendation*

This is a third year of algebra and a full course in trigonometry. It enhances the knowledge and skills for students who are very strong in the concepts of Advanced Algebra. New topics include an introduction to polar coordinates and equations, convergence and divergence of series, mathematical induction and functions and their limits. Because of the content of this course, students should be prepared to spend more time and effort than in previous courses. Successful completion of this course will satisfy the prerequisite for enrollment in AP Calculus (AB), AP Statistics or Calculus CP.

**SENIOR MATH TOPICS – 1 Unit of credit****Seniors***Prerequisite: Trig/Stats/Quantitative Literacy, Precalculus, or College Algebra/Trigonometry*

This course consists of the study of Non-Western mathematics, the development of calculus, mathematics of the 18<sup>th</sup> and 19<sup>th</sup> centuries, Non-Euclidean geometry, number theory, Diophantine equations, probability theory, and set theory. Topics will also include the mathematics of art, music, and architecture.

**AP STATISTICS — 1 Unit of credit****Seniors***Prerequisite: College Algebra/Trigonometry or Precalculus with current teacher or Instructional Director recommendation*

This semester course is a non-calculus-based introduction to statistics exposing students to four broad conceptual themes: exploring data, planning studies, probability and simulation, and statistical inference. While this course is not as mathematically rigorous as the AP Calculus courses, students must read, write, and analyze at the college level. Students are expected to take the Advanced Placement Exam as part of this course.

**TRIGONOMETRY, STATISTICS & QUANTITATIVE LITERACY — 1 Unit of credit****Seniors***Prerequisite: Algebra 2 or Advanced Algebra with current teacher or Instructional Director recommendation*

This course consists of three areas of study. The three areas will be: 1.) topics of trigonometry, 2.) topics of statistics/quantitative literacy and 3.) an introduction to the mathematics of finance. The topics of trigonometry will include angles and triangles, trigonometric ratios, solving triangles, radian measure, circular functions, unit circle, graphs of trigonometry functions, trigonometric identities and solving trigonometric equations. The majority of the course will be spent on quantitative literacy and statistics in areas including: exploring data using graphs, two-way tables, measures of center and spread, producing data through sampling and experiments, scatterplots, regression analysis, residuals, correlation coefficients, probability, normal distributions, binomial distributions, sampling distributions, tests of significance and confidence intervals. The introduction of the mathematics of finance will employ spreadsheet software to study topics related to mortgages and other debt instruments.

**MUSIC**

*It is the mission of the Lake Forest High School Music Department to offer the highest quality performing and non-performing classes to our students and the community. We strive to instill in our students a sense of responsibility, leadership, musicianship, self-discipline and professionalism through daily rehearsals and performances. The Music Department seeks to promote civility by fostering a professional attitude toward concert etiquette for our students as well as our audience members. It is through these musical organizations, classes and performances that the music staff is able to offer a well-rounded music education to the student body at Lake Forest High School and to instill a life-long love for and involvement in music.*

**MUSIC THEORY****MUSIC THEORY AP — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Teacher recommendation*

This two-semester course is for students who wish to study and analyze the structure of music and will aid the college-bound music major or minor to meet entrance requirements. Students should be prepared to accept significant assignments and examinations as well as work independently in self-directed projects. In addition the mechanics of music, musical aesthetics through composition is explored. Students are encouraged to take the Advanced Placement Exam as part of this course.

**MUSIC THEORY – 1 Unit of credit****Freshmen, Sophomores, Juniors and Seniors***Prerequisites: None*

This two-semester course is designed for students interested in the creative aspects of music. Students will learn to write music and study the various components involved in the structure and performance of music. Students will use various technology related to music including the notation software Sibelius. Students in this class do not need prior experience with music theory. This class is more focused on music composition than the AP class, which focuses on analysis in addition to composition.

**INSTRUMENTAL MUSIC****CONCERT ORCHESTRA — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Intermediate playing level on a string instrument*

This two-semester course is designed for the intermediate string player. Students will learn new skills on their instrument while being exposed to many styles and periods of string instrumental music. This group plays 5 major concerts a year, including Graduation.

**PERCUSSION ENSEMBLE — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Previous experience in a percussion/band program*

This is a yearlong course for percussionists at all levels who are new to the LFHS percussion program. Fundamental performance techniques for snare drum, timpani, mallets, and accessories are stressed, as well as basic music theory and composition skills. Students will perform throughout the year as a percussion ensemble, and with the band at all varsity home football games as members of the LFHS Drumline. Students in this class are eligible to audition for jazz band and pep band.

**SYMPHONIC PERCUSSION — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Percussion Ensemble*

This yearlong course is designed for intermediate level percussionists. Students will perform throughout the year with the Symphonic Band, and as a percussion ensemble, as well as at all varsity home football games as part of the LFHS Drumline. Intermediate level music theory and composition are covered along with a continued emphasis on fundamental playing techniques in all areas of percussion study. Students in this class are eligible to audition for jazz band and pep band.

**ADVANCED PERCUSSION — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Percussion Ensemble and Audition*

This yearlong course is designed for advanced percussionists. Students will perform throughout the year with the Wind Ensemble, Symphony Orchestra, and as a percussion ensemble, as well as at all varsity home football games as part of the LFHS Drumline. Advanced music theory and composition are covered along with a continued emphasis on fundamental playing techniques in all areas of percussion study. This course requires a commitment to practice and attend sectionals outside of class. Students are eligible to audition for jazz band and pep band. Students in Advanced Percussion will have the option of applying and auditioning for Honors placement in the fall. Students accepted into the honors program will attend regular classes, but have additional performance requirements as well as do additional writing, music theory, and ear training. This is a high-level class and only musicians of the highest caliber will be selected. Students should expect to dedicate a substantial amount of time to practice and meeting the course requirements.

**SYMPHONY ORCHESTRA — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Audition required*

This two-semester course is designed for the advanced string instrumental player. Students are exposed to many styles and periods of instrumental music. Members of the orchestra also have the opportunity to play literature scored for full symphonic orchestra. This ensemble may be taken by students who are accepted by audition only.

Students in Symphony Orchestra will have the option of applying and auditioning for Honors placement in the fall. Students accepted into the honors program will attend the regular classes, but have additional performance requirements as well as do additional writing, music theory and ear-training. This is a high-level class and only musicians of the highest caliber will be selected. Students should expect to dedicate a substantial amount of time to practice and meeting the course requirements.

**SYMPHONIC BAND — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Recommendation of previous director or audition*

This year long course is the intermediate-level ensemble for woodwind and brass instrumentalists. Students will build upon individual musicianship and playing skills through the study and performance of etudes/exercises, chamber music, and quality band literature. This ensemble performs at home football games, community events and 4 major concerts per year. Members are eligible to audition for the jazz ensembles.

**SYMPHONIC ORCHESTRA WINDS – 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Music Director recommendation*

This semester course meets five days a week for twenty-five minutes a day throughout the year. Band members playing brass, wind, and percussion instruments join with the String Orchestra to perform symphonic orchestra literature taken from the classical and romantic periods. The Symphonic Orchestra Winds will perform four times during the school year.

**WIND ENSEMBLE — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Audition required*

This year long course is the most advanced ensemble offered for woodwind and brass instrumentalists. Students will build upon individual musicianship and playing skills through the study and performance of etudes/exercises, chamber music, and quality band literature. This ensemble performs at home football games, community events and 4 major concerts per year and requires a commitment to practice and sectionals outside of class. Members are eligible to audition for the jazz ensembles and Symphony Orchestra Winds.

Students in Wind Ensemble will have the option of applying and auditioning for Honors placement in the fall. Students accepted into the honors program will attend the regular classes, but have additional performance requirements as well as do additional writing, music theory and ear-training. This is a high-level class and only musicians of the highest caliber will be selected. Students should expect to dedicate a substantial amount of time to practice and meeting the course requirements.

## VOCAL MUSIC

### **BALLADIERS — 1 Unit of credit**

**Sophomores, Juniors, Seniors**

*Prerequisite: Audition*

This two-semester treble chorus performs choral literature of the highest quality, stressing performances of all types and styles of music. Advanced skills in sight singing, musical reading, vocal production and choral performances are stressed throughout the year. Balladier Singers perform several times a year. Members are eligible to join the Bel Canto Singers, the Madrigal Singers, the Lake Forest High School Glee Club and the Lake Forest High School Hand Bell Choir.

Students in Balladiers will have the option of applying and auditioning for Honors placement in the fall. Students accepted into the honors program will attend the regular classes, but have additional performance requirements as well as do additional writing, music theory and ear-training. This is a high-level class and only musicians of the highest caliber will be selected. Students should expect to dedicate a substantial amount of time to practice and meeting the course requirements. Honor students will be required to perform at LFHS recitals during the school year.

### **CONCERT CHOIR — 1 Unit of credit**

**Sophomores, Juniors, Seniors**

*Prerequisite: Audition*

This two-semester chorus is dedicated to the performance of quality choral literature. Advanced skills in sight singing, vocal fundamentals and music reading are stressed. The group performs several times a year. Members are encouraged to participate in vocal workshops and contests, festivals and ensembles. Members are eligible to join the Bel Canto Singers, the Madrigal Singers, the Lake Forest High School Glee Club, and the Lake Forest High School Hand Bell Choir.

### **FORESTER SINGERS — 1 Unit of credit**

**Sophomore, Junior, Senior Boys  
Junior, Senior Girls**

*Prerequisite: Audition*

This mixed chorus is dedicated to singing the highest quality choral literature. The Forester Singers perform several concerts a year. Members are encouraged to participate in vocal contests, choral festivals and music tours. Members of the Forester Singers are eligible for the following extra-curricular ensembles: Madrigal Singers, the Lake Forest High School Glee Club.

Students in Forester Singers will have the option of applying and auditioning for Honors placement in the fall. Students accepted into the honors program will attend the regular classes, but have additional performance requirements as well as do additional writing, music theory and ear-training. This is a high-level class and only musicians of the highest caliber will be selected. Students should expect to dedicate a substantial amount of time to practice and meeting the course requirements. Honor students will be required to perform at LFHS recitals.

### **MIXED CHORUS — 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: None*

This full-year course meets two or three days a week for full rehearsals and vocal sectionals (treble and basses). Musical note reading, vocal production, conducting and choral music performances are stressed throughout the year. Mixed Chorus performs five times during the year. Members are also eligible to join the Bel Canto Singers, the Select Singers, the Madrigal Singers, the Lake Forest High School Glee Club, and the Lake Forest High School Hand Bell Choir. No audition is required for Mixed Chorus.

### **SELECT SINGERS — 1 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: Audition*

This is a two-semester course. Students audition for this more advanced choral ensemble if they are enrolled in the Mixed Chorus. This class meets five days a week during the same period as Mixed Chorus. Students are provided the opportunity to sing more advanced choral literature.

## READING

*The reading department's mission is captured within the following quotation: "Reading is the sole means by which we slip involuntarily, often helplessly, into another's skin, another's voice, another's soul."*

*By: Joyce Carol Oates*

### **STRATEGIC READING – 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: None*

This course is designed to help students achieve higher levels of comprehension of the increasingly complex texts they face during their high school career, primarily through focusing on comprehension strategies, vocabulary development and fluency building. Students receive direct instruction in strategies they can use during the reading process, including techniques such as activating prior knowledge, surveying features of a text, making inferences, visualizing and summarizing. As they apply these strategies to reading assignments in content area courses and for research projects, they receive individualized instruction and work toward mastery. Language enrichment involves deep processing of curriculum-wide vocabulary with an emphasis on contextual understanding. Fluency develops from ongoing reading experiences as well as from practice in the reading portions of standardized tests, primarily the ACT.

### **ENGLISH/READING — 1 Unit of credit**

**Freshmen**

*Prerequisite: Concurrent enrollment in English 1*

This is a two-semester course taught in conjunction with English 1. This course focuses on improving literal and inferential reading comprehension, vocabulary development, application of skills for all reading based courses, and incorporates learning strategies such as paraphrasing, test taking and sentence writing. Students are assessed and evaluated throughout the year to determine progress made. The classroom format utilizes direct instruction, discussion, independent learning and group work.

## SCIENCE

*The Science Department encourages students to explore all areas of science rather than concentrate two or three years in one discipline. Depending upon qualification and interest, students may enroll in an honors or AP course in one subject area and a college prep level in another. All science courses include related laboratory work. Students who participate in the diverse science curriculum at Lake Forest High School will develop the understandings and habits of mind they need to become scientifically literate and to participate in the decision making processes required by our society.*

### SCIENCE COURSES OFFERED TO:

Freshmen	Sophomores	Juniors and Seniors
Basic Science 1 Biology 1 Biology 1 CP Environmental Geoscience 1 Environmental Geoscience CP	Basic Science 1 Basic Science 2 Biology 1 Biology 1 CP Anatomy & Physiology/Body Mech. Anatomy & Physiology/Body Reg. Environmental Geoscience 1 Environmental Geoscience 1 CP Chemistry 1 CP (*) Chemistry 1 H (*)	Basic Science 1 Basic Science 2 Biology 1 Biology 1 CP Anatomy & Physiology/Body Mech. Anatomy & Physiology/Body Reg. AP Biology Environmental Geoscience 1 Advanced Environmental Geoscience Advanced Environmental Geoscience H AP Environmental Science AP Env Science – A Field Experience Chemistry 1 Physics 1 Materials Science Design (seniors only) Physics 1 CP (*) Chemistry 1 CP(*) Chemistry 1 H (*) AP Chemistry (*) AP Physics (B) (*) AP Physics (C) Mechanics, Electricity and Magnetism(*)

\*CHECK MATHEMATICS REQUIREMENTS IN COURSE DESCRIPTION.

#### ADVANCED ENVIRONMENTAL GEOSCIENCE — 1 Unit of credit in Lab Science

**Juniors, Seniors**

*Prerequisite: 1 year of Biology and 1 year of Chemistry*

Advanced Environmental Geoscience is designed for junior and senior students with strong science backgrounds. A fast paced, analytical approach will be taken when covering the following topics: Environmental Science 1, Human Population, Soil, Topographic Mapping, Diminishing Water Supply and Quality, Groundwater, Mineral Resources Extraction and Consumption, Waste and Recycling, Energy and Energy Alternatives, Atmosphere and Global Warming. In addition, students will participate in a local restoration project in conjunction with Lake Forest Open Lands Association and the City of Lake Forest.

#### ADVANCED ENVIRONMENTAL GEOSCIENCE H — 1 Unit of credit in Lab Science

**Juniors, Seniors**

*Prerequisite: Credit Option – B or better in Chemistry and Honors Math skills and current teacher or Instructional Director recommendation – Honors grading scale*

Advanced Environmental Geoscience Honors is designed for junior and senior students with strong science backgrounds. Students should have previously demonstrated above average abilities in deductive reasoning, computational skills and abstract conceptualization. A fast paced, analytical approach will be taken when covering the following topics: Environmental Science, Human Population, Soil, Topographic Mapping, Diminishing Water Supply and Quality, Groundwater, Mineral Resources Extraction and Consumption, Waste and Recycling, Energy and Energy Alternatives, Atmosphere and Global Warming. In addition, students will participate in a local restoration project in conjunction with Lake Forest Open Lands Association and the City of Lake Forest. Honors credit students will design and conduct an environmental impact study, analyze their findings and justify their recommendations.

**ANATOMY AND PHYSIOLOGY/BODY MECHANICS — 1/2 Unit of credit in Lab Science****Sophomores, Juniors, Seniors***Prerequisite: Biology 1 and current teacher or Instructional Director recommendation*

Anatomy and Physiology/Body Mechanics is a course that offers students a second year of life science. The student who is interested in pursuing a career in medicine or nursing, medical technology, or the student who is just interested in gaining an expanded appreciation for the amazing complexity and organization of the human body, will benefit greatly from this course. Through our studies, students gain an understanding of the inner workings of our systems and the interactions that keep our bodies functioning smoothly. The course delves into the metabolic processes, the unique and specialized cells that make up our bodies, and the skeletal, muscular, and cardiovascular systems. Students will have the hands-on laboratory experience of the Cat Dissection...This mammal has systems that closely resemble human organ systems and the dissection is most beneficial to understanding human anatomy and physiology. The Cat Dissection is a year-long laboratory activity delving into every body system. An in-depth individual student project into the most modern cardiovascular techniques wraps up the first semester's work...This includes a student EKG laboratory using EKG equipment and our laptop computers. . Through laboratory investigations, Internet searches, interactive computer programs and unique projects, students gain an understanding of who we are. Most students will continue on to second semester of this course. This course is offered first semester.

**ANATOMY AND PHYSIOLOGY/BODY REGULATION — 1/2 Unit of credit in Lab Science****Sophomores, Juniors, Seniors***Prerequisite: Biology 1 CP and current teacher or Instructional Director recommendation*

In this course, students will have the opportunity to visit a medical facility and learn first-hand about medical procedures and the human body. Also, during this semester, students will have an opportunity to design a power point presentation that examines and integrates their studies, focusing on the homeostatic mechanisms guiding the balance maintained by the body. Students in this course will delve further into the systems of the body, continue with the year-long dissection and examination of the Cat and study the integration controlled by the nervous and endocrine systems. Students will apply their knowledge and understanding to case studies of human diseases, human embryology, development and inheritance. It is highly recommended that students in this course have completed Anatomy and Physiology/Body Mechanics. This course is offered second semester.

**BASIC SCIENCE 1 — 1 Unit of credit in Lab Science****Freshmen, Sophomores, Juniors***Prerequisite: Current teacher or Instructional Director recommendation*

This course meets the science requirement for graduation. It will be highly flexible, responding to the individual needs of the students. Content will closely conform to the Learning Standards and State Goals. The cross-disciplinary applications of learning will be augmented by a variety of student centered techniques, including problem solving strategies, working in groups and as individuals on projects, using computers to access information, producing data bases and communicating results, opinions and observations. Students will be encouraged to develop design skills and relate science, technology, and society to their work. Learning organizational skills is a major emphasis in this course.

**BASIC SCIENCE 2 — 1 Unit of credit in Lab Science****Sophomores, Juniors, Seniors***Prerequisite: Current teacher or Instructional Director recommendation*

This course will be flexible enough to respond to the special needs of the students enrolled. It will continue on from the first year of Basic Science where the students began their work to develop skills and to understand key concepts. The basis of the first year's work was to integrate the study of all the disciplines of science through the fundamental concept of energy. The unifying concepts were used as the vehicle as often as possible. Here, in the second year, we will also follow a thematic approach using the four unifying concepts as our focus. In the second year of Basic Science, we will continue to build upon the curriculum of the first year, revisiting topics in greater depth and developing links to the unifying concepts, and to those skills associated with problem solving, cooperative learning and design technology.

**BIOLOGY 1 — 1 Unit of credit in Lab Science****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Current teacher or Instructional Director recommendation*

Biology 1 is a survey course of biological topics. Topics for study include animal kingdom, ecology, elemental chemistry and biochemistry, cells, genetics, evolution, dissection, and plants. This course stresses the development of study and organizational skills. It focuses on general biological concepts using a textbook that is written below grade level. Biology 1 emphasizes the use of laboratory activities, demonstrations and class discussions.

**BIOLOGY 1 CP — 1 Unit of credit of Lab Science****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: None*

This is an introductory survey course employing lectures, labs, and outdoor studies to emphasize the following topics: biochemistry, cells, genetics, evolution, plants, animals, and ecology. Students will develop the necessary skills to investigate current biological issues. Homework is given frequently and lab work is extensive, including dissections of some organisms.

**AP BIOLOGY — 1 1/2 Units of credit in Lab Science****Juniors, Seniors**

*Prerequisite: Chemistry 1 CP (with a grade of "A" in the first semester) or Chemistry 1 H (with a grade of "A" or "B" in the first semester) and current teacher or Instructional Director recommendation*

This is a college-level biology course emphasizing biochemistry. Students are expected to do outside reading and writing and to take the Advanced Placement Exam as part of this course. Topics include cell physiology, bacteriology, plant and animal physiology, animal behavior, embryology, genetics, evolutionary theory, and the history and philosophy of biological science. Numerous laboratory activities are included.

**CHEMISTRY 1 — 1 Unit of credit in Lab Science****Juniors, Seniors**

*Prerequisite: None*

This course gives the student a background in chemistry while keeping math computation to a minimum. The majority of the first semester covers topics similar to Chemistry 1 CP: measurement, chemical notation, including elemental and ionic symbols, history of science and technology, atomic structure & nuclear chemistry, energy and fuels, and kinetic theory and gases. The majority of the second semester emphasizes more applied chemistry: bonding, organic chemistry, polymers, food chemistry, food additives, acids and bases, consumer chemistry, chemicals and cosmetics, body chemistry, OTC drugs, mind chemistry, and toxicology.

**CHEMISTRY 1 CP — 1 Unit of credit in Lab Science****Sophomores, Juniors, Seniors**

*Prerequisite: Strong Algebra background is highly recommended*

This is the regular chemistry course at the college preparatory level. Motivation, an ability to work independently, a willingness to meet with the teacher outside of class if necessary, and competency in computational skills and algebra are important for success. Topics include: modern atomic theory (quantum mechanics), chemical reactions, molecular structure, energy phenomena, the mole concept, oxidation/reduction reactions, chemical kinetics, equilibrium, basic organic chemistry, and nuclear chemistry. Laboratory exercises are included.

**CHEMISTRY 1 H — 1 Unit of credit in Lab Science****Sophomores, Juniors, Seniors**

*Prerequisite: Advanced Algebra Accelerated or Advanced Algebra Trigonometry H*

This is a college preparatory course in inorganic chemistry recommended for those students planning careers in science, medicine or engineering. Students should have previously demonstrated above average abilities in deductive reasoning, computational skills, and abstract conceptualization. Topics include: modern atomic theory, the mole concept, chemical periodicity, oxidation/reduction reactions, theories of chemical bonding, chemical energetics, acid-base reactions, rates of reactions, equilibrium, and nuclear chemistry. Laboratory exercises are used where appropriate.

**AP CHEMISTRY — 1 1/2 Unit of credits in Lab Science****Juniors, Seniors**

*Prerequisite: Chemistry 1 CP, or Chemistry 1 H*

Rigorous treatment will be given those topics typical of a college chemistry course. Topics to be considered include the atom as depicted by quantum mechanics, molecular orbital theory, molecular structure, ligand field theory, reaction kinetics, kinetic molecular theory of gases, solutions and electrolytes, oxidation/reduction reactions, solubility and equilibrium, electrochemistry, nuclear chemistry, chemical thermodynamics, and extensive treatment of selected topics in organic chemistry and biochemistry. Extensive laboratory work is required with detailed write-ups. Students are expected to take the Advanced Placement Examination as part of this course.

**ENVIRONMENTAL GEOSCIENCE CP — 1 Unit of credit in Lab Science****Freshmen, Sophomores**

*Prerequisite: None*

Environmental Geoscience involves the study of earth systems and outer space with a focus on environmental and economic concerns. These include current issues such as a diminishing water supply, waste disposal problems, greenhouse effect, the utilization of the earth's energy, mineral and human resources and how these problems relate to population growth. It will give the student the ability to discuss environmental issues, issues concerning weather and how they are linked to the other sciences and to the health of our planet. It is a laboratory and activity-oriented course integrating many of the concepts across the science disciplines as well as concepts not emphasized elsewhere in the science curriculum (geologic time, vastness of space, etc.). This college preparatory lab science features many challenging laboratory activities and computer simulation exercises that reinforce each unit, as well as some of the latest environmental technology.

**AP ENVIRONMENTAL SCIENCE — 1 1/2 Units of credit in Lab Science****Juniors, Seniors**

*Prerequisite: One year of physical science and one year of biological science with a "B" grade or better in each course. A summer reading list is a **REQUIRED** part of this course.*

This is a college level environmental science course with extensive lab work that also uses fieldwork and projects as an integral part of many of the units of study. The interrelationships between physical and biologic systems are stressed throughout the course. Topics of study include energy, the cycling of matter, resource use and degradation, environmental pollution, population studies, global changes and consequences, environmental trade-offs and decision making. Students are expected to take the Advanced Placement Exam as part of this course.

**AP ENVIRONMENTAL SCIENCE: A FIELD EXPERIENCE — 1 1/2 Units of credit in Lab Science****Juniors, Seniors**

*Prerequisite: One year of physical science and one year of biological science with a "B" grade or better in each course.  
A summer reading list is a **REQUIRED** part of this course.*

**This is a college level environmental science course which will meet at Elawa Farm. The course will meet for 1 ½ periods each day during periods 7 and 8 with 25 minutes designated for travel to the facility.** It includes extensive lab work and projects as an integral part of many of the units of study. The interrelationships between physical and biologic systems are stressed throughout the course. Topics of study include energy, the cycling of matter, resource use and degradation, environmental pollution, population studies, global changes and consequences, environmental trade-offs and decision making. Students are expected to take the Advanced Placement Exam as part of this course.

**ENVIRONMENTAL GEOSCIENCE 1 — 1 Unit of credit in Lab Science** **Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: Current teacher or Instructional Director recommendation*

Environmental Geoscience 1 is a survey course of environmental and geological science topics. Topics for study include current issues in science, the nature of science, human population, recycling and waste, energy in Earth systems, plate tectonics including earthquakes and volcanoes, oceanography, landscape evolution, climate and weather patterns, and human effects on the environment. This course stresses the development of study and organizational skills. Environmental Geoscience 1 emphasizes the use of lab activities, demonstrations, and class discussions.

**MATERIALS SCIENCE DESIGN – 1/2 Unit of credit in Lab Science****Seniors**

*Prerequisite: One life science and one physical science course*

This one semester lab course is a highly practical hands-on approach to science through the study of materials. Materials science has been responsible for the development of products such as plastic silverware, toothpaste containers, Kevlar, Gortex and silicon computer chips. It is viewed as a mainstream science course in higher education. In this course, students will have the opportunity to learn through a process of inquiry by design, building, testing, and redesigning materials to be used to solve a problem. Students may improve on a present design or invent something that does not currently exist. This course requires students to apply information they have learned from chemistry, physics, earth science, and biology. It will require students to engage in activities that attempt to mirror the experiences of industry, such as research and development, marketing, advertising, and presentation of their final products in written and verbal forms. They will also be assisted in networking with professionals who work in the field of materials science for technical advice. This course may be taken by the same student each semester for credit.

**PHYSICS 1 — 1 Unit of credit in Lab Science****Juniors, Seniors**

*Prerequisite: Good Algebraic and fundamental Geometry skills are recommended*

This course gives the student a background in physics by the use of logical deduction and intuition. The course will emphasize demonstration and laboratory experiments that show qualitative relationships that exist in the following topics: the laws of motion; acceleration and force; weight; composition of matter; energy transfer; heat and temperature expansion; wave motion; properties of light, colors, lenses, and mirrors; static electricity, magnetism; and basic electrical circuits. Math computation is kept to a minimum.

**PHYSICS 1 CP — 1 Unit of credit in Lab Science****Juniors, Seniors**

*Prerequisite: Strong Algebraic and fundamental Geometry/Trigonometry skills are highly recommended*

This is the regular physics course at the college preparatory level. Physics is a science that offers explanations of phenomena in other sciences. The facets of nature explored in this course are: mechanics (the laws that govern motion), kinetic theory (the make-up of matter), heat-temperature-expansion, wave motion, properties of light, lenses and mirrors, electricity and magnetism, static and current electricity, and basic electrical circuits. Labs and computer simulations are employed to further the student's understanding of these topics. Students are also expected to participate in one major group project per year.

**AP PHYSICS (B) — 1 1/2 Units of credit in Lab Science****Juniors, Seniors**

*Prerequisite: Strong Algebraic and Trigonometry skills are highly recommended*

This is a course of the level taught in college to prospective lawyers, doctors, and biologists. It stresses the topics of mechanics, wave motion, heat, electricity and magnetism, light, and modern physics. The course is taught using lecture discussion, demonstrations, and laboratory work. The course is fast-paced and involves extensive problem solving. Students are expected to take the Advanced Placement Exam as part of this course.

**AP PHYSICS (C) — 1 1/2 Units of credit in Lab Science****Juniors, Seniors**

Includes AP Physics C Mechanical (1<sup>st</sup> Semester) and AP Physics C Electrical and Magnetism (2<sup>nd</sup> Semester)

*Prerequisite: Concurrent enrollment in calculus course*

This course is a one-year in-depth study of classical Newtonian mechanics, and electricity and magnetism. The course is typical of the first college physics course taken by engineers or physical science majors. The course is taught using lecture discussion, demonstrations, laboratory work, and extensive problem solving. Strong student interaction is expected. Students are expected to take the Advanced Placement Exam as part of this course.

## SOCIAL STUDIES

*Social Studies at Lake Forest High School prepare students to deal more effectively with the issues that they, as citizens, will confront throughout their lives. To that end, instruction in the Social Studies is designed to introduce students to a broad spectrum of skills and content that equips them to address the ever-changing global issues of the 21<sup>st</sup> century. The interconnected nature and fragility of the world makes in-depth, relevant social studies instruction essential. Our goal is to provide all students with academic and authentic learning opportunities that both ignites their passion for learning and enhances their ability and motivation to contribute as citizens in their communities – from the school community to the neighborhood, their city, our state, the nation and the global communities in which they find themselves.*

### SOCIAL STUDIES COURSES OFFERED TO:

FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
<p><b><u>STUDIES</u></b> <b>Semester Courses</b></p> <p>Asian Studies Africa to America The African American Experience in the Modern Era Contemporary African Studies Latin American Studies Middle Eastern Studies</p> <p>Students enrolling in Area Studies classes have the option of choosing to enroll in classes that are part of the history sequence or continuing in Area Studies as Sophomores</p> <p><b><u>HISTORY SEQUENCE</u></b> <b>Full Year Courses</b></p> <p>World Civilizations 1 World Civilizations 1 CP World Civilizations 1 Honors</p>	<p><b><u>AREA STUDIES</u></b> <b>Semester Courses</b></p> <p>Asian Studies Africa to America The African American Experience in the Modern Era Contemporary African Studies Latin American Studies Middle Eastern Studies</p> <p><b><u>SOCIAL SCIENCES</u></b> <b>Semester Courses</b></p> <p>Contemporary Issues* Behavioral Sciences Social Sciences</p> <p><b><u>HISTORY SEQUENCE</u></b> <b>Full Year Courses</b></p> <p>World Civilizations 2 World Civilizations 2 CP AP Modern European History AP World History</p>	<p><b><u>HISTORY SEQUENCE</u></b> <b>Full Year Courses</b></p> <p>United States History 1 United States History 1 CP AP United States History (Generally, most Juniors are enrolled in U.S. History.)</p> <p><b><u>SOCIAL SCIENCES</u></b> <b>Semester Courses</b></p> <p>Contemporary Issues Psychology Sociology Economics Political Science Behavioral Sciences Social Sciences</p>	<p><b><u>AREA STUDIES</u></b> <b>Semester Courses</b></p> <p>Asian Studies Africa to America The African American Experience in the Modern Era Contemporary African Studies Latin American Studies Middle Eastern Studies</p> <p><b><u>SOCIAL SCIENCES</u></b> <b>Semester Courses</b></p> <p>Contemporary Issues Psychology Sociology Economics Political Science Behavioral Science Social Sciences</p> <p><b>Advanced Placement</b> <b><u>SOCIAL SCIENCES</u></b> <b>Full Year Courses</b></p> <p>AP Psychology AP Economics AP Political Science</p>

\* with the recommendation of 9<sup>th</sup> grade teacher and approval of the Department Chair  
LAKE FOREST HIGH SCHOOL MINIMUM REQUIREMENTS – SOCIAL STUDIES

2 UNITS (YEARS) OF SOCIAL STUDIES  
1 UNIT (YEAR) – UNITED STATES HISTORY  
½ UNIT (1 SEMESTER) GLOBAL STUDIES  
½ UNIT (1 SEMESTER) SOCIAL SCIENCE

COURSES MEETING THE GLOBAL STUDIES REQUIREMENT	COURSES MEETING THE SOCIAL SCIENCE REQUIREMENT	COURSES MEETING THE UNITED STATES REQUIREMENT
Asian Studies Africa to America African Studies Latin American Studies Middle Eastern Studies World Civilizations 1 World Civilizations 1 CP World Civilizations 1 Honors World Civilizations 2 World Civilizations 2 CP AP World History	The African American Experience in the Modern Era Contemporary Issues Behavioral Sciences Social Sciences Psychology Sociology Economics Political Science 1CP AP Psychology AP Economics AP Political Science	United States History 1 United States History 1CP AP United States History

**AFRICA TO AMERICA – A HISTORY OF AFRICA AND AFRICAN AMERICANS — 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: None*

This one semester course surveys the early history of the African continent inclusive of the origins of civilizations, development of cultural patterns and the interaction of African civilizations with peoples from Europe and Asia. A study of geography and its impact on the African continent is also a component of this survey.

Africa to America continues with a study of the transatlantic slave trade and explores such topics and issues as: slave culture and life, the experiences of free blacks, contributions of African Americans to early America, the anti-slavery movement and events leading to the American Civil War. The infusion of African and African American literature, music and art into western culture completes this comprehensive study of African American history prior to the Civil War.

Integration of visual media, literature, and technology with standard textbook sources seeks to challenge and stimulate open discussion and discovery. Various methods of teaching will be used, such as discussion, question and answer sessions, lectures, seminars, oral reports, simulations, role playing, and panel discussions. Student involvement is encouraged as emphasis is placed on student participation, individual research, and the development of critical reading, thinking and writing skills.

This course satisfies the Global Studies distribution requirement in social studies.

**THE AFRICAN AMERICAN EXPERIENCE IN THE MODERN ERA — 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: Although no requirement exists, it is strongly recommended that the first semester course Africa to America be completed before enrolling in this second semester course.*

This second semester course surveys the African American experience in the modern era. Topics of study include the Civil War, Reconstruction, the Jim Crow Era, the Harlem Renaissance, the history of the civil rights movement, African American participation in global warfare, the issues surrounding affirmative action, and issues concerning American race relations and contemporary African American culture. Comparisons will be studied involving Americans of African, European, Hispanic/Latin, Asian and Native descent.

The infusion of art, literature, music and technology into the curriculum is used to further enhance the study the African American and other ethnic experiences in the United States. Use of information sources such as print materials from texts, periodicals and newspapers seeks to challenge and stimulate open discussion and discovery. Various methods of teaching, such as discussion, question and answer sessions, lectures, seminars, oral reports, simulations, role playing, and panel discussions will be used. Student involvement is encouraged as emphasis is placed on student participation, individual research, and the development of critical reading, thinking and writing skills.

This course satisfies the Social Science distribution requirement in the social studies.

**CONTEMPORARY AFRICAN STUDIES – 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: None*

This one semester course introduces students to contemporary Africa, its rich history, culture and contributions to the world. This course is taught regionally and topically, providing a full and detailed picture of the issues that impact the African continent. This regional study of Africa will focus on the geography of the African continent and its impact on development, culture (music, dance, food, gender relations, family, art, etc.) and religions including traditional African religions, Islam and Christianity. A survey approach will be used to present the history of colonization and imperialism and their impact on the African continent. Emphasis will be placed on discussing nationalism and independence movements that have created the modern-day Africa we know. The teacher will use a variety of methods including: lecture, discussion, technology, group projects, primary and secondary source work, oral reports and African literature and song.

This course satisfies the Global Studies distribution requirement in social studies.

**ASIAN STUDIES – 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: None*

This one semester course will introduce students to Asia, the most populated and fastest economically growing region in the world today. The course is designed to expose students to modern history, current day issues, and the culture of Asia. Countries studied in this class will be China, Japan, North Korea, South Korea, India, Cambodia and the Himalaya Region. Students will learn how Asia has emerged from its long struggles of the past to become one of the most dynamic regions in the world today. This course will also integrate literature as part of the course requirement, and field trips to Chicago's Asian communities and cultural institutions.

This class satisfies the Global Studies distribution requirement in social studies.

**BEHAVIORAL SCIENCES — 1/2 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Social Sciences*

Behavioral Sciences is a one semester class designed for the student who has difficulty with critical reading, writing, and/or analytical thinking skills. This course continues the exploration of the social sciences begun in the prerequisite course, Social Sciences. It emphasizes those branches of the behavioral sciences that provide an analysis of human behavior both in groups and as individuals. This class will also include a number of "hands-on" activities such as role-playing, group work and presentations, and simulations. To help the student understand and participate more effectively in our modern world, the content for this course may be drawn from sociology, psychology, anthropology, and/or geography.

This course satisfies the Social Science distribution requirement for social studies.

**CONTEMPORARY ISSUES — 1/2 Unit of credit****Sophomores, Juniors, Seniors**

*Prerequisite: Sophomores must have demonstrated advanced critical writing, reading and thinking skills and must have completed at least one semester of social studies in the high school. Approval of the current teacher and the Department Chair is REQUIRED for a sophomore to enroll in this class.*

The objective of this one semester course is to introduce students to all sides of contemporary global controversies in an objective and comprehensive manner. By exposing students to the many sides of debate surrounding an issue, promotion of issue awareness and critical thinking are the key learning outcomes. Student involvement is emphasized in this course through a variety of formats including discussion, cooperative learning, simulations, multi-media presentations, internet research, development of informational web pages/blogs, essay writing, debates and student presentations. Development and utilization of advanced critical reading, thinking and writing skills are integral to this course.

This course satisfies the Social Science distribution requirement in social studies.

**ECONOMICS — 1/2 Unit of credit****Juniors, Seniors***Prerequisite: None*

This one semester course is designed to provide students with an introduction to the study of economic systems, with a focus on capitalism and the U. S. economy. Student involvement is strongly emphasized in this course through a variety of classroom formats, including group work, student presentations and role playing activities. This course will also examine current events from daily periodicals. Students will get a "hands-on" look at investing during a stock market simulation in which they will compete with teams from other schools around the state and country. The course will also develop the knowledge and skills students require to be effective, participatory consumers in the U. S. economy. The objective of these and other activities will be to help students to draw connections between the topics and material discussed in class and the world around them.

This course meets the Social Science distribution requirement in social studies and fulfills the Consumer Education requirement.

**AP ECONOMICS — 1 Unit of credit****Juniors, Seniors**

*Prerequisite:* U.S. History AP or Department Chair recommendation.  
A summer reading list and writing assignment is a **REQUIRED** part of this course.

This two-semester course in the principles of economics introduces basic economic problems such as supply and demand, unemployment, growth, inflation, business cycles and the distribution of income. The second semester concentrates upon various markets such as pure competition, monopolies and efficient use of resources. Economics AP is recommended for college preparatory students considering further study in business, economics or liberal arts. The methodology used in the course is basically lecture and question and answer. Computer programs, audio-visual aids and outside speakers strengthen the class experiences. Students are expected to take the Advanced Placement Exam as part of this course.

This course fulfills the Consumer Education requirement and satisfies the Social Science distribution requirement in social studies.

**LATIN AMERICAN STUDIES – 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite:* No prerequisite

Students will explore the people, culture and history of the nations of Latin America. The course will introduce students to the many cultural achievements of the region, including visual art, music, literature, poetry, dance, drama, etc. The course will also explore how this part of the western hemisphere affects the United States: Trade arrangements such as NAFTA make significant contributions to our economy and helps Mexico be the United States' second largest trade partner; issues such as immigration and the environment present concerns for a sustainable future for the western hemisphere and the world; the stability of national governments in Latin America impacts the political balance of the region as a whole. Finally, students will trace the long term consequences of colonialism and how this legacy impacts Latin America today.

This course satisfies the Global Studies distribution requirement in Social Studies.

**MIDDLE EASTERN STUDIES – 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite:* No prerequisite

This one semester course introduces students to the contemporary Middle East through an interdisciplinary approach of geography, history, and political science. Topics to be covered in the course include the origins of modern Middle Eastern nations, natural resources of the region, the Arabic language and shared culture, the arts and music of the region, the religion of Islam, the status of women in society, the Israeli-Palestinian conflict, and the modern histories and current events of countries such as Iran and Iraq. Each student will also have a chance to conduct individual research of interest to them. The course will give students an understanding of this region and the prominent role it has in global affairs today; it will approach the topics through the lens of multiple perspectives.

This course satisfies the Global Studies distribution requirement in Social Studies.

**AP MODERN EUROPEAN HISTORY — 1 Unit of credit****Sophomores, Juniors, Seniors**

*Prerequisite:* "B" or higher in previous **honors** social studies course or Department Chair recommendation.  
A summer reading list and writing assignment is a **REQUIRED** part of this course. (Though participation in the World Civilizations program is not required prior to this course, it is **STRONGLY RECOMMENDED**.)

The scope and sequence of this course begins at the Renaissance and moves to the contemporary period of European history. A topical approach is used, along with basic attention paid to chronology. Heavy emphasis is placed upon historical method, bibliography, research, and historical interpretation. Development of social studies skills is also stressed through analysis of primary and secondary sources. A student research paper is required. Students are expected to take the Advanced Placement Exam as part of this course. This course uses a college text and is for highly motivated students who are excellent readers. The course expectations, also, require significant writing by the student.

This course satisfies the Global Studies distribution requirement in Social Studies.

**POLITICAL SCIENCE 1 — 1/2 Unit of credit****Juniors, Seniors**

*Prerequisite:* United States History

Political Science CP is a one-semester course that introduces students to the study of political systems with a focus on the operation of democratic institutions and the system of government that has developed in the United States. Particular emphasis will be placed on the national government with respect to the framework set forth in the U.S. Constitution and the evolution of the American system over time. This course will develop the knowledge and skills consistent with effective, participatory citizenship in national and global communities. Student involvement is strongly emphasized in this class through a variety of classroom formats, including group work, student presentations and role playing activities. This course will also incorporate current events from daily periodicals in its examination of various political institutions and draw upon other outside sources to supplement textbook materials. The objective of these and other activities will be to help students draw connections between topics covered and material discussed in class and the world around them.

This course meets the Social Science distribution requirement for social studies.

**AP POLITICAL SCIENCE — 1 Unit of credit****Juniors, Seniors**

*Prerequisite:* U.S. History AP or Department Chair recommendation.  
A summer reading list and writing assignment is a **REQUIRED** part of this course.

The first semester of this course compares American democracy with other major systems of political thought and government. The first semester also provides a background study of political theory and a detailed examination of communism and socialism, as practiced in the former Soviet Union, China and other areas of the world. The second semester of this course explores the various levels of U.S. government. Students will investigate the nature of political behavior by examining the political structures of various national governments around the world. An in-depth study of the American political system concentrates on the three branches of government at the state, local and national levels. The format of the course is basically lecture, discussion, and question and answer. Classroom simulations of actual legislative and judicial proceedings are conducted. Heavy emphasis is placed on outside reading and research and writing skills through extensive analytical essay assignments. Students are expected to take the Advanced Placement Exam as part of this course. This course satisfies the Social Science distribution requirement in social studies.

**SOCIAL SCIENCES — 1/2 Unit of credit****Sophomores, Juniors, Seniors**

*Prerequisite:* Current teacher or Department Chair recommendation

Social Sciences is a one semester class designed for the student who has difficulty with critical reading, writing, and/or analytical thinking skills. This one semester course provides an introduction to the social sciences as they influence the behavior of citizens in a democratic society. The class will include a number of “hands-on” activities such as role-playing, group work and presentations, and simulations. The content for the course will be drawn from civics, including government and law, and economics to provide the student with the skills and knowledge needed to be an effective citizen who can participate in our democratic society. This course satisfies the Social Science distribution requirement for social studies as well as meets the Consumer Education requirement.

**PSYCHOLOGY — 1/2 Unit of credit****Juniors, Seniors**

*Prerequisite:* None

Psychology, as a science and a profession, focuses on the study of human behavior. This one semester course gives the students the opportunity to explore subjects studied by behavioral scientists, to learn how psychology is applied in solving human problems and to experiment, learn and evaluate methods of research. Students will be challenged to relate psychological concepts to their own lives. This class will encompass a variety of instructional strategies such as lecture and discussion, media presentations, case history analysis, and analytical writing assignments that will challenge the college oriented student to become actively involved in the learning process. This course meets the Social Science distribution requirement for social studies.

**AP PSYCHOLOGY — 1 Unit of credit****Juniors, Seniors**

*Prerequisite:* U.S. History AP or Department Chair recommendation.

This full year course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. AP Psychology stresses critical thinking, reading, and writing within the context of scientific methodology and questioning. A variety of activities will be provided including lectures, readings, discussions, case study analysis, tests, demonstrations, and research to aid in the learning of the large amount of material to be covered. Students are expected to take the Advanced Placement exam as part of the course. This course fulfills the Social Science distribution requirement in social studies.

**SOCIOLOGY — 1/2 Unit of credit****Juniors, Seniors**

*Prerequisite:* None

This course is a one semester introduction to sociology and social problems in American society. The emphasis is placed upon students developing an understanding of social systems and the individual's changing role in these systems. This course will investigate different sociological theories while exploring practical applications of these basic theories and other important sociological concepts. Students will use these skills to investigate social issues pertinent to American society in the 21<sup>st</sup> century. Research projects, outside readings and active class participation are required. A variety of instructional strategies -- lecture, discussion, media, research, cooperative learning, and current events -- is used. This course meets the Social Science distribution requirement for social studies.

**UNITED STATES HISTORY CP— 1 Unit of credit****Juniors, Seniors**

*Prerequisite:* None. Open to Sophomores with approval of Department Chair

The course begins with a review of exploration, colonization and the revolutionary period. This study of pre-Civil War America continues with Constitutional issues, territorial expansion and sectional differences and builds to an analysis of the Civil War and Reconstruction. The first semester concludes with an examination of the transformations in American society brought by immigration, industrialization and urbanization as well as the emergence of the United States as a world power. The second semester focuses on the domestic and foreign issues faced during the twentieth and twenty-first centuries including war and depression, economic growth, social change and dissent. Writing will be a significant component of this course, including a required research paper. Students in this course must pass the state mandated test on the U.S. Constitution, Declaration of Independence, Display of the Flag and the Illinois Constitution. This course meets the United States history distribution requirement in social studies.

**AP UNITED STATES HISTORY — 1 Unit of credit****Juniors, Seniors**

*Prerequisite:* "B" or better in previous honors or AP social studies course or Department Chair recommendation.  
A summer reading list and writing assignment are a **REQUIRED** part of this course.  
Open to Sophomores with approval of Department Chair.

Employing a variety of methods, the AP United States History course is designed to give students a more in-depth perspective of United States History - culturally, politically and economically. A high reading level and strong motivation is expected of each student. Emphasis is placed on library research and writing skills. AP U.S. History is offered for highly motivated students who have demonstrated an ability to handle a challenging academic program with extensive writing expectations. Students take the state-required test covering the U.S. Constitution, Declaration of Independence, Display of the Flag and the Illinois Constitution. Students are expected to take the Advanced Placement Exam as part of this course. This course satisfies the U.S. History distribution requirement in social studies.

**UNITED STATES HISTORY 1 — 1 Unit of credit****Juniors, Seniors**

*Prerequisite:* Current teacher or Department Chair recommendation. Open to Sophomores with approval of Department Chair.

This course, for students with reading difficulties, provides a study of the concepts of U.S. History with minor attention given to research skills. Reading materials are simplified and are related to basic concepts in history rather than to an in-depth study of U.S. History. Mastering the vocabulary and terminology relative to U.S. History are important elements of the course. Students take the State required test covering the U.S. Constitution, Declaration of Independence, Display of the Flag and the Illinois Constitution. This course satisfies the U.S. History distribution requirement in social studies.

**WORLD CIVILIZATIONS 1 CP — 1 Unit of credit****Freshmen, Sophomores**

*Prerequisite:* None

World Civilizations 1 CP is a one-year course which will introduce students to the civilizations and cultures which developed in Africa, Asia, Meso-America and Europe from the earliest prehistory to the eve of the Scientific Revolution and global exploration in the late 16<sup>th</sup> century. At the end of the one-year course, the students will be familiar with the key concepts, events, and individuals which are vital to an understanding of modern world history. This learning will specifically include ideas, terms, places, times, people and their significance to specific civilizations of the world. Students will also participate in activities and exercises that promote geographic awareness, critical thinking skills, writing instruction and research procedures.

This course is intended primarily for first year students and satisfies the Global Studies distribution requirement in social studies.

**WORLD CIVILIZATIONS 1 Honors — 1 Unit of credit****Freshmen, Sophomores**

*Prerequisite:* Current teacher or Department Chair recommendation

World Civilizations 1 Honors is a one-year course for students who have demonstrated the ability and motivation to handle the rigors of a challenging academic program. This class requires studying from a college-level textbook and the ability to write and think critically. World Civilizations 1 Honors covers the period from pre-history to the Renaissance and the Age of Exploration. The course examines political, economic, social and cultural development in Africa, Asia, Europe and the Americas. World Civilizations 1 Honors also emphasizes thinking and study skills which include analysis, synthesis and evaluation of information. A variety of learning activities will be utilized including lectures, cooperative learning, simulations, student presentations, critical book reviews and preparation for the AP World History test to be given at the end of the Sophomore year.

World Civilizations 1 Honors satisfies the Global Studies distribution requirement in social studies.

**WORLD CIVILIZATIONS 1 — 1 Unit of credit****Freshmen, Sophomores**

*Prerequisite:* Current Teacher or Department Chair recommendation

World Civilizations 1 is designed for the student who has reading difficulties and yet desires to pursue the study of human history. The course will introduce students to the civilizations and cultures which developed in Africa, Asia, Meso-America and Europe from the earliest prehistory to the eve of the Scientific Revolution and global exploration in the late 16<sup>th</sup> century. In addition to geography and current event supplements, the course also provides instruction in such study skills as note taking and active listening. Writing skills will be introduced with particular emphasis being placed on creating thesis statements, body paragraphs, and conclusions.

This course satisfies the Global Studies distribution requirement in social studies.

**WORLD CIVILIZATIONS 2 CP — 1 Unit of credit****Sophomores, Juniors, Seniors**

*Prerequisite:* None

World Civilizations 2 CP, designed for college-bound students, examines the development of the world's civilizations since the Age of Exploration. It includes the significant developments in the political, cultural, religious, intellectual, social and economic spheres of human endeavor. The course encompasses the civilizations of Africa, Asia, Europe, and the Americas. These regions are viewed both in their respective contexts as well as within a global framework and the resulting conflict that has marked the modern age. This course emphasizes thinking skills such as analysis, synthesis, and evaluation and, thus, combines a variety of presentation modes (i.e.; lecture, video, readings) with active student participation in discussions, group projects, and oral and written communication.

This course is intended primarily for first or second year students and satisfies the Global Studies distribution requirement in social studies.

**WORLD CIVILIZATIONS 2 — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Current teacher or Department Chair recommendation*

World Civilizations 2 (the study of human history after the Roman Empire) is a full-year course for students with reading, organizational, and/or note taking difficulties. Reading materials are simplified and are related to the basic concepts of history rather than in-depth study of world civilizations. The course will touch on political, social, economic, and cultural developments. It will emphasize note taking, outlining, critical reading and writing and test-taking skills as well as a limited introduction to historical research. The course is intended for students in their second, third, or fourth year of high school.

This course satisfies the Global Studies distribution requirement in social studies.

**AP WORLD HISTORY — 1 Unit of credit****Sophomores, Juniors, Seniors**

*Prerequisite: "B" or better in World Civilizations 1 H, A- or better in World Civilizations 1 CP or Department Chair recommendation (student must have taken World Civilizations 1 to be considered for enrollment). A summer reading and writing assignment are **REQUIRED** components of this course.*

Encompassing the world's civilization since 1400, AP World History is designed for highly motivated students who have demonstrated the ability to handle a challenging academic program that includes a significant writing component. This course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. Further, AP World History emphasizes analytical communication skills that require the mastery of a three-step process:

- a. Identification of relevant information
- b. Organization of information in a coherent fashion
- c. Presentation of one's findings in written, oral, and or multi-media form.

This course emphasizes critical-thinking skills such as analysis, synthesis and evaluation. Study in AP World History combines a variety of presentation modes (i.e., discussion, cooperative learning, role-playing, multi-media presentations and lecture). AP World History is intended primarily for the second year student. Students are expected to take the Advanced Placement Exam as part of this course.

AP World History satisfies the Global Studies distribution requirement in the social studies.

**NOTE:**

Students who enroll in an upper level elective such as Economics, Psychology or Political Science (one semester courses) cannot apply to enroll in the Advanced Placement (AP) courses offered in these areas for the 2nd semester or the next school year after having completed one semester in the elective College Prep course.

## SPECIAL EDUCATION DEPARTMENT

*The Special Education Department is committed to providing a supportive environment in which students with disabilities can develop intellectual, academic, physical, social, emotional and civic life skills. The department strives to assist each student to successfully access the rich variety of learning opportunities provided by Lake Forest High School courses, services and extra-curricular activities. The Special Education program supports each student's efforts to become a self-aware, self-advocating, self-directed strategic learner.*

### SPECIAL EDUCATION COURSES

Special Education courses provide specialized special education instruction and support to eligible students. Eligibility is determined by a multi-disciplinary team of professionals including the student, parents and staff. The identification, placement and provision of special education programs and services are governed by both state and federal regulation. Courses are designed to meet individual learner needs and address any exceptional characteristics which interfere with learning. Each eligible student has a written Individual Education Plan (IEP) that specifies goals and short term objectives and their instructional and related services.

Any parent, staff member or student may request a referral for identifying potential special education needs. Requests should be directed to the student's counselor.

**CONSUMER MATH — 1 Unit of credit** (This course is offered every other year) **Juniors, Seniors**  
*Prerequisite: IEP Team or Instructional Director's Recommendation*

This is a two-semester course that will provide students with the everyday math skills needed to succeed in life. The material covered will include performing calculations for loans, interest, Time Value of Money, and unit cost. Other basic calculations needed to complete various personal finance projects will also be covered. Some of the projects will include compiling an investment portfolio, creating a personal budget, tracking checking and savings accounts, and completing basic tax returns. In order to increase computer literacy and confidence, many of the projects will be completed with the aid of computer software as well as by "traditional methods." This course fulfills the Consumer Education requirement.

**LEARNING RESOURCE CLASS (LRC) — 1/4 Unit of credit** **Freshmen, Sophomores, Juniors, Seniors**  
*Prerequisite: IEP*

This course provides the student with small group structured support and instruction. Instruction takes into account the learning style of each student and addresses the goals and objectives included in each student's IEP. The student's IEP determines the balance among instruction, remediation and compensatory skill acquisition. Emphasis is placed on helping each student to exhibit increased independence and self-advocacy. Students are taught cognitive strategies for studying for exams, taking notes, taking tests, memorizing facts and reading for meaning. This course helps students organize their time and materials, monitor attendance and complete homework assignments as needed. The curriculum is tailored to increase each student's learning and problem solving abilities. The amount of time in the LRC that students are scheduled is determined by the IEP based on need. Students partially enrolled or on a monitor basis less than three days will not receive credit. Freshmen usually are enrolled daily.

### SOCIAL ACADEMIC LEARNING PROGRAM (SALP)

SALP provides a positive structured program for students who have experienced difficulty in educational, social, and emotional areas. The SALP's goal is to provide a structure of expectations that effectively balances both positive and negative consequences, as it guides students toward the completion of requirements for their high school diploma and prepares them for appropriate post high school options. The SALP program includes four course options: SALP-LRC, Transition, Transitional Math and Transitional English.

**LEARNING RESOURCE CLASS (LRC/SALP) — 1/4 Unit of credit** **Freshmen, Sophomores, Juniors, Seniors**  
*Prerequisite: IEP*

This course provides the SALP students with small group structured support and instruction that takes into account the behavioral needs and learning styles of each student. The course also provides time to address the goals and objectives included in each student's IEP. Emphasis is placed on helping each student increase their independence and self-advocacy as well as managing the emotional and academic challenges they encounter in the high school environment. Students will spend a significant portion of their time developing the behavioral skills needed to be successful. The curriculum will engage students in daily activities that focus on pro-social actions and decisions. Student growth will be recognized as they meet specific exit criteria and move to a traditional Learning Resource Center class.

**TRANSITION — 1/2 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: IEP*

This SALP course is designed to prepare students for life after high school. The topics covered would include: college/career exploration, resume/cover letter writing, financial literacy, self-advocacy – knowing your disability, resources available, and other topics. Some students in SALP are not sure about life after high school and need some guidance in the area. This course would provide them with options and help them explore their resources.

**TRANSITIONAL ENGLISH — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: IEP*

This course is designed for eligible students who require instruction in a smaller, more structured learning environment to master the curriculum content of English 1, English 2, and English CP courses. Literature includes selected novels from current English Department curriculum as well as other high interest literature. The course is individually structured to improve each student's listening, reading, speaking and writing skills. There is an emphasis on sentence, paragraph and essay structure as well as vocabulary, grammar and mechanics.

The course goal is to prepare students to be successful in the regular English class. The students are enrolled based on a decision at an IEP conference, either at the start of the year or transferred from a regular English class, during the semester based on emotional and/or behavioral needs. Transfers during the semester are placement changes not level changes. When students meet exit criteria indicating they are able to handle the change in learning environment with success, they will be transferred to a regular section English class.

**TRANSITIONAL MATH — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: IEP*

This SALP course is designed for eligible students who require instruction in a smaller, more structured learning environment to master the curricular content of Math 1 or Math 2, Algebra A, Algebra B, Algebra 1, Plane Geometry and Algebra 2. Content mastery expectations and tests are similar to the regular class. The text is the same book that is currently used in the specific regular math course. Students enrolled in Math 1, Math 2 and Algebra A may be required to complete Skills Bank computer units in basic skills.

The course goal is to prepare each student to be successful in the regular Math classroom. The students are enrolled based on a decision at an IEP conference, either at the start of the year or transferred from a regular Math class, during the semester based on emotional and/or behavioral needs. Transfers during the semester are placement changes not level changes. When students meet exit criteria indicating they are able to handle the change in learning environment with success, they will be transferred to a regular section Math class.

**STEPS PROGRAM – Credit based upon specific courses taken.****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: IEP Team Recommendation*

STEPS is a Special Education program at Lake Forest High School for students who have an Individual Education Plan (IEP) and are recommended for this alternative academic setting. Every student in STEPS will participate in a full day, self-contained program. There will be four academic classes, (Math, English, Social Studies and Science) as well as PE, homeroom, group counseling, and lunch. The goal with the curriculum, therapeutic support, and behavior management is to help the students develop the skills needed to succeed in school both academically and socially.

**APPLIED LEARNING MISSION STATEMENT**

The mission of the Applied Learning Program at Lake Forest High School is to provide a safe, positive environment in which students can experience a challenging academic program and transition opportunities to meet their individual needs. The students in this program have mild to moderate disabilities. The focus is on appropriate academic classes with support, social support throughout the school day and intensive transition planning in order to prepare for and bridge the gap between high school and post-secondary life.

**APPLIED COMMUNICATION 1 – 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: IEP Team Recommendation*

This full-year pre-vocational course provides students with an opportunity to expand pragmatic language and communication skills while exploring post secondary career and education options. Students engage in active and field based learning situations, which require them to apply and expand their practical knowledge in the areas of careers, education, career training, math, money, time, maps and related vocabulary. The correct use of appropriate language is stressed in vocationally relevant situations. This course fulfills the Consumer Education requirement.

**APPLIED COMMUNICATION 2 – 1 Unit of credit****Freshman, Sophomores, Juniors, Seniors***Prerequisite: IEP Team recommendation*

This second full-year course is designed to provide students with additional practice and skill acquisition in pragmatic language and communication skills and applied practical knowledge based on an assessment of their individual needs. As in Applied Communication 1, students are given opportunity to improve communication skills in the context of exploring post-secondary career and education options. This course fulfills the Consumer Education requirement.

**APPLIED ENGLISH AND READING – 1 Unit of credit per class****Freshman, Sophomores, Juniors, Seniors***Prerequisite: IEP Team Recommendation*

Applied English and Reading are designed for eligible students who require a smaller, structured learning environment. The students will learn basic skills in the areas of reading comprehension, reading fluency, writing, vocabulary and analytical writing and reading skills.

**APPLIED MATH – 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: IEP Team Recommendation*

This is an individualized math course designed to teach, reinforce and apply basic arithmetic skills and operations. Each student has an opportunity to become more proficient using a computer to master basic math computation and math concepts. The overall goal in this course is to diagnose area(s) of weakness and develop a plan to address each. This course is also designed around meeting the Illinois State Goals. These goals will be addressed in group lessons; one goal will be addressed each quarter; measurement, relationships (algebra), geometry; and data collection (probability and statistics). Students may enroll each year they are eligible.

**TRANSITIONAL WORK STUDY – 1-2 Unit of credits****Juniors, Seniors***Prerequisite: IEP*

Transitional Work Study offers special education students the opportunity to earn high school credit for work experiences. The nature of the job experiences would be defined at a multi-disciplinary staffing and be detailed in the student's IEP. Students could earn up to two credits per year. The amount of credit is determined by the number of hours that a student works. Each work opportunity is operationalized and requires students to work toward the achievement of specific goals outlined in their IEP. The course would be flexible enough to allow the experience to evolve and engage students in different work activities and assume additional responsibility over time.

**EDUCATIONAL AND LIFE SKILLS PROGRAM**

This program is designed to meet the needs of students with moderate to severe cognitive and communication disorders. There are three courses available to these special students. Students may enroll each year they are eligible.

**EDUCATION AND LIFE SKILLS — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: IEP*

This course is designed to meet the highly specialized and individual IEP needs of students with moderate to severe cognitive and communication disorders in the areas of communication, recreation, daily living skills and community training.

**EDUCATION AND LIFE SKILLS/ACADEMIC — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: IEP*

This course is designed to meet core academic needs of students with moderate to severe cognitive and communication disorders with an emphasis on topics with direct application to daily living.

**EDUCATION AND LIFE SKILLS/JOB TRAINING — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: IEP*

This course is designed to provide students with moderate to severe cognitive and communication disorders an opportunity to pursue occupational interests. The course offers preparation for the world of work and on-the-job training with a job coach for in-school and field placements.

## TELECOMMUNICATIONS

*Telecom –New Media offers students the opportunity to learn, engage and produce meaningful media for a variety of production mediums including studio and stage. Students learn through a hands-on process where students build confidence and find their voice through video, audio and visual effects. All element of the visual storytelling process are studied, practiced and critiques within a relevant project based curriculum. Pre-production planning and organization is taught by producing stories to engage and evoke emotion from viewers. We replicate the professional visual storytelling process through tapeless HD cameras, professional microphones and Green Screen. Our students develop stories through the use of leading industry software including Final cut Pro studio and the Adobe Creative Suite. These professional tools are taught through the help of TAs, video tutorials, and fun, relevant projects completed during class time.*

### **TELECOM – NEW MEDIA 1 — 1/2 Unit of credit; 3 hrs of CLC DUAL COLLEGE Credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: None Teacher recommendation suggested for Freshmen*

Students learn how television, film and web-based content is produced and then create it themselves. Students first learn the language of visual storytelling by critically watching popular television and film and then replicate the process through use of HD cameras and Final Cut Pro. Students learn as a group but at their own pace. With individual instruction, each student grows comfortable and confident with both cameras and software. Students then learn how to be a part of a studio production in front and behind the camera interviewing. The final project of the semester is a music-based video project where students select music to tell their creative story. Students explore the world of directing, acting, and editing a full video they can post on the class website.

### **TELECOM – NEW MEDIA 2 — 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: Telecom – New Media 1*

This class develops each student's production and storytelling skills through more complex but relevant projects in both the College Prep and Advanced Project curriculum. Projects rotate over a four-year cycle with new projects developed from standards of the best film schools in the nation. All projects follow the same professional pre-production process of script and shooting, and the post-production critique process of instructor rough cut, peer rough draft, and a class final draft critique.

College Pre projects are designed for students to complete with minimal time outside of class. Students grow in all aspects of the production process, including organization, responsibility with deadlines, working independently, and within a team. CP students also serve as mentors to the first semester students who help them learn the camera equipment and software. Advanced projects are appropriate for students who want to prepare for application to top film schools and focus on writing, directing, cinematography, producing and editing. Project expectations are suitable to building a digital portfolio for college.

### **TELECOM – NEW MEDIA 3 — 1/2 Unit of credit**

**Sophomores, Juniors, Seniors**

*Prerequisite: Telecom – New Media 2*

This class will develop each student's production and storytelling skills through more complex projects based from television, video and film. Students will analyze television programs, short documentaries and film with a special attention to shot selection, editing, camera position and character development, often from the producer themselves. This class will balance practical application with media theory that will help guide and cultivate each student's desire to create meaningful video. Students will learn how to utilize the communication avenues provided for them through the development of new video and audio technologies to create messages that impact a wide audience. Projects throughout the semester will build in difficulty and stress different elements of the production process, enabling the student to feel comfortable in the field and the studio for their final project. They will take this knowledge into developing their own final video projects based on interest level in television, documentary video or film.

### **TELECOM – NEW MEDIA 4 — 1/2 Unit of credit**

**Sophomores, Juniors, Seniors**

*Prerequisite: Telecom – New Media 3*

This semester long class will be project based and will include both individual and group production projects. The students will work together to create taped video productions of Lake Forest High School activities for local broadcast, the school website, school assemblies and sports banquets. The class will focus on mastering pre-production planning, production hooting and post-production editing. Students will work in groups to push each other towards creating meaningful, artistic video that moves their audience. Each group or individual project will stress one aspect of the production process while maintaining a professional level of production to push them creatively to produce the best connection with their viewer.

**TELECOM – NEW MEDIA 5/INDIVIDUALIZED PROJECTS — 1/2 Unit of credit**

**Juniors, Seniors**

**TELECOM – NEW MEDIA 6/INDIVIDUALIZED PROJECTS — 1/2 Unit of credit**

**Juniors, Seniors**

*Prerequisite: Telecom – New Media 4/5*

In these semester courses, students work independently to plan, produce and edit extensive major projects. Approved project proposals must be submitted within the first week of the semester, with regular production scheduled. Students provide instruction and production assistance to others in the TV courses. Participation as a crewmember in at least two live remote television productions is required.

**STAGECRAFT 1 — 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: None*

This course is designed for the student who wants to gain skills necessary to design and build a theatre set as well as learn all aspects of a production. The topics covered include scenery design and construction, tools and materials, properties, sound and lighting. Each of these areas is studied as the students construct sets and install the sound and lighting for school productions

## **UNIQUE and SPECIAL COURSES (Non-Departmental)**

**ADVANCED STUDY – 1/2 Unit of credit Per Semester**

**Sophomores, Juniors, Seniors**

*Prerequisite: Completion of capstone sequential course, approval of Instructional Director, and space availability*

This course is intended to enable students to continue study in a specific sequential curriculum once they have exhausted the standard course offerings in that sequence. The student will be assigned to a section of the capstone course of that curriculum and, working with that teacher, will pursue a course of study that extends the current curriculum offered. This course may be repeated for credit, as long as it continues to extend the study.

**CISCO ACADEMY 1 & 2 — 2 Unit of credits (over two years)**

**Juniors, Sophomores**

*Prerequisite: Computer Support or Director of Technology recommendation*

This two-year course is designed to develop practical computer networking knowledge and skills in a hands-on environment. Students will learn the principles and practice of designing, building, and maintaining computer networks. This program will also prepare students for the Cisco Certified Network Associate exam (CCNA), which is an industry-based certification for network technicians who have demonstrated the capability to install, configure, and operate simple routed LAN, routed WAN, and switched LAN networks. (Elective course credit will follow the teacher's certification.)

**CLOCKWISE H — 1/2 Unit of credit**

**Seniors**

*Prerequisite: By special invitation based on test scores, teacher recommendation and student application*

Clockwise, an honors seminar given at the senior level, is a multi-disciplinary course with Time as its theme. This one-semester course looks at Time from many different perspectives including those of philosophy, art, science, literature, anthropology and astronomy. Faculty from Lake Forest High School teach Clockwise while professors from Lake Forest College and experts drawn from the community at large serve as guest lecturers.

**ENGLISH WORKSHOP— 1/2 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: Counselor referral*

This course is designed for students whose native language is other than English. Instruction emphasizes enrichment in reading comprehension, written skills, oral communication and vocabulary. Through the use of personal and analytical experiences, students learn to develop well-structured sentences and paragraphs. Students read various literary works appropriate to their mastery of the English language. This course is designed to increase the student's language proficiency as well as cultural awareness. English as a second language enables the student to function in a mainstream classroom as well as in their social environment.

**ENRICHED STUDY — 1/4 Unit of credit**

**Freshmen, Sophomores, Juniors, Seniors**

*Prerequisite: Recommendation by Faculty Member*

The Enriched Studies program is open to general education students who require assistance and support to help them achieve their academic goals. Students will be coached to become more effective learners by setting their own goals and working toward them on a daily basis while receiving regular feedback from their teacher. Course curriculum is in alignment with the Illinois State Standards as it cultivates decision making skills, use of external support, and the ability to demonstrate skills related to achieving personal academic goals. Students will participate in MAP (Measure of Academic Progress) testing once in the fall and again in the spring.

In addition, based on performance on MAP's your student may be required to participate in the Compass Learning program. The program is open to freshman, sophomores, juniors and seniors with the recommendation and approval of the students' core team

**FIELD STUDY – 1/4 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Permission of the Instructor and Instructional Director through an application process*

Courses offered through this program provide the student with structured curricular experiences outside the regular school calendar – most typically during the summer. Field Study programs combine educational travel with individual research and reading in the area of study. Academic activities generally precede and/or follow the actual travel and the student will submit a variety of work, including journals, research papers, oral presentations, etc., as a requirement for completion of the course and the receipt of credit. The student and his/her parents are responsible for all costs involved in participation in the Field Study program. The specific focus of the Field Study will vary from year to year based upon the interest and expertise of the faculty.

**WELLNESS**

*The mission of the Lake Forest High School Wellness Department is to be an effective facilitator of both information and activities to help students make successful choices in their pursuit of healthy lifestyles.*

The four-year co-educational wellness program is a carefully planned sequence of learning experiences designed to fulfill the physical, social and emotional needs of each student. It encourages and assists each student to: (a) develop the skills of movement and coordination; (b) learn to move skillfully and effectively through exercise, games, sports, dance, aquatics; (c) express culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports and dance; (d) condition the heart, lungs, muscles and other organic systems of the body to meet daily and emergency demands; (e) acquire an appreciation and a respect for good physical condition (fitness) and a sense of well-being; (f) develop an interest and a desire to pursue healthy lifestyles. Students will participate in fitness activities two days a week. Fitness tests will be administered each semester.

**INTRODUCTION TO DANCE — 1/8 Unit of credit (Semester Course)****Sophomores, Juniors, Seniors***Prerequisite: None*

This dance course will serve as an introduction to different dance styles (ballet, jazz, hip hop, etc.). Any level of previous dance experience is welcome. Introduction to Dance students will also have the opportunity to develop body strength, agility, coordination, creativity, problem solving skills, self-confidence, organizational skills and group dynamics, as well as, develop an appreciation of movement as an art form in which mind and body are used for creative expression. This course is non-waiverable.

**DANCE CHOREOGRAPHY & PERFORMANCE — 1/8 Unit of credit (Semester Course)****Juniors, Seniors***Prerequisite: Introduction To Dance*

Dance Choreography & Performance will allow students to apply Introduction to Dance concepts (to develop body strength, agility, coordination, problem solving skills, self-confidence, choreography and appreciation of movement as an art form) in depth and allow for increased opportunity for skill development, creativity and understanding of dance concepts. There will be student choreography, leadership and a performance element required in this course. This course is non-waiverable.

**HEALTHY LIFESTYLES — 1/8 Unit of credit (Semester course)****Juniors, Seniors***Prerequisite: None*

This course may only be taken once in a year. This class combines health and fitness issues facing the college-bound student. Three days per week, students will be involved in physical activities. Activities may include: yoga, pilates, relaxation techniques, rollerblading, walking, spinning and teambuilding activities. Two days per week students will have classroom based instruction. Students will be allowed to assist in the selection of the topics and activities studied in class. College topics include: cooking, nutrition, Greek life, dorm safety, date rape, course scheduling, relationships and stress reduction. This course is non-waiverable.

**INTEGRATED WELLNESS — 1/8 Unit of credit (Semester course)****Freshmen, Sophomore, Junior, Senior  
Peer mentor/leader Junior, Senior***Prerequisite: Teacher Recommendation; Application for mentor/leader*

A special course of study that provides a diversified program of exercise and activities suited to meet students' individual goals. A peer mentor/leader will assist each student with successful experiences as they work in partnership to attain their goals through the areas of adventure education, team and individual sports, fitness, rhythmic activities and aquatics. **Leaders are required to complete an application to be accepted into the program.** This course is non-waiverable.

**OUTDOOR EDUCATION — 1/8 Unit of credit** (Semester course)**Juniors, Seniors***Prerequisite: Student application and Instructional Director recommendation*

This course may only be taken one time. Students will experientially learn about themselves, others and the environment. Activities may include: cycling, cooking, climbing, rappelling, riflery, cross-country skiing, kayaking rollerblading, and initiative games. Field experience will be optional with space limitations considered. This course will be limited to a maximum of three sections per semester. (Two student T.A.'s {teacher assistants} will be assigned to each class.) This course is non-waiverable.

**OUTDOOR ADVENTURES — 1/8 Unit of credit** (Semester course)**Seniors***Prerequisite: Outdoor Education and Instructional Director recommendation*

Many of the activities taught in Outdoor Education will be enhanced in this second level course. This course is offered second semester only and may be taken one time only. Only a maximum of two sections will be offered. This course is non-waiverable. Additional activities include an extensive snowshoe project, kayaking, marksmanship, cooking, biking, orienteering, personal reflection and cardiovascular conditioning. There will be two optional field experiences, an overnight trip to a high ropes course with limited space considerations and a trap and skeet shooting field trip.

**SCOUT EXPERIENCE — 1/8 Unit of credit** (Semester course)**Freshmen, Sophomores***Prerequisite: None*

This course has been designed to expose students to a wide variety of physical education course offerings. This course is open to freshmen and sophomores. First and fourth quarters will be primarily fitness based. Second and third quarters will consist of term and individual sport activities.

**STRENGTH AND CONDITIONING — 1/8 Unit of credit** (Semester course)**Sophomores, Juniors, Seniors***Prerequisite: None*

Students will be instructed in basic lifting techniques in both free and machine weights. Pre and post tests will be performed in both strength and cardiovascular conditioning. Students will participate in strength training and cardiovascular conditioning. These activities may include: running, swimming, biking or circuit training.

**TEAM SPORTS/FITNESS — 1/8 Unit of credit** (Semester course)**Juniors, Seniors***Prerequisite: None*

Students taking this course will participate in team sport activities which may include: soccer, flag football, volleyball, basketball, softball, eclipse ball, floor hockey, badminton, ultimate frisbee, etc.

**TEAM SPORTS/FITNESS (EARLY BIRD) — 1/8 Unit of credit** (Semester course)**Juniors, Seniors***Prerequisite: None*

Students taking this course will participate in team activities on Mondays, Wednesdays and Fridays. Activities may include: soccer, flag football, volleyball, basketball, softball, eclipse ball, floor hockey and badminton. Tuesday and Thursday classes will be in the weight room. This class meets from 6:55 a.m. to 7:45 a.m. daily.

**WALL CLIMBING — 1/8 Unit of credit** (Semester course)**Sophomores, Juniors, Seniors***Prerequisite: None*

This course may be taken only once a year. Students will develop basic skills needed to safely climb, descend and belay. The first quarter of this course focuses heavily on individual goal setting while the second quarter emphasis is placed on creating effective groups. This course is non-waiverable. Fitness testing will occur each semester.

## WORLD LANGUAGE

*The Department of World Language recognizes that the United States of America is part of the international community of nations. To coexist in harmony and in a way that promotes global economic well being, we must all be able to communicate with each other and to understand one another on an ongoing basis, which requires an understanding of and an appreciation for other cultures. To this end, the World Language faculty is dedicated to helping students gain proficiency in both the written and the spoken (when applicable) language and become aware and tolerant of cultural differences.*

### FRENCH

#### **FRENCH 1 — 1 Unit of credit**

*Prerequisite: None*

**Freshmen, Sophomores, Juniors, Seniors**

This college preparatory course for beginners introduces students to the fundamental communication skills of the French language. Students gradually acquire the following skills : 1) basic comprehension of the spoken language; 2) ability to respond orally to questions posed in French; 3) ability to ask questions in French and to carry on a conversation with comprehensible pronunciation; 4) ability to write with some precision what one has learned how to say; 5) ability to interpret readings about the peoples and cultures of the French-speaking world. Students learn to speak in the present and conversational future tenses about topics relating to everyday life: school, family, social life, sports, leisure and recreation, getting information, making purchases, ordering food and travel. The past tense is also introduced and practiced orally and in writing.

#### **FRENCH 1 PLUS — 1 Unit of credit**

*Prerequisite: Previous study of French at middle school level or level 1 at high school level*

**Freshmen, Sophomores, Juniors, Seniors**

French 1 Plus will be an accelerated French 1 program for those students who have previously studied French yet have not mastered the material needed to enter French 2. Students will learn basic French vocabulary, grammar, culture and conversation and will practice speaking, writing, listening and reading skills. French 1 Plus will be supplemented with additional cultural activities, readings and enrichment activities that are not included in the French 1 Curriculum.

#### **FRENCH 2 — 1 Unit of credit**

*Prerequisite: French 1*

**Freshmen, Sophomores, Juniors, Seniors**

In this course, partially conducted in French, students continue to develop all five communication skills introduced in French 1. Students learn how to speak and write in the past tense. Students deepen their understanding of the structure of the French language and how native speakers express themselves idiomatically. The vocabulary and the topics for conversation and reading relate largely to the typical experiences of young people here and in French-speaking countries. Students strengthen their ability to express themselves with increasing precision, both orally and in writing, as they describe people, places, objects, thoughts and feelings, situations and experiences.

#### **FRENCH 2 H — 1 Unit of credit**

*Prerequisite: French 1 and current teacher or Instructional Director recommendation*

**Freshmen, Sophomores, Juniors, Seniors**

This is an accelerated course intended for students who are highly skilled in previously introduced areas of communication in French and have demonstrated an ability to handle a greater workload. In this course, conducted almost entirely in French, students work toward mastery of all five of the communication skills introduced in French 1. Students work at an accelerated pace and acquire a more extensive and detailed knowledge of French language structure, vocabulary and idiomatic expression. In addition to conversational and written work in the present and future time frames, students strengthen their ability to speak and write in the past and imperfect tenses. The vocabulary and the topics for conversation relate largely to the typical experiences of young people here and in French-speaking countries. Students learn to express themselves with precision, both orally and in writing, as they describe people, places, objects, thoughts and feelings, situations and experiences.

#### **FRENCH 3 — 1 Unit of credit**

*Prerequisite: French 2*

**Sophomores, Juniors, Seniors**

This course, conducted in French, is intended to expand students' knowledge of French language structure and vocabulary, as well as to enhance their facility in all phases of communication in the target language. Students are introduced to some of the more advanced linguistic concepts that will be pursued in greater depth in French 4 and French 5. Reading, writing and speaking assignments relate to the geography, history and contemporary culture of the French-speaking world and enable students to draw comparisons with contemporary American culture.

#### **FRENCH 3 H — 1 Unit of credit**

*Prerequisite: French 2 H*

**Sophomores, Juniors, Seniors**

This course, conducted in French, is designed for students who have proved to be highly skilled in previous course work, as well as highly motivated to handle a greater workload. It is intended to expand students' knowledge of French language structure and vocabulary and to enhance their facility in all phases of communication in the target language. Students receive an intensive introduction to many of the more advanced linguistic concepts that will be pursued in greater depth in French 4 H and French 5 H. Most reading, writing and speaking assignments relate to contemporary culture in the French-speaking world and allow for comparisons with contemporary American culture. In addition, students in this course receive an introduction to the study of French literature.

**FRENCH 4 — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: French 3*

Students in this course pursue in greater depth the advanced linguistic concepts introduced in French 3. At the same time, they broaden their knowledge of practical vocabulary and idiomatic expression. The emphasis is on self-expression in speaking and in writing. Developing conversational facility and an acceptable standard of written expression are two key goals. Additional readings in the target language enhance awareness of French history and French-speaking cultures. This class is conducted in French.

**FRENCH 4 H — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: French 3 H*

Students pursue in greater depth the advanced linguistic concepts introduced in French 3 H, while at the same time expanding their knowledge of practical vocabulary and idiomatic usage. Two key goals of this course are to develop the students' conversational facility and to achieve a level of written expression to communicate thoughts easily and effectively with others who use standard French. Students continue their introduction to French literature by sampling a variety of works by a number of French authors.

**FRENCH 5 — 1 Unit of credit****Juniors, Seniors***Prerequisite: French 4, 4 H*

This course, conducted in French, includes a comprehensive grammar component, reading comprehension, compositions, speaking, and listening. These skills are taught and practiced with the use of authentic French written and aural/visual materials. The awareness and understanding of francophone cultures and the students' conversational skills are greatly enhanced.

**AP FRENCH - 1 Unit of Credit****Juniors, Seniors***Prerequisite: French 4H, teacher recommendation*

This course, conducted in French, comprises the definitive study of the advanced concepts of French language structure along with preparation and practice in advanced conversation. The goal is fluency in both writing and speaking, so that students will be able to apply their skills and knowledge for further study and practical use. This course also offers preparation for the French Language Advanced Placement Exam.

**GERMAN****GERMAN 1 — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: None*

This college preparatory course for beginners introduces the students to the basic skills of listening, speaking, reading and writing German. Students are expected to communicate orally and in writing simple sentences about topics like greetings and introductions, time and dates, directions to and from places, the school day, young people and their activities. Cultural aspects of German speaking countries are continually interwoven. Grammatically, students are expected to know the present tense of verbs, subject and object cases of nouns and pronouns, cardinal and ordinal numbers, locational prepositions, modal auxiliaries and questions. This course is appropriate to all levels of students.

**GERMAN 2 — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: German 1*

This course is a continuation of German 1. The essentials of grammatical constructions are extended to include the past tense of verbs, verb-end position and verb-second position, dative verbs, adjective endings, the indirect object case of nouns and pronouns, comparison, and introduction of subjective. Communications are more complex than in the previous course and students are expected to express ideas, give reasons, and discuss cause and effect, in writing and orally. Culture is an integral part of the course, and students are exposed to authentic material, in print, audio and video. This course is appropriate for any level student who fulfills the prerequisite.

**GERMAN 3 — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: German 2*

This course continues to expand oral and written skills. The class is conducted in the target language. Students are expected to discuss issues and opinions. Reading selections are varied to include different genres of literature. In grammar, students study the passive voice, indirect discourse, dative and accusative prepositions, the genitive, relative clauses and specific prepositional uses. German culture continues to be woven into the material, especially because of the use of authentic materials. The course is appropriate for all levels of students who fulfill the prerequisite requirements.

**GERMAN 4 — 1 Unit of credit****Juniors, Seniors***Prerequisite: German 3*

This course offers the student extensive opportunities to experience German literature, language, and grammar. A variety of literary selections in the form of plays, poetry, short stories, periodicals, and novels are integrated into the course of study. Students are expected to write essays or journal entries at least once a week and all communications are expected to demonstrate some fluency. Students are expected to report on events or readings at some length. Students also encounter the cultural components of the language via a multi-faceted approach, which includes the study of German art, film, music, media, and lifestyle.

**GERMAN LANGUAGE 2H, 3H, 4H, AP GERMAN — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Current teacher or Instructional Director recommendation*

Honors courses are designed for the student, who in previous years of study, has displayed extraordinary talent. This incorporates more sophisticated vocabulary in aural-oral skills as well as in written expression of grammatical structures and concepts.

**LATIN****LATIN 1 — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: None*

The Latin 1 course introduces the beginning student to the fundamentals of Latin grammar and syntax which provide the skills required for reading, understanding and appreciating Latin literature. The grammar content of the course includes the declensions of nouns, formation of adjectives, the tenses and uses of Latin verbs, a strong first-year vocabulary with emphasis on English derivatives and development of reading skills in the target language. The course also introduces the student to the culture and early history of the Romans and the basic themes and characters of Greek and Roman mythology. The relationship of the Greco-Roman world to the modern world is stressed throughout the course. The student will gain an expanded knowledge of English grammar and vocabulary and the development of reading and word-analysis skills. The complexity of language requires strong memorization and disciplined study skills. Since Latin is not a spoken language, this course may appeal to students who do not wish to pursue a modern language but still wish to take a language course.

**LATIN 2 — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Latin 1*

After a review of the first year, the Latin 2 course builds upon the foundation laid in the introductory year by continuing the instruction of Latin grammar and syntax. Attention is given to building and solidifying the student's basic vocabulary through additional exposure to English derivatives. Specific content includes the subjunctive mood and its use in subordinate clauses, participles, infinitives and the structure of complex sentences. The second year focuses specifically on strengthening reading and translation skills. Aspects of Roman daily life are developed more fully and the students will gain additional insight into the late Republic period.

**LATIN 3 — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Latin 2*

Latin 3 begins with a thorough review of Latin grammar and syntax. Mastery of the basic language structures of Latin is expected and enhanced throughout the year through practical exercises and direct application in the reading material. This third year investigates the fall of the Republic and the rise of the Empire as found in readings from ancient authors such as Cicero, Eutropius, Asconius and Augustus.

**LATIN 4 — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Latin 3*

This course works toward developing facile reading skills in the target language. Students will review essential points of grammar to solidify their understanding of the language. Readings in the course continue to explore authors that deal with significant historical periods in Roman history. Students will also gain some exposure to oral Latin via the *Forum Romanum* video series.

**LATIN 2H, 3H, 4H, 5H — 1 Unit of credit****Freshmen, Sophomores, Juniors, Seniors***Prerequisite: Current teacher or Instructional Director recommendation*

The Honors courses are designed for students who display extraordinary talent in the language. In addition to the descriptions listed above, the Honors designation requires additional exercises and translation work including more sophisticated vocabulary and syntactical structures. Students who opt for the Honors credit should therefore complete their introductory years with this goal in mind.

**AP LATIN — 1 Unit of credit****Junior, Seniors***Prerequisite: Latin 3H or teacher permission*

This course will prepare successful students for the Advanced Placement Exam through in-class readings as well as outside reading material. Additional readings may be selected from the writings of Cicero, Nepos, Tacitus, Martial, and Horace.

## MANDARIN

### MANDARIN 1 — 1 Unit of credit

*Prerequisite: None*

**Freshmen, Sophomores, Juniors, Seniors**

This college preparatory course for beginners introduces students to the fundamentals of Mandarin. Students will acquire the skills of listening, reading and writing Mandarin. Students will be taught to read and write the Chinese characters. Chinese culture will also be interwoven into the curriculum.

### MANDARIN 2 — 1 Unit of credit

*Prerequisite: Mandarin 1*

**Freshmen, Sophomores, Juniors, Seniors**

This college preparatory course is a continuation of Mandarin 1. The essential skills learned in Mandarin 1 are extended to include more complex communication, understanding, writing and listening in Mandarin. Culture continues to be interwoven into the curriculum.

### MANDARIN 3 — 1 Unit of credit

*Prerequisite: Mandarin 2*

**Sophomores, Juniors, Seniors**

This college preparatory course is a continuation of Mandarin 2. The skills of communication, understanding, writing and listening will be enhanced. Culture continues to be interwoven into the curriculum.

### MANDARIN 4 — 1 Unit of credit

*Prerequisite: Mandarin 3*

**Juniors, Seniors**

This college preparatory course is a continuation of Mandarin 3. The skills, understanding, writing and listening will be enhanced. Culture continues to be interwoven into the curriculum.

## SPANISH

### SPANISH 1 — 1 Unit of credit

*Prerequisite: None*

**Freshmen, Sophomores, Juniors, Seniors**

This is a college preparatory course designed to introduce beginners to the fundamental skills of communication in Spanish. This is a course for students who have not studied Spanish previously. Students learn to communicate orally and in writing. Simple sentences deal with greetings, introductions, time, dates, the weather and youth's daily activities. Students learn to correctly use such grammatical structures as the present indicative, object pronouns and other structures and vocabulary presented in the first year textbook. Cultural aspects are presented in each unit and are discussed to enhance cultural awareness of the students. Those who have successfully completed a first year course in Spanish are expected to enroll in second year.

### SPANISH 1 PLUS – 1 Unit of credit

*Prerequisites: Previous study of the Spanish language; middle school or high school teacher recommendation*

**Freshman**

This course is for the student who may have had 1 or more years of study in the Spanish language but who has not yet mastered the concepts needed in order to be successful at the Spanish 2 level. This course will be taught at a faster pace than that of Spanish 1. Grammar concepts to be mastered include: present tense verb conjugation, the present progressive tense, adjective agreement in comparatives/superlatives, reflexive verbs, subject pronouns, possessive pronouns, interrogatives and object pronouns. A wealth of practical vocabulary such as family, classroom, everyday expressions, hobbies/sports etc. will be mastered so as to build on oral and written proficiencies. Cultural topics will be integrated and there will be oral and written assessment. There is an emphasis on the application and synthesis of the concepts and material taught; and successful completion of the course satisfies the prerequisites for Spanish II.

### SPANISH 2 — 1 Unit of credit

*Prerequisite: Spanish 1 with C or better and current teacher or Instructional Director recommendation*

**Freshmen, Sophomores, Juniors, Seniors**

Initially the material covered in Spanish 1 is reviewed. Then the preterite and imperfect past tenses, the present subjunctive, present and past perfect and the present progressive structures and uses are studied. Communication is more complex because students are exposed to a variety of tenses and a wider vocabulary. The expanded vocabulary includes words and expressions a young person needs to talk about himself and others in everyday situations. Students narrate present and past experiences, talk about future hopes, describe, compare and contrast, give opinions and make judgments. This course stresses continued development of oral skills and listening comprehension. The class is frequently conducted in the target language. As the school year progresses, emphasis on reading and writing increases. Note taking, class participation and daily preparation are required. Students who maintain a minimum of a C average are encouraged to continue to the third level of Spanish.

### SPANISH 2 H — 1 Unit of credit

*Prerequisite: Spanish 1 and current teacher or Instructional Director recommendation*

**Freshmen, Sophomores, Juniors, Seniors**

This course is for students who are very talented language learners, i.e., those who learn new grammatical structures and vocabulary with ease and can assimilate them with facility. In addition, students must be able to handle a greater workload than in Spanish 2. A wider vocabulary and a more detailed study of grammar are included in the Honors level of second year Spanish and students are expected to come closer to mastering the content of a different textbook than students in Spanish 2 regular. There is more reading and more writing in the Honors class. Spanish is used in conducting classes and students are expected to communicate in Spanish while in class.

**SPANISH 3 — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Spanish 2 and current teacher or Instructional Director recommendation*

This course begins with a review of grammar introduced in Spanish 2. Grammar not studied during the first two years is introduced. Many worksheets and written exercises are used as well as using the language interactively. This is achieved in part through the use of creative writing assignments such as the preparation of dialogues. To help reinforce the grammar and vocabulary studied, short compositions are occasionally required. Videos and selected short readings stress cultural aspects of the Spanish speaking world. The class is conducted in Spanish.

**SPANISH 3 H — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Spanish 2 H with C or Spanish 2 with current teacher or Instructional Director recommendation*

This course reviews and expands all grammar structures of Spanish 2H and introduces new concepts including sequence of tenses and moods. Instruction and discussions are conducted strictly in Spanish. Students are encouraged to use spoken language and to develop their abilities to function in realistic contexts. The new vocabulary is introduced through up-to-date cultural and literary selections as well as a full length novel. Authentic short films from various Spanish speaking countries are presented and analyzed in the class. Students are expected to master all the vocabulary structures in greater detail than at a regular level.

**SPANISH 4 — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Spanish 3 and current teacher or Instructional Director recommendation*

This course reviews and expands all grammar structures of Spanish 3 and introduces new concepts including sequence of tenses and moods. Instruction and discussions are conducted mostly in Spanish. Students are encouraged to begin using spoken language and to develop their abilities to function in realistic contexts. The new vocabulary is introduced through up-to-date cultural and literary selections as well as a full length play. Authentic short films from various Spanish speaking countries are presented and analyzed in the class.

**SPANISH 4 H — 1 Unit of credit****Sophomores, Juniors, Seniors***Prerequisite: Spanish 3 H and current teacher or Instructional Director recommendation*

This class works toward mastery of the speaking, listening, reading, and writing skills. This is accomplished through grammar review, vocabulary unit related to contemporary situations, and a survey of Spanish literature. Selections are read and discussed in their historical, artistic, and philosophical contexts, and students write essays relating to the topics suggested by these readings. The course is taught in the target language, and students are expected to discuss the material exclusively in Spanish.

**SPANISH 5 — 1 Unit of credit****Juniors, Seniors***Prerequisite: Spanish 4 and current teacher or Instructional Director recommendation*

The students in this course will view current Spanish language films in order to discuss contemporary social, political and historical issues. Pertinent vocabulary and a grammatical review will be incorporated into the curriculum. Oral proficiency, reading comprehension and essay writing will be a part of the student's assessment.

**AP SPANISH LANGUAGE — 1 Unit of credit****Juniors, Seniors***Prerequisite: Spanish 4 H and current teacher or Instructional Director recommendation*

The AP Spanish Language course allows students to develop and improve interpersonal and presentational (both written and oral) communicative skills, as well as listening and reading comprehension. The course is conducted entirely in Spanish. As this course is designed to approximate the experience of a third-year college course in Spanish language, students will be required to use Spanish in ways that reach or approach a high level of proficiency. The new vocabulary is introduced through up-to-date cultural and literary authentic selections as well as a variety of full length films. At the end of the second semester, all students are expected to take the Spanish Language Advanced Placement Exam.

## **TECHNOLOGY CAMPUS**

### **Lake County Area High Schools Technology Campus**

*Technology Campus provides an opportunity for students to receive practical training in a wide range of career areas. All programs are two-year programs, however, students may take only the first year of the sequence if they desire. Only Juniors or Seniors may attend. The Technology Campus is located next to the campus of the College of Lake County in Grayslake. The Technology Campus offers excellent educational opportunities to students who wish to obtain specialized vocational-technical skills. Students taking courses at Technology Campus will divide their school day between Lake Forest High School and the Technology Campus. Transportation to and from the campus is provided by Lake Forest High School. Other than rare exceptions, students will not be permitted to drive their own cars. Certain parking fees may be incurred. Credits earned at Technology Campus apply to graduation credits. Technology Campus programs are offered to Lake Forest students in the afternoon for a two hour session. Cosmetology is a three and one-half hour session. Buses leave Lake Forest High School at 12:30 p.m. and return to Lake Forest High School after dropping off any student who has a bus pass at their home. Otherwise, the bus returns students to campus typically before 4 p.m. Any specifics regarding fees and regulations for the Technology Campus can be located in the Lake County High Schools Technology Campus Student Handbook that all counselors have. More information about the Technology Campus can be found at their web site: [www.techcampus.org](http://www.techcampus.org).*

*The following four courses have dual credit with the College of Lake County: Culinary, Welding/Fabrication, Building Trades and Computer Networking.*

### **COMMUNICATIONS PROGRAMS**

#### **GRAPHIC/WEB DESIGN — 3 Units of credit (Articulation Available)**

**Juniors, Seniors**

*Prerequisite: None*

This program prepares students for a variety of design careers including desktop publishing, web design, graphic design for games and entry-level animation. Students will design and produce a variety of print and digital publications utilizing a variety of software applications and technologies including but not limited to: Adobe Illustrator, Adobe Photoshop, Adobe InDesign, Adobe Flash, Adobe Dreamweaver, BBEdit, XHTML and CSS. First year students will concentrate on the core design skills such as color theory, typography, fundamental design elements, design principles, web standards and usability. Students will learn basic drawing skills using a variety of art techniques and media. Additionally, students will learn fundamental internet technologies necessary for today's marketplace. During the second year, students will specialize in either print or web design. They will create advanced projects demonstrating full project life-cycle design skills from ideas to productions. Additionally, second year students will be introduced to multimedia and animation concepts. Advanced second year students may be eligible to obtain industry standard certifications.

#### **PHOTOGRAPHIC DESIGN — 3 Units of credit (Articulation Available)**

**Juniors, Seniors**

*Prerequisite: None*

This program provides an understanding of the photography and digital imaging industry. Students will receive extensive training in traditional black and white photography which includes taking, developing in the program's dark room and printing black and white photographs. Digital photography, portrait photography, and advertising photography skills are taught as part of the program. Photography studio skills taught include techniques for camera use, lighting placement, backgrounds, props and layout. A major emphasis will be on digital imaging using the program Adobe® Photoshop™ for photograph restoration, special effects, touch ups and manipulation. Internships are available with local business partners.

### **HUMAN SERVICES PROGRAMS**

#### **COSMETOLOGY — 3 Units of credit**

**Juniors, Seniors**

*Prerequisite: None*

The Tech Campus offers two separate programs in the Cosmetology department: Cosmetology and Nail Technology.

The Cosmetology program presents the theory, principles, and skills necessary to become a licensed cosmetologist in the State of Illinois. Students will acquire the 1500 hours of experience required for licensing while learning how to perform shampoos, make-overs, facials, hair-styling, manicuring, sculptured nails, permanent waving, hair coloring, and cutting. Students will develop skills in each of the areas mentioned while practicing their techniques in a lab setting. Following the lab phase of the program, students will reinforce their training by working on clients in the Technology Campus Creations Salon. Internships are available with local business partners.

The Nail Technology program presents the theory, principles and skills necessary to become a licensed nail technician in the State of Illinois. Students will acquire 350 hours of experience required for licensing in one year. Skills in sanitation, bacteriology, OSHA standards, cells, metabolism, manicures and pedicures, procedures and business practices are developed, while practicing their techniques in a lab setting. Following the lab phase of the program, students will reinforce their training by working on clients in the Tech Campus Creations Salon.

**CRIMINAL JUSTICE — 3 Units of credit****Juniors, Seniors***Prerequisite: None*

This program is designed to prepare students for the criminal justice and law enforcement field. Students will learn about constitutional law, criminal law, trial procedures, correctional institutions, the laws of arrest and rules of evidence. Hands-on activities include simulated police scenarios, forensic examination, crime scene investigation, crisis intervention, emergency response, search and seizure and interrogation techniques. The responsibilities of law enforcement personnel and the importance of professionalism will be emphasized in this program. Professionals from the field will share their experiences and specialty training. Writing and language skills are taught due to the mandatory writing test that many local police departments have for entry into their departments. To participate in this program, students must have a clean disciplinary record. A police background check is required to participate in job shadows, internships and ride alongs at local police departments.

**CULINARY ARTS — 3 Units of credit (Dual Credit or Articulation Available)****Juniors, Seniors***Prerequisite: None*

This program provides culinary and hospitality education designed to prepare students for the many positions in the hospitality industry. Students will gain skills and knowledge in cold and hot food preparation, nutrition, baking, pastry, menu planning, sanitation, equipment operation, inventory control, purchasing and front-of-the-house customer service skills. The ProStart program, which is co-sponsored by the Illinois Restaurant Association, is a component of this program. Students will utilize their skills by planning, organizing, and preparing several culinary creations for special events, competitions and the Tech Campus Deli. Second year students will gain advanced culinary and hospitality experience and will be eligible for ProStart certification skills. Internships are available with local business partners.

**EARLY CHILDHOOD EDUCATION — 3 Units of credit (Articulation Available)****Juniors, Seniors***Prerequisite: None*

This program is designed to prepare students for a variety of careers serving children. Students will develop skills to plan and implement age-appropriate activities in one of the two operating preschool labs. These skills include developing educational activities and lessons for the preschool children in creative arts, math, science, music and language. Instruction will also focus on the positive guidance of child behavior and all aspects of their development. Internships, job shadows, portfolio and other career readiness experiences are available to students. In the second year of the program, students will be introduced to the organizational management and operation of preschools and childcare facilities through projects, observation and self-directed activities. After meeting specified criteria, including a teacher recommendation, a second year student may be eligible to participate in the on-site internship program in our Infant/Toddler Center. This program will expand student knowledge of early childhood development through hands-on experiences which aide in the student's overall employability. Internships are available with local business partners.

**EMERGENCY MEDICAL SERVICES — 3 Units of credit (Dual Credit or Articulation Available)****Juniors, Seniors***Prerequisite: None*

This program prepares students to take the licensure examination of the Illinois Department of Public Health to become an EMT-B. This is a course of instruction in basic emergency medical services as prescribed by the State of Illinois Department of Transportation and includes classroom instruction, practical demonstrations, testing, clinical experiences in a hospital emergency room and ride alongs with local Fire/EMS departments. The emergency services system, the responsibilities of emergency service personnel, and professionalism will be emphasized. Students will learn American Heart Association Healthcare Provider CPR, patient assessment, stabilization, and initial pre-hospital medical treatment of injured and ill patients. Students will be expected to produce a portfolio to share with potential affiliated Fire/EMS departments within the County. For students to be eligible to sit for the EMT-B state test at the end of the program, they must be 18 years of age, graduate high school and have completed this program with a 75% or better grade average. Internships are available with local business/industry partners.

**FIRE FIGHTING — 3 Units of credit (Articulation Available)****Juniors, Seniors***Prerequisite: None*

This program is designed to prepare students for entry-level fire fighter positions. Students will learn through classroom and guided practice activities the essentials of fire suppression which includes: understanding fire chemistry, wearing personal protective clothing, identifying ropes, tying knots, using fire extinguishers, performing forcible entry, carrying and raising ladders, operating self-contained breathing apparatus, employing search and rescue techniques, working with ventilation tools and practicing hose evolutions on an operating fire engine all in a safety conscious environment. These skills along with leadership and communication skills will prepare the student for certification through employment opportunities with many fire departments. Internships are available with local business partners.

**CERTIFIED NURSE ASSISTING — 3 Units of credit (Dual Credit or Articulation Available)****Seniors***Prerequisite: None*

This program is designed to prepare students for employment as nursing assistants. Students are also prepared for future entry into nursing education programs. Training will include the development of basic nursing skills through lecture, laboratory demonstrations, practice, and clinical experience. Students will also gain skills in cardiopulmonary resuscitation. Upon successful completion of this course, students will be eligible to take the written examination for nurse assistant state certification, which is required in this field. Instruction in this program includes a minimum of forty (40) clinical hours held in long-term care facilities in the community. Students will work alongside a facility nurse and the instructor during clinical hours. Attendance at clinical sites is mandatory for state certification. This program leads to a certification of completion recorded with the Illinois Department of Public Health. Students in this program must be seniors.

**MEDICAL ASSISTING — 3 Units of credit (1 unit of credit in Lab Science; 2 units of Technology Campus credit)  
(Articulation Available)****Juniors, Seniors***Prerequisite: None*

This program introduces students to a wide variety of careers in the allied health field including medical lab technician, medical assistant and medical office professional. The program provides learning opportunities for students to gain an understanding of medical theory, principles and skills to prepare them for entry level positions in medical offices, clinics, and other medical environments. Training will include medical terminology, communication, body structure and function, vital sign measurement, principles of infection control, medical instrumentation and microscope usage. Students will gain experience in basic laboratory procedures which aide in the diagnosis and monitoring of patient conditions. Internships are available with local business partners.

**TRANSPORTATION PROGRAMS****AUTOMOTIVE SERVICE — 3 Units of credit (Articulation Available)****Juniors, Seniors***Prerequisite: None*

This program will provide students with a solid foundation of skills to enter the automotive service industry. Students will be able to continue their training in factory sponsored training programs at a local community college or private technical school. Training in the program emphasizes the development of skills in the core service areas utilizing factory procedures and industry standards in the school's fully operational repair shop. Instruction will feature training on brakes, steering and suspension, electrical systems and engine performance. Upon successful completion of this program, students will be prepared to take the ASE (Automotive Service Excellence) certification exams in the areas emphasized in the program. Junior students may choose to participate in the AYES Pathway (Automotive Youth Educational System) or the ACE Pathway (Automotive Career Exploration) designed to integrate basic skill mastery during internships with local business partners.

**COLLISION REPAIR — 3 Units of credit (Dual Credit or Articulation Available)****Juniors, Seniors***Prerequisite: None*

The program is certified by NATEF (National Automotive Teachers Education Foundation). This program provides students with the fundamental skills of the automotive collision repair industry. Instruction in the program emphasizes both the repair and the refinishing skills associated with restoring a damaged automobile to factory specifications. Using an industry-endorsed curriculum, students will develop core skills in automobile construction, sheet metal damage repair, MIG welding, and basic refinishing. Upon mastery of the skills in core areas, students will gain skills in damage estimating, shop management, heavy collision repair, and finish matching. Students will be prepared to take the ASE certification exams in the areas emphasized in the program and will also be eligible to earn I-CAR Gold Class training points. Internships are available with local business partners. Instructors are ASE (Automotive Service Excellence) certified.

**MANUFACTURING/INDUSTRIAL PROGRAMS****BUILDING TRADES — 3 Units of credit (Dual Credit or Articulation Available)****Juniors, Seniors***Prerequisite: None*

This program is designed to prepare students for careers in the building construction trades. The curriculum is designed to provide the student with hands-on training over a two-year period in each of the following areas: safety practices, the proper use of hand and power tools, carpentry, plumbing, roofing, siding, dry walling, masonry, finish trimming, and various other areas. Upon mastery of the skills for safety and basic hand and power tools used in the field, students will develop basic construction techniques and job planning skills in the lab. All lab work is followed up with applications at the project house built by the students, financed by the school, and sold to the general public. Internships are available with local business partners.

**COMPUTER SUPPORT SERVICES — 3 Units of credit (Articulation Available)****Juniors, Seniors***Prerequisite: None*

This program will prepare students for careers in the computer field. Through the IT Essentials on-line curriculum and hands-on activities, students will install, maintain, upgrade, and repair computer hardware and software on workstations and network systems. This program will prepare students for the A+ Certification Exam, which is a nationally recognized, industry-based certification for computer technicians capable of providing technical support and service in all PC environments. Upon successful completion of this program, students will be able to diagnose hardware or software failures and perform the actions necessary to correct the problems based on the knowledge of the system's operation. Additionally, students will learn how to provide the necessary support services to system users. Internships are available to students with local business partners.

**WELDING / FABRICATION — 3 Units of credit (Dual Credit or Articulation Available)****Juniors, Seniors***Prerequisite: None*

This program provides hands-on experiences gained from extensive practice and application of knowledge in shop safety, oxy-fuel welding and burning, arc welding (stick, MIC, TIG), plasma arc cutting and automatic shape cutting. Layout and fit-up, blueprint reading, and weld symbols are used to fabricate a variety of metal projects. Students use various NDT (non-destructive) and DT (destructive) type testing and inspection procedures. The welding/fabrication lab simulates a "real world" on the job atmosphere where students learn about employer-employee relationships. The American Welding Society (AWS) recognizes the Technology Campus Welding program as an Educational Instruction Member. Students can develop their welding skills to meet the AWS structural welding code. Internships are available with local business partners.

**NOTE:**

Dual Credit: Goes immediately onto a transcript in your name at College of Lake County; the grade and three hours are recorded (no guarantee of this credit being accepted by other colleges).

Articulation: Student must have a grade of B or higher to receive three hours credit when and if the student registers at the College of Lake County; the three hours, but not the grade, will show on the students transcripts (greater likelihood of being accepted at other colleges).

## NOTES