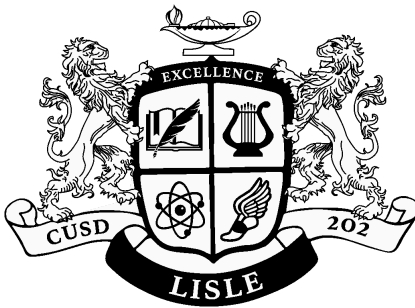




LISLE HIGH SCHOOL
Course Guide
Opportunity for Excellence
2025-2026



ENROLLMENT INFORMATION
AND
COURSE DESCRIPTIONS

L I S L E D I S T R I C T 2 0 2

LISLE HIGH SCHOOL



Dear Students and Parents:

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

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

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

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

Sincerely,

Eric Martzolf
Principal



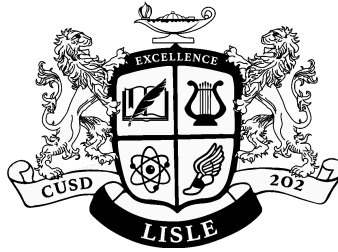
ONEPRIDE

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COURSEBOOK OVERVIEW

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



LISLE HIGH SCHOOL PHILOSOPHY

It is the philosophy of Lisle High School that every student, regardless of race, creed, or ethnic background, should be given the opportunity to work toward his or her full potential. We will strive to provide each student with a program of instruction that will best suit his or her individual needs. We will also try to maintain an environment conducive to quality social and emotional development.

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

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

GRADUATION REQUIREMENTS

Twenty-two credits earned including:

- A. 4.0 credits of English
 - Must include (Honors)English 1, (Honors)English 2, and either English 3 or AP Language & Composition
 - Each English course meets the requirements of a writing intensive course
- B. 2.5 credits of Social Studies including:
 - 1.0 credit-U.S. History
 - 0.5 credit-American Government/ Civics
- C. 2.0 credits of Science
- D. 3.0 credits of Mathematics
 - One of which must be Algebra 1 and one of which must include geometry content
- E. 0.5 credit of Health Education
- F. 0.5 credit of Consumer Education
- G. 3.5 credits of Physical Education (see numbers 3 & 4 below)
- H. 1.0 credit from ONE of the following: Career and Technology Education (CTE), Fine Arts, or World Language
- I. 5.0 Elective Credits

*The above requirements do not apply to students with disabilities whose course of study is determined by an Individualized Education Program or students who are exempt from participation in certain courses in accordance with State law.

1. All students planning to attend college after graduation are urged to complete a core curriculum consisting of no less than four years of English and three years each of Mathematics, Science and Social Studies. College-bound students are also encouraged to take a minimum of 2 years of a World Language.
2. All students must complete 2 full credits of writing-intensive courses. The courses that contribute to this requirement have an asterisk on the course listed in the English section of this course description guide.
3. All students are required to take and successfully pass Physical Education during each semester of enrollment at LHS. Health Education, a semester course, can be used to fulfill the Physical Education requirement during one semester.
4. The School Board may excuse pupils enrolled in grade 12 from engaging in Physical Education for the reasons listed in [Board Policy 6:310](#).
5. Students will be awarded 0.5 credits for each SEMESTER class completed with a passing grade (60% or higher). Students presenting medical excuses exempting them from the usual Physical Education program shall receive an M (medically excused from PE). Actual PE credit will not be awarded. They will then be required to select another class for their schedule.
6. Students desiring to take less than a normal class load must have the approval of the principal in advance. Some situations which would be considered for shortened days include:
 - A. Students with disabilities who have experienced difficulty in the full day necessary to take sufficient courses to meet this requirement.
 - B. Fifth year students who require only a very small number of credits to meet the requirement of 22 credits.
 - C. Students who have extraordinary circumstances for which they can benefit by being in school for an abbreviated period.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if the student is 18 years of age or legally emancipated, the student must comply with either of the following:

- File a FAFSA with the United States Department of Education.
- File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

GENERAL INFORMATION

COURSE REGISTRATION PROCESS

Counselors will begin the course registration process with students in October. Students will receive information about courses through presentations, classroom visits, and by reading this course guide (available online). Core area teachers will provide course recommendations in Powerschool. Students will make preliminary course selections based on teacher recommendations, parental input, and their own plans for their future. This includes choosing several alternate elective choices. Following that, counselors will meet with each student individually to determine final course selection based upon the student's 4-year academic plans, academic history, student preference, parental input, test scores, and teacher input where appropriate. Once course selection is complete, students and parents will review the final information through Powerschool and request any necessary adjustments in February. After this point, no schedule changes will be made outside of exceptional circumstances. (see below)

CHANGES IN COURSE SELECTIONS

Schedule changes are **NOT** permitted unless one or more of the following exceptions apply:

1. Graduation or college entrance requirements necessitate a change.
2. Students may request to drop a course for a study hall only if they are enrolled in the maximum number of courses (seven) per semester **and** only after they have attended and participated in the course for **ten** class periods. A grade of "WF" will be reflected on the transcript of a student who chooses to drop a course after the fourth week of a semester.

CREDITS AND COURSE LOAD

A 0.5 unit of credit is awarded for all courses at the end of one semester to students who have earned a course average of 60% or greater.

Students who fail a course required for graduation will need to repeat only the semester(s) that they failed.

The school day consists of 7 periods. All students must carry a minimum course load of 6 academic classes, and may take a study hall for one period. Students may choose to take a seventh academic class rather than enroll in a study hall, providing the student exhibits appropriate academic performance. Students also have the option of selecting from classes offered during Zero Hour, which is before school. This allows a student to take a maximum of 8 academic classes per day.

The Board of Education has approved the earning of some credits to be applied toward graduation through Administrator-approved online courses. This type of study may be utilized to make up credits, to pursue courses not offered at LHS, to help solve schedule conflicts or to earn college credit. Information regarding this approach may be secured from your counselor. Requests will be reviewed on an individual basis.

SPECIAL PROGRAMMING OPTIONS

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

A. HONORS COURSES

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

If students don't fully meet these criteria, they may also choose to "opt-in" to an honors class. Applications to opt-in and deadlines for consideration are available on the high school website. Any student who chooses to "opt-in" to an honors level course will be required to remain in the class for a minimum of the entire first semester. Changes of level at the semester break are allowable.

Credits earned in honors courses receive weighted grades. (See section on grading) A student earning a *D* or lower at the end of the first semester may be removed from the Honors course and scheduled into a regular education section of that course.

B. SPECIAL EDUCATION SERVICES

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

C. TECHNOLOGY CENTER OF DUPAGE (TCD) – Available to Juniors and Seniors

TCD, located in Addison, provides an opportunity for students to receive advanced career and technical training which will prepare them to enter the job market or continue to post-secondary training. For information about TCD programs, please reference their web site at <http://www.tcdupage.org>.

Lisle High School works with TCD to ensure curriculum alignment such that wherever possible, students may take introductory and intermediate courses at Lisle High School and advanced coursework at the TCD facility. Therefore, students should plan their course program at Lisle carefully so they will have the necessary background and preparation to take full advantage of their experiences at TCD. Students interested in TCD are encouraged to meet with their counselor to discuss their options.

Students who choose to enroll in the TCD program will take Lisle High School classes during periods one through four, and will attend TCD during periods five through seven. Students are required to utilize LHS provided transportation to and from the TCD facility daily. Those who successfully complete one semester of coursework at TCD will earn 2.5 credits towards Lisle High School graduation. Students seeking to enroll at TCD must choose classes to take at LHS that total a minimum of 3.5 credits. Together the two programs total a minimum of 6 credits for the year.

Students must be on pace to graduate with their class and have completed all core requirements in a timely manner in order to be considered for enrollment in TCD programs.

COLLEGE CREDIT OPPORTUNITIES

Lisle High School offers many opportunities to earn college credits while still in high school. Students must have a proven record of academic success in order to qualify for these opportunities and/or fulfill any specific program requirements:

A. Advanced Placement Courses

LHS offers 14 different advanced placement courses, as described by the College Board. Students who enroll in these courses will earn high school credit and are encouraged to take the Advanced Placement Exam for the course in May. A score of 3 or better on the exam will earn college credit for the course. *Please consult the specific college or university in question to determine how the credit will be counted towards the student's academics.*

B. Dual Credit Courses

LHS offers several courses in conjunction with the College of DuPage. For these classes, Lisle High School faculty serve as adjunct faculty to College of DuPage and a common syllabus is agreed between the college and the high school. Students who earn a grade of C or better in the high school course will also receive credit from the College of DuPage and an official college transcript. These courses can be applied at colleges and universities. Application dates and withdrawal deadlines as determined by the College of DuPage will apply to these courses as well. Students who commit to these courses will receive a college transcript, regardless of the earned grade, unless he/she withdraws prior to the deadline. *Please consult the specific college or university in question to determine how the credit will be counted towards the student's academics.*

C. College course work

Students may take college courses while enrolled in high school. Any course used to satisfy a Lisle High School graduation requirement requires approval from Administration, and will be used for both grade point average computation and for eligibility determination. Students are responsible for their own tuition and transportation. One-half unit of high school credit will be granted for each 3-semester or 5-quarter hour college course.

RESIDENCY

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

COURSE DESCRIPTIONS

ENGLISH

The Lisle High School English program is designed to prepare students to engage and thrive in a complex, dynamic society. Over the course of the four-year experience, students will develop skills in the areas of composition, linguistics, speaking, listening, and literature analysis. Our curriculum encourages students to become critical readers, logical and insightful thinkers, and skilled written and oral communicators.

As noted in the graduation requirements, all students must complete two credits of coursework designated as writing-intensive courses. The courses listed in the table below with the asterisk qualify as such courses.

Freshman	Sophomore	Junior	Senior
English 1*	English 2*	English 3*	AP English Literature and Composition*
Honors English 1*	Honors English 2*	AP English Language and Composition*	AP English Language and Composition*
	Introduction to Journalism	Introduction to Journalism	Introduction to Journalism
			Senior Rhetoric & Composition*
			Modern Literature
			Creative Writing*
			Advanced Communication

ENGLISH 1

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

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

HONORS ENGLISH 1

Credit: 1

Eligible Grade Level: 9

Prerequisites: Departmental Recommendation

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

ENGLISH 2

Credit: 1

Eligible Grade Level: 10

Prerequisites: English 1

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

HONORS ENGLISH 2

Credit: 1

Eligible Grade Level: 10

Prerequisites: Departmental Recommendation

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

ENGLISH 3

Credit: 1

Eligible Grade Level: 11

Prerequisites: English 2

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

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Departmental Recommendation

This is a college level course that adheres to the objectives established and defined by the College Board. Students enrolling in AP English Language are expected to be proficient in reading, writing, literary analysis, grammar and usage, and research. Students must also understand that the work and effort required are more rigorous in the terms of quantity and complexity of assignments. The AP Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interaction among a writer's purpose, audience, expectations, and as well as the way generic conventions and the resources of language contribute to effectiveness in writing. While it is not a requirement, students may obtain college credit by taking the Advanced Placement examination at the conclusion of the course.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

Credit: 1

Eligible Grade Level: 12

Prerequisites: Departmental Recommendation

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

ADVANCED COMMUNICATION

Credit: 0.5

Eligible Grade Level: 12

Prerequisites: None

This one semester course is designed to study various types of communication. Basic principles of communication will be surveyed and areas of communication such as intra-personal, interpersonal, cross-cultural/gender, and small group will be explored in detail. Students will learn elements of conflict resolution, argumentation, persuasion, and the role of mass media and advertising in modern society.

CREATIVE WRITING

Credit: 0.5

Eligible Grade Level: 12

Prerequisites: None

This one semester course is a workshop-format class. A text and examples of various forms of literature will be studied for general procedures and techniques of writing, but the focus will be on student efforts in writing, with considerable time spent in individual writing experiences and small and large group discussions of the student's writing. The class will work on writing poetry and short fiction, while analyzing readings and modern films.

MODERN LITERATURE

Credit: 0.5

Eligible Grade Level: 12

Prerequisites: None

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

INTRODUCTION TO JOURNALISM: MIND ON THE MEDIA

Credit: 0.5

Eligible Grade Level: 10, 11, 12

Prerequisites: None

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

SENIOR RHETORIC & COMPOSITION

Credit: 1.0

Eligible Grade Level: 12

Prerequisites: Departmental Recommendation

Senior Rhetoric and Composition uses nonfiction, modern storytelling, and technical communication skills to enhance success for future college-level courses. The course investigates language and how it's used to construct meaning and identities, create content/knowledge, and produce change. Summative assessments include a variety of projects that demonstrate how reading and writing can be academic, personal, social, and/or professional. The topics of these projects are driven by student interest and choice while using a process of inquiry, feedback, and revision. This year-long course guarantees a student can transition from high school to College of Dupage's English 1101 and any course that requires Reading Category 1 placement without remediation if the student earns a C or better in the course.

ENGLISH LANGUAGE LEARNER

ENGLISH AS A SECOND LANGUAGE

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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

FINE ARTS

The Fine Arts are an essential part of a complete education and ignite a passion for lifelong participation in the arts. Educators work with students to develop their personal expressiveness and innate human characteristics. The focus is on challenging students to think creatively and explore links to other disciplines.

The goal of the fine arts department is to develop the highest possible levels of artistic achievement and understanding. Driven by each student's interests, needs, and abilities, we employ a comprehensive curriculum of creating, performing, producing, connecting, and responding to help students gain a greater understanding of themselves and others in the larger world community. This department is comprised of four course strands, Art, Vocal Music, Instrumental Music, and General Music.

Art	Vocal Music	Instrumental Music	General Music
Art and Design 1, 2	Concert Choir	Concert Band	Electronic Music
Drawing 1, 2, 3	Chorale	Symphonic Band	Music Theory 1
Ceramics 1, 2, 3	Varsity Singers	Percussion Studies	AP Music Theory
Photography 1, 2**		Jazz Ensemble	
AP Studio Art		Jazz Band	

**This course is offered with Dual Credit from the College of DuPage

ART EDUCATION

ART & DESIGN 1

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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



ART & DESIGN 2

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Art & Design 1 or Departmental Recommendation

This intermediate-level class furthers students' exploration of 2D and 3D art. In this course, students build on the skills and techniques introduced in Art & Design 1, exploring personal expression and voice through a variety of media including drawing, painting, and sculpture.

DRAWING 1

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This beginner-level class helps students develop their art knowledge through exploration. Using various 2D media like graphite, ink, charcoal, watercolors, and acrylic paint, students will learn fundamental skills and vocabulary in art and design.

DRAWING 2

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Drawing 1 or Departmental Recommendation

This intermediate-level drawing class focuses on the creative process. Students will refine their drawing skills while developing a personal style, enabling them to transform ideas into meaningful compositions using developed skills and design concepts.

DRAWING 3

Credit: 0.5

Eligible Grade Level: 10, 11, 12

Prerequisites: Drawing 1 & 2 or Departmental Recommendation

This advanced-level drawing class encourages students to apply techniques with various tools while cultivating their personal style. Assignments aim for portfolio-quality work, and evaluations are conducted to the highest standards.

PHOTOGRAPHY 1

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This beginner-level class guides students from being picture takers to photographers. Emphasizing composition, students will explore automatic camera modes to unlock their full potential. In addition, students will learn the importance of post-processing photo editing using various technologies.

PHOTOGRAPHY 2

Credit: 0.5 (3 Hours of credit from the College of DuPage)

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Photography 1 or Departmental Recommendation

Students will learn to use manual camera modes to fully utilize their cameras and explore various applications of digital media. The focus will be on the composition, processing, compression, storage, printing, and professional display of photographs. The course includes editing and digital manipulation of still shots, enabling creative image manipulation across different genres. Students will work with Adobe Photoshop and Adobe Lightroom to produce their final projects. Enrolling in this class through the College of DuPage and completing it with a grade of 'C' or better earns students 3 credits. All enrolled students will receive a college transcript unless they withdraw according to the college's guidelines.

CERAMICS 1

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This beginner-level class emphasizes hand-building techniques like pinch, coil, and slab, as well as the use of ceramic tools and proper vocabulary. Students will create both functional and decorative pieces using basic shapes, while also learning simple glazing and surface decoration techniques.



CERAMICS 2

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Ceramics 1 or Departmental Recommendation

This intermediate-level ceramics class builds on the hand-building techniques and tools learned in Ceramics 1 while introducing wheel throwing. Students will design and work on elaborate projects to enhance their individual expression and explore advanced glazing techniques and surface decoration.

CERAMICS 3

Credit: 0.5

Eligible Grade Level: 10, 11, 12

Prerequisites: Ceramics 1 & 2 or Departmental Recommendation

This advanced-level ceramics class encourages students to explore creative uses of tools and develop a meaningful personal style. The main focus will be on construction techniques and surface decoration. All course assignments aim for the production of portfolio-quality work, with evaluations held to the highest standards.

ADVANCED PLACEMENT STUDIO ART

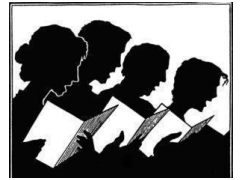
Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: One credit in any one area of art and a Departmental Recommendation

The Advanced Placement Studio Art course allows highly motivated upperclassmen to perform at the college level. This yearlong commitment requires students to create a portfolio showcasing a variety of media and techniques, centered around a specific driving question. The portfolio may include representational, abstract, or expressive works that are meaningful and demonstrate technical proficiency. Students can choose from a range of 2-dimensional media, such as drawing, painting, graphic design, digital art, and photography, or work with 3-dimensional materials like clay, wire, and fabric. To apply, candidates must submit a portfolio of five pieces in the spring before the next school year and have completed at least two semesters in their area of specialization, with an additional semester of art strongly encouraged.

VOCAL MUSIC



CONCERT CHOIR

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This mixed vocal chorus is open to all students who want to sing. The course is designed to learn and reinforce the fundamentals of music and vocal production to increase knowledge and understanding of music, and to explore and perform ability-appropriate music in a variety of styles and languages. This choir participates in all concerts.

CHORALE

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Audition/Instructor Approval

This auditioned vocal ensemble is open to sopranos and altos who wish to further their skills in vocal music. Students in this class reinforce the fundamentals of music, increase knowledge and understanding of vocal pedagogy, and perform music in a variety of styles. Musical terms and vocal skills are taught so that a student may progress to the more advanced ensemble if desired. This course is offered during zero hour each day and participates in all concerts.

VARSITY SINGERS

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: Audition/Instructor Approval

This vocal group is the most advanced choral ensemble. Music reading abilities and the demonstration of advanced proficiencies are prerequisites for this ensemble. Emphases in the class are advanced choral techniques and independent singing skills. Students are expected to be self-motivated and leadership-oriented. This choir participates in all concerts throughout the year and performs for many community events. Availability for extra-curricular performances and music festivals is expected.

INSTRUMENTAL MUSIC

CONCERT BAND

Credit: 1

Eligible Grade Level: 9, 10, 11

Prerequisites: None

Concert Band is open to all students with previous performance experience on a band instrument. An audition with the instructor may be required. Concert Band students will advance their instrumental techniques with the study and practice of scales, tone studies, aural skills, rhythms, articulations, and dynamics. To further enrich the experience, the students will also study music theory, music history, and important composers. Students will begin to refine ensemble skills through the performance of medium and medium advanced repertoire from various historical periods and styles.

SYMPHONIC BAND

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: None

The Symphonic Band is an advanced ensemble open to students who have the technical ability and musical maturity necessary to be a contributing member. This ensemble will continue to develop musical elements introduced in the Concert Band course. This ensemble will study medium-advanced and advanced repertoire composed for bands and wind ensembles. Students will study advanced techniques of wind and percussion instruments, intermediate music theory, compositional techniques, composers, and music history.

PERCUSSION STUDIES/ENSEMBLE

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

The Percussion Studies class is for all high school percussionists. All Percussion students must be enrolled in this class, which addresses both musical fundamentals and techniques unique to the percussionist. Students in the Percussion Studies class will perform a wide range of musical works written especially for percussion ensemble. In addition, the students will prepare music to perform with the marching band, symphonic band, and concert band.

JAZZ BAND

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Current Membership in an additional curricular ensemble (band or choir), with the exception of some rhythm section players.

The Jazz Band is open (by audition) to students who play or want to learn saxophone, trumpet, trombone, piano, guitar, bass, or drum set. Placement in Jazz Band is determined by audition early in the school year. The Jazz Band performs medium to medium-advanced music in a variety of styles from various eras. The performances of this ensemble will include school concerts, jazz clubs, and jazz festivals/clinics. Basic improvisation methods, jazz history, and the study of basic music theory are introduced and incorporated into the curriculum. This course is offered during zero hour each day from 6:50-7:40am.

JAZZ ENSEMBLE

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Current Membership in an additional curricular ensemble (band or choir), with the exception of some rhythm section players.

The Jazz Ensemble is open (by audition) to students who play saxophone, trumpet, trombone, piano, guitar, bass, or drum set. Placement in the Jazz Ensemble is determined by audition early in the school year. The Jazz Ensemble performs medium-advanced and advanced music in a variety of styles from various eras. The performances of this ensemble will include school concerts, jazz clubs, jazz competitions, and jazz festivals/clinics. Students will continue to advance their skills and knowledge of improvisation, jazz history and music theory introduced in Jazz Band. This course is offered during zero hour each day from 6:50-7:40am.

GENERAL MUSIC

ELECTRONIC MUSIC

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

Students use computers, iPads, and Chromebooks in conjunction with computer and web-based software to create music. Many of the tools introduced are accessible to students after the course is completed. In order to help students hone their craft, students learn concepts in music theory, arranging, composition, MIDI technology, sampling, and sequencing. This class is accessible to students regardless of past musical experience.

MUSIC THEORY 1

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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

ADVANCED PLACEMENT MUSIC THEORY

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: Instructor Approval

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

MATHEMATICS

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

Freshman	Sophomore	Junior	Senior
Algebra 1	Geometry	Algebra 2	Quantitative Literacy & Statistics
Geometry	Algebra 2/ Trig	Algebra 2/Trig	Pre-Calculus
Honors Geometry	Honors Algebra 2/Trig	Pre-Calculus	AP Pre-Calculus
Honors Algebra 2/Trig	AP Pre-Calculus	AP Pre-Calculus	AP Statistics
		AP Statistics or AP Calculus	AP Calculus

ALGEBRA 1

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

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



GEOMETRY

Credit: 1

Eligible Grade Level: 9, 10

Prerequisites: Algebra 1

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

HONORS GEOMETRY

Credit: 1

Eligible Grade Level: 8, 9, 10

Prerequisites: Algebra 1 and Departmental Recommendation

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

ALGEBRA 2

Credit: 1

Eligible Grade Level: 11

Prerequisites: Geometry

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

ALGEBRA 2 /TRIGONOMETRY

Credit: 1

Eligible Grade Level: 10, 11

Prerequisites: Geometry

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

HONORS ALGEBRA 2/TRIGONOMETRY

Credit: 1

Eligible Grade Level: 9, 10, 11

Prerequisites: Honors Geometry or Geometry and Departmental Recommendation

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

PRE-CALCULUS

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Algebra 2/Trigonometry

This course is designed for the college-bound student. It encompasses and extends concepts of advanced algebra. The content of the course includes various topics of college algebra, analytical geometry, and an introduction to Calculus. The class will also include the further study of functions, trigonometry, conic sections, exponential and logarithmic functions, and sequences and series. Students who successfully complete this course should be prepared for Calculus. A TI-84 graphing calculator is required for this course.

ADVANCED PLACEMENT PRE-CALCULUS

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: Honors Algebra 2/Trigonometry or Algebra II/Trigonometry and Departmental Recommendation

Advanced Placement Precalculus is a comprehensive year-long course that serves as the equivalent of a college level precalculus course or college algebra with trigonometry course. Students will learn about Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, Functions Involving Parameters, Vectors, and Matrices as outlined in the AP Precalculus Course description (as it appears on the AP Central website). The intent is for students to master the fundamentals of precalculus in order to succeed on the AP Precalculus exam and be adequately prepared for a college level calculus course. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester college level precalculus course. A TI-84 graphing calculator is required for this course.

QUANTITATIVE LITERACY & STATISTICS

Credit: 1

Eligible Grade Level: 12

Prerequisites: Algebra 2

The curriculum in this course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. Content features collaborative project-based and technology-enabled group work including modeling, problem solving, critical thinking, data analysis, algebra fundamentals, and both verbal and written communication of mathematical ideas. A component of this course is the use of an individualized, mastery-based learning system which allows students to move through material at their own pace and provides individualized remediation, thus moving towards the rigor of college mathematics. This aspect of the course is completed via ALEKS PPL. A TI-84 graphing calculator is required for this course.

ADVANCED PLACEMENT CALCULUS AB

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Pre-Calculus or Honors Pre-Calculus

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

ADVANCED PLACEMENT STATISTICS

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Algebra 2/Trigonometry or Honors Algebra 2/Trigonometry

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

SCIENCE, TECHNOLOGY & ENGINEERING

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

BIOLOGY

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

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

HONORS BIOLOGY

Credit: 1

Eligible Grade Level: 9

Prerequisites: Departmental Recommendation

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

PHYSICAL SCIENCE

Credit: 1

Eligible Grade Level: 10

Prerequisites: Biology

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

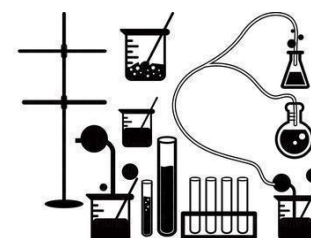
CHEMISTRY

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: Biology

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



PHYSICS

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Chemistry or Physical Science

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

ANATOMY and PHYSIOLOGY

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Chemistry

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

EARTH SCIENCE 1

Credit: 0.5

Eligible Grade Level: 11, 12

Prerequisites: Chemistry or Physical Science

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

EARTH SCIENCE 2

Credit: 0.5

Eligible Grade Level: 11, 12

Prerequisites: Chemistry or Physical Science

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

ADVANCED PLACEMENT BIOLOGY

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Department Recommendation

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

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

ADVANCED PLACEMENT CHEMISTRY

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Department Recommendation

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

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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Department Recommendation

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

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

TECHNOLOGY & ENGINEERING



COMPUTER SCIENCE

Credit: 0.5 (3 Hours of Dual Credit with College of DuPage)

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Algebra 1 or Department Recommendation.

This course provides an introduction to both Python and Java programming languages, which are used as the basis of most software applications. Students will learn the syntax, logic, and mathematical operations through hands-on coding examples/labs inside an integrated development environment. After gaining a solid understanding, students will be able to code and run their own programs. Please click on the [link](#) to see the important guidelines for dual-credit courses.

TECHNICAL DRAWING & COMPUTER-AIDED DRAFTING

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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

PRODUCT DESIGN & PROTOTYPING

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Technical Drawing & Computer-Aided Drafting

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

INTRODUCTION TO ENGINEERING

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

In this course, we will study several different engineering disciplines: Mechanical, Electrical, Computer, Construction, Civil, and Industrial Engineering. Students will learn technical engineering skills including the use of a digital multimeter, how to calculate power and efficiency in a system, and will understand current, resistance, and circuits. Students will engage in a project management process including scheduling, resource allocation, cost analysis, and problem-solving. They will apply computer programming language to a project, work with data collection and analysis tools, and learn to report the results of a technical project.

ENGINEERING 2

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Introduction to Engineering

Engineering 2 is a continuation of Introduction to Engineering. Students will deepen their understanding of electrical components by calibrating, assembling, and programming drones. They will further their game design knowledge by learning to code in C-Sharp to manipulate virtual reality environments. They will focus on an engineering area of their choice through an individualized capstone project that requires data collection, interpretation, and analysis.

MANUFACTURING FOR PRODUCTION/WOODWORKING

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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

ROBOTICS & MECHANICAL ENGINEERING

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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

SOCIAL STUDIES & BUSINESS

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

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

SOCIAL STUDIES				BUSINESS	
Freshman	Sophomore	Junior	Junior/Senior Electives	All Grade Levels	
World History	Civics	United States History	Economics	Accounting 1	Introduction to Business
AP Human Geography	AP US Government & Politics	AP United States History	Sociology	Accounting 2 Honors	Marketing
			Psychology	Business Law	Consumer Education
			AP US Government & Politics		

WORLD HISTORY

Credit: 1

Eligible Grade Level: 9

Prerequisites: None

During the first semester, the emphasis of the course will be the study of early man and the earliest developed cultures-Egypt, Greece, and Rome. The first part of the course follows European history through the Middle Ages. Second semester begins the study of the Renaissance and the study of the Reformation. The course continues studying Modern European History in the seventeenth century and concludes with a look at Modern Europe and the developed nations since World War II. The Illinois State Standards for content in History and Inquiry are the foundational basis for skill development within the classroom.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

Credit: 1

Eligible Grade Level: 9*

Prerequisites: Departmental Recommendation

This is a college level course that adheres to the objectives established and defined by the College Board. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. While it is not a requirement, students are highly encouraged to take the Advanced Placement examination in May.

CIVICS

Credit: 0.5

Eligible Grade Level: 10

Prerequisites: None

A semester course taken during sophomore year where students will receive direct instruction on government institutions, discuss current and controversial issues, and understand how to pursue meaningful civic engagement opportunities. They will also partake in simulations of democratic processes such as legislative hearings, deliberations, moot courts, and task forces. These endeavors will help students understand the importance of concepts and strategies in a real-world context and interactive environment where knowledge is shared and built cooperatively. This course will help students acquire and learn to use skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives.

ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS

Credit: 0.5

Eligible Grade Level: 10-12

Prerequisites: Departmental Recommendation

This is a college level course that adheres to the objectives established and defined by the College Board. A semester elective that provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Completing this course sophomore year fulfills the Civics graduation requirement. While it is not a requirement, students are highly encouraged to take the Advanced Placement examination in May.

UNITED STATES HISTORY

Credit: 1

Eligible Grade Level: 11

Prerequisites: None

The coursework includes a comprehensive examination of United States history and will utilize the Illinois State Standards in History and Inquiry. Students will focus on topics like: America in the world; geography and environment; and culture and society. These explorations throughout the course will allow students to make connections among historical developments in different times and places.

ADVANCED PLACEMENT UNITED STATES HISTORY

Credit: 1

Eligible Grade Level: 11

Prerequisites: Departmental Recommendation

This is a college level course that adheres to the objectives established and defined by the College Board. A one-year course that focuses on developing students' understanding of American history from 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. While it is not a requirement, students are highly encouraged to take the Advanced Placement examination in May.

ECONOMICS

Credit: 0.5

Eligible Grade Level: 11, 12

Prerequisites: None

A semester long elective course of the study of economic challenges brought about by limited resources and unlimited demands on those resources. Theoretical as well as practical examples will be studied so that student related issues may be addressed. The Illinois State Standards for Economics and Financial Literacy and Inquiry standards are utilized to explore economic theories, real world economic issues, and comparative economic system. Students will be exposed to both micro and macroeconomic concepts. This course fulfills the consumer education graduation requirement.

SOCIOLOGY

Credit: 0.5

Eligible Grade Level: 11, 12

Prerequisites: None

Sociologists investigate and seek to understand the structure of groups, organizations, and societies and how people interact within these contexts. Since most human behavior is social, the subject matter of sociology ranges from the intimate family to the internet; from organized crime to religious traditions; and from the divisions of race, gender and social class to the shared beliefs of a common culture. Students work to understand the social processes that contribute to problems such as poverty, violence, crime, and deviance as they hone the tools necessary to work toward solutions to the pressing global issues faced in the 21st century. Units covered include the Sociological Perspective and Methods of Inquiry; Social Structure: Culture, Institutions, and Society; Social Relationships: Self, Groups, and Socialization Stratification and Inequality.

PSYCHOLOGY

Credit: 0.5

Eligible Grade Level: 11, 12

Prerequisites: None

A semester-long elective course that focuses as an introduction to psychology designed to create active intellectual and emotional involvement by the student, not only in life, but in learning the science of psychology. Psychology encompasses broad areas of research about the human body and individual experience. The Illinois State Standards for content in Psychology and Inquiry are used to explore psychological concepts and scientific research.

BUSINESS



CONSUMER EDUCATION

Credit: 0.5

Eligible Grade Level: 11, 12

Prerequisites: None

Consumer Economics is a semester-long course that explores the “basic personal finance survival skills” needed to create a solid financial foundation. Topics covered include: career research, taxes, banking (checking & savings), investing and insurance. The semester concludes with a real-life comprehensive budgeting project. *This course fulfills the consumer education graduation requirement.*

ACCOUNTING 1

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Introduction to Business is strongly recommended.

Accounting is a semester-long course for students who have exhibited an interest in and an aptitude for studying business courses. Accounting is often referred to as the "Language of Business". Within this course, students will learn the basic application of accounting concepts such as recording business transactions, preparing financial statements and analyzing financial information. Any student who is planning on majoring in a Business related field in college should consider taking Accounting.

HONORS ACCOUNTING 2

Credit: 0.5

Eligible Grade Level: 9,10, 11, 12

Prerequisites: Accounting 1

Accounting II is a semester-long course that expands upon the accounting principles taught in Accounting I. It includes a study of the accounting cycles focusing on the recording of business transactions and the preparation of financial statements for organizations. Emphasis will also be placed on incorporating real world applications through spreadsheets and Quickbook Applications.

BUSINESS LAW

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

Business Law is a semester-long course designed to introduce the student to the American legal system including topics such as: the court system, civil v. criminal law, types of crimes, and rights and responsibilities of minors. Current cases occurring in the law are discussed daily.

INTRODUCTION TO BUSINESS

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

Introduction to Business is a semester-long introductory level course for students interested in learning how a business operates or pursuing a career in business. This hands-on learning experience introduces students to the world of business including topics such as Entrepreneurship, Marketing, Finance, Human Resources and Management.

MARKETING

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Introduction to Business is strongly recommended

Marketing is a semester-long course that explores the principles of marketing, product development, branding, pricing strategies, distribution and promotion. This project-based course gives students hands-on experience as they utilize their creativity to research, create, price, and promote their own product/service concepts. Students will also learn basic graphic design skills and techniques that can be applied within their projects throughout the semester. *Taking the Introduction to Business course prior to Marketing is encouraged.*

WELLNESS & FACCS

Our mission as a Wellness community at Lisle High School is to cultivate healthy lifelong habits for all students. Through purposeful instruction, modeling, and assessment, we work to help students gain the skills, confidence, and independence necessary to thrive in academic, social-emotional, and physical contexts. Ultimately, we want our students to understand the vital connection between physical well-being and emotional and mental wellness.

PHYSICAL EDUCATION, HEALTH & DRIVER EDUCATION			FAMILY & CONSUMER SCIENCE	
Freshman	Sophomore/Junior/Senior		All Levels	
Physical Education I	Personal Fitness	Personal Fitness	Child Development I	Food Preparation
Adapted Physical Education+	Adapted Physical Education+	Adapted Physical Education+	Child Development II	Advanced Food Preparation
Health	Strength and Conditioning	Strength and Conditioning	Introduction to Education**	Environmental Interior Design
Early Bird PE	Early Bird PE	Early Bird PE		
Driver Education	Driver Education			
	PE Team & Indiv. Activities	PE Team & Indiv. Activities		

***Dual credit may be offered for this course subject to availability of staff.*

+ General education students who wish to be Adapted Physical Education Peer Leaders can apply with their counselors.

PHYSICAL EDUCATION, HEALTH & DRIVER EDUCATION

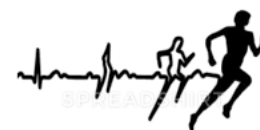
PHYSICAL EDUCATION 1

Credit: 0.5

Eligible Grade Level: 9

Prerequisites: None

This course is designed to provide students with a comprehensive physical education experience that fosters both physical and mental well-being. Students will participate in a variety of sports and activities to develop athletic skills, improve physical fitness, and learn about the principles of exercise. Through collaborative team building activities, students will enhance their teamwork, problem-solving, and leadership skills. The course emphasizes the importance of healthy lifestyle choices, such as balanced nutrition, adequate sleep, and stress management, and demonstrates how regular exercise can improve cognitive function and academic performance. By the end of the course, students will have a strong foundation in physical fitness, teamwork, and healthy habits that will benefit them throughout their lives.



PERSONAL FITNESS

Credit: 0.5

Eligible Grade Level: 10, 11, 12

Prerequisites: None

This course is designed to empower students to take ownership of their fitness journey while also fostering social-emotional development. Building upon the foundational knowledge and skills acquired in Physical Education 1, students will create personalized fitness plans, participate in a variety of activities, track their progress through regular assessments, and learn about healthy lifestyle choices.

The course will emphasize goal setting and perseverance, helping students develop a positive mindset and resilience. Students will also learn about the importance of body positivity and self-acceptance, promoting healthy body image and self-esteem. Through group activities, students will develop teamwork, communication, and cooperation skills. Additionally, the course will incorporate mindfulness techniques and stress management strategies to help students manage stress, reduce anxiety, and improve their overall well-being.

STRENGTH AND CONDITIONING

Credit: 0.5

Eligible Grade Levels: 10, 11, 12

Prerequisites: None

This course is designed to engage students in a series of cycled workouts to improve strength, athleticism, and injury prevention while also fostering social-emotional development. Building upon what was learned in Physical Education 1, students will gain knowledge of muscle groups and proper form, and create personalized lifting programs tailored to their individual needs and goals. In addition to strength training, the course will incorporate speed training, flexibility, and agility exercises to enhance overall athletic performance.

The course will also emphasize social-emotional learning, promoting teamwork, communication, goal setting, perseverance, self-awareness, body positivity, and stress management. By combining strength training, athletic development, and social-emotional learning, this course provides students with a comprehensive approach to improving their physical fitness and performance while also supporting their personal and social development. This course is repeatable for credit.

TEAM AND INDIVIDUAL ACTIVITIES

Credit: 0.5

Eligible Grade Level: 10, 11, 12

Prerequisites: None

This course builds upon the foundation established in Physical Education 1, providing students with a more advanced and comprehensive learning experience. Students will develop advanced skills and strategies in various sports and activities, while also enhancing their leadership, teamwork, and communication abilities. Fitness assessments will be conducted to monitor progress and identify areas for improvement, allowing students to set individualized fitness goals and track their progress. The course emphasizes the importance of personal fitness plans, nutrition, and stress management, encouraging students to adopt a balanced approach to health and well-being. By combining advanced skill development, fitness assessment, and social-emotional learning, this course offers a comprehensive physical education experience that prepares students for future physical activity and personal growth. This course is repeatable for credit.

EARLY BIRD FITNESS

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This course is designed to engage students in a series of cycled workouts to improve strength, athleticism, and injury prevention while also fostering social-emotional development. Students will focus on overall body strength exercises, with a daily emphasis on either upper or lower body training. They will gain knowledge of muscle groups and proper form, and create personalized lifting programs tailored to their individual needs and goals. In addition to strength training, the course will incorporate speed training, flexibility, and agility exercises to enhance overall athletic performance.

The course will also emphasize social-emotional learning, promoting teamwork, communication, goal setting, perseverance, self-awareness, body positivity, and stress management. By combining strength training, athletic development, and social-emotional learning, this course provides students with a comprehensive approach to improving their physical fitness and performance while also supporting their personal and social development.

This class is offered as an “early-bird” class, meeting before the start of the regular school day during 0 hour. This course is repeatable for credit.

ADAPTED PHYSICAL EDUCATION

Credit: 1.0

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Administrative Placement

The Adapted Physical Education course is physical education that is modified for students with disabilities. The curricular program will consist of various fitness programs, lifetime sport activities and weight room programs. This course will pair selected peer leaders with students in a one-to-one ratio to facilitate a safe, collaborative and active learning environment. The purpose of this class is to support students to build self-esteem and self-confidence alongside instruction of the National Physical Education Standards.

ADAPTED PHYSICAL EDUCATION – PEER LEADERS

Credit: 1.0

Eligible Grade Level: 11, 12

Prerequisites: Application Required

Students interested in serving as Peer Leaders in the Adapted Physical Education course should enroll in this class. The Adapted Physical Education course is physical education that is modified for students with disabilities. Peer leaders will work with students with special needs in a one-to-one ratio to facilitate a safe, collaborative and active learning environment. Interested students should complete an application with the Wellness Department Head or their counselor. Previous experience working with students with special needs is helpful, but not required.

HEALTH EDUCATION

Credit: 0.5

Eligible Grade Level: 9

Prerequisites: None

This course meets the requirements of House Bill 2547 (Comprehensive Health Education Act) and will guide students through the many dimensions of wellness. Students will develop skills needed in confronting difficult situations, understand health prevention and promotion techniques that will establish a solid personal health education; and become health literate in making positive and healthy decisions. Units of study will include mental health, social well-being, body systems analysis, disease prevention, nutrition, and exercise. Units covering sexually transmitted diseases, and sexual activity are compliant with Illinois State mandated requirements. Other units covered during the semester include substance abuse prevention and cardiopulmonary resuscitation. In addition, American Heart Association certified instructors will instruct students in Basic Life Support CPR/AED training.

DRIVER EDUCATION

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

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



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

Board policy 6:60 Curriculum Content, #3 is in effect regarding eligibility for this course. It states, Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course.

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

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

FAMILY & CONSUMER SCIENCE

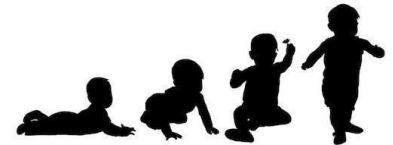
Child Development 1

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This course includes the theories of child development as well as delves into the study of infant and child development, encompassing physical, cognitive, social, and emotional aspects. They will acquire the skills to design lessons based on themes and develop a solid understanding of theories and practical experience to consider enrollment in Child Development 2 which includes clinical experiences in a preschool program. This course is valuable for students interested in babysitting, parenting, and careers involving children.



Child Development 2

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Grade of C or better in Child Development 1

This course is a continuation of the study of child development theorists as well as childhood milestones and factors that influence development from preschool to middle childhood. It provides opportunities for exploring the benefits of studying children through observation, assessment, stages of development, health and safety, behavior management, childcare services and career opportunities related to working with children. Students will be required to travel off campus to the Lisle Park District, located across the street from LHS, to engage with preschoolers and cooperating teachers on a weekly basis. Students will create mini-lessons and projects for preschool focusing on the four areas of development. Students must act professionally at all times when at the Park District location, displaying enthusiasm and creativity among peers and exercising appropriate judgment when working with young children.

Introduction to Education

Credit: 0.5 (3 Hours of Dual Credit with College of DuPage)

Eligible Grade Level: 10, 11, 12

Prerequisites: None, although the completion of Child Development 1 will be beneficial.

Students will be provided with an introduction to teaching as a profession in the American education system. The course offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. Students will compare how learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values. The course includes school governance topics and will explain school and work based learning environments and the need for collaboration with all organizations. A 20 hour field experience is required where students will work with a cooperating teacher(s) at LHS during class time.

Interior & Exterior Design

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

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

Food Preparation

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

This course provides an introduction to the basics of food preparation and study of nutrition. Units include: kitchen safety and sanitation, measurement, baking basics, convenience foods, menu planning, nutrition, baking demonstrations, and working in lab groups while preparing recipes. Students will bake regularly, take notes from multiple sources including lectures, classroom demonstrations, and video demonstrations working both individually and collaboratively to complete assignments. This course will help prepare students for real world adult living as well as culinary related majors and careers.

Advanced Food Preparation

Credit: 0.5

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Grade of C or better in Food Preparation

This course is designed for students who have completed Food Preparation and want to continue to master culinary techniques. Advanced techniques and attention to detail while in the kitchen are required, as well as teamwork and leadership. Students will demonstrate knowledge of menu planning, food preparation, explore the origins of food, and its processing within the various food categories. The capstone project will be focused on meal planning and preparation within a designated budget.

WORLD LANGUAGE

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

FRENCH		SPANISH	
French 1 (may be taken over 2 years at Junior High)		Spanish 1 (may be taken over 2 years at Junior High)	
French 2		Spanish 2	
French 3	Honors French 3	Spanish 3	Honors Spanish 3
French 4	AP French Language	Spanish 4	AP Spanish Language
AP French Language	Honors French 5**	AP Spanish Language	Honors Spanish 5**

**This course is offered with Dual Credit from the College of DuPage

FRENCH 1

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

French 1 introduces students to the fundamental skills of listening, speaking, reading, and writing in French. Student-centered activities promote the development of oral language skills. The culture and daily lifestyles of people in French-speaking countries is introduced in this level.

FRENCH 2

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: French 1

French 2 students continue the mastery of fundamental skills. Communication continues to be emphasized through a variety of language activities. This level explores topics related to French culture.



FRENCH 3

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: French 2

French 3 students develop and expand their language skills. A major goal of this course is to improve communication by using French extensively in meaningful student-centered activities. French culture is also studied.

HONORS FRENCH 3

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: French 2

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

FRENCH 4

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: French 3

French 4 students continue to develop their speaking, reading, listening, and writing skills through a variety of student-centered activities. The teacher may choose additional topics, such as culture, history, short stories, poetry, or drama. Discussions take place in French.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: French 4 or French 3 Honors

Advanced Placement (AP) French Language and Culture is designed to allow students to increase their proficiency level in each of the four target areas: listening, speaking, reading, and writing. Students will review all basic verb tenses and grammar focusing on more advanced study of each. Vocabulary and grammar will be connected to a theme of study based on the six themes determined by the AP College Board. At the end of this course, students will be prepared for the French Language and Culture Advanced Placement exam to earn college credit.

HONORS FRENCH 5**

Credit: 1

Eligible Grade Level: 12

Prerequisites: AP French Language

This course is designed for students who have already taken AP French Language and Culture, have potentially earned enough World Language college credits to be on track to pursue a minor or major in their post-secondary studies, and are interested in maintaining French for personal or professional means in the future. The focus of this class is to strengthen advanced grammatical concepts, continue to broaden vocabulary, and increase overall communicative skills. Attention is given to complexity, accuracy, and fluency in order to achieve an intermediate-high to advanced level of proficiency. The study of French-speaking cultures and current events are also included. Discussions take place in French.

***Dual credit may be offered for this course subject to availability of staff.*

SPANISH 1

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: None

Spanish 1 introduces students to the fundamental skills of listening, speaking, reading, and writing in Spanish. Student-centered activities promote the development of oral language skills. The culture and daily lifestyles of people in Spanish speaking countries is introduced at this level.

SPANISH 2

Credit: 1

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Spanish 1

Spanish 2 students continue the mastery of fundamental skills. Communication continues to be emphasized through a variety of language activities. This level explores topics related to Spanish culture.

SPANISH 3

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: Spanish 2

Spanish 3 students develop and expand their language skills. A major goal of this course is to improve communication by using Spanish extensively in meaningful student-centered activities. Spanish culture is also studied.

HONORS SPANISH 3

Credit: 1

Eligible Grade Level: 10, 11, 12

Prerequisites: Spanish 2

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

SPANISH 4

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Spanish 3

Spanish 4 students continue to develop their speaking, reading, listening, and writing skills through a variety of student-centered activities. The teacher may choose additional topics, such as culture, history, short stories, poetry, or drama. Discussions take place in Spanish.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Credit: 1

Eligible Grade Level: 11, 12

Prerequisites: Spanish 4 or Spanish 3 Honors

Advanced Placement (AP) Spanish Language and Culture is designed to allow students to increase their proficiency level in each of the four target areas: listening, speaking, reading, and writing. Students will review all basic verb tenses and grammar focusing on more advanced study of each. Vocabulary and grammar will be connected to a theme of study based on the six themes determined by the AP College Board. At the end of this course students will be prepared for the Spanish Language and Culture Advanced Placement exam to earn college credit.

HONORS SPANISH 5**

Credit: 1

Eligible Grade Level: 12

Prerequisites: AP Spanish Language

This course is designed for students who have already taken AP Spanish Language and Culture, have potentially earned enough World Language college credits to be on track to pursue a minor or major in their post-secondary studies, and are interested in maintaining Spanish for personal or professional means in the future. The focus of this class is to strengthen advanced grammatical concepts, continue to broaden vocabulary, and increase overall communicative skills. Attention is given to complexity, accuracy, and fluency in order to achieve an intermediate-high to advanced level of proficiency. The study of Spanish-speaking cultures and current events are also included. Discussions take place in Spanish.

***Dual credit may be offered for this course subject to availability of staff.*

LHS 4-YEAR PLANNING WORKSHEET

Use this worksheet to assist in planning your coursework over your entire high school career. Remember that each year, your credits should add up to either 6.0 (with a study hall) or 7.0 (without a study hall). If you choose semester-long classes, be sure to choose two to create a full credit for that year. Your parents, teachers, and counselors should be consulted with creating your 4-year plan. **Refer to the graduation requirements of this booklet to be sure you are prepared to graduate on time.**

<u>FRESHMAN YEAR</u>			<u>JUNIOR YEAR</u>		
Subject	Course	Credit	Subject	Course	Credit
English		1.0	English		1.0
Math		1.0	Math		1.0
Biology		1.0	US History		1.0
PE I/Health		1.0	PE		1.0
Social Studies		1.0	Consumer Ed/ Econ or Elective		0.5
Elective		0.5 or 1.0	Elective		0.5 or 1.0
Elective		0.5 or 1.0	Elective		0.5 or 1.0
<u>SOPHOMORE YEAR</u>			<u>SENIOR YEAR</u>		
Subject	Course	Credit	Subject	Course	Credit
English		1.0	English		1.0
Math		1.0	PE		1.0
Science		1.0	Consumer Ed/ Econ or Elective		0.5
PE		1.0	Elective		0.5
Civics		0.5	Elective		0.5 or 1.0
Elective		0.5	Elective		0.5 or 1.0
Elective		0.5 or 1.0	Elective		0.5 or 1.0
Elective		0.5 or 1.0	Elective		0.5 or 1.0

STAFF DIRECTORY

2024-2025 SCHOOL YEAR

POSITION	NAME	EMAIL	PHONE
Principal	Eric Martzolf	emartzolf@lisle202.org	630-493-8300
Assistant Principal for Curriculum & Instruction	Megan Ewald	mewald@lisle202.org	630-493-8346
Assistant Principal for Student Services	Jennifer Zimmerman	jpomatto@lisle202.org	630-493-8316
Athletic Director	Tom Marcum	tmarcum@lisle202.org	630-493-8306
Dean of Students	Jim O'Hara	johara@lisle202.org	630-493-8304
School Resource Officer	Justin Louis	jlouis@lisle202.org	630-493-8397

DEPARTMENT HEADS

DEPARTMENT	NAME	EMAIL	PHONE
English	Sarah Maldre	smaldre@lisle202.org	630-493-8324
Fine Arts	James Stellmacher	jstellmacher@lisle202.org	630-493-8376
Mathematics	Ron Jaegle	rjaegle@lisle202.org	630-493-8335
Science, Technology & Engineering	Becky Schwartz	bschwartz@lisle202.org	630-493-8347
Social Studies & Business	Chris Jaegle	cjaegle@lisle202.org	630-493-8350
Wellness & FACS	Cody Dillard	cdillard@lisle202.org	630-493-8364
World Languages	Amy Renguso	arenguso@lisle202.org	630-493-8321

STUDENT SERVICES

POSITION	NAME	EMAIL	PHONE
Counselor (A-L)	Karin Irvine	kirvine@lisle202.org	630-493-8309
Counselor (M-Z)	Kendra Meyer	kmeyer@lisle202.org	630-493-8308
Psychologist	Sonia Duran	sduran@lisle202.org	630-493-8218
Social Worker	Nathan Bylsma	nbylsma@lisle202.org	630-493-8388
Special Education	Jeannette Clarke	jclarke@lisle202.org	630-493-8386
Special Education	Christine Jensen	cjensen@lisle202.org	630-493-8385
Special Education	Elizabeth Ogan	logan@lisle202.org	630-493-8387
Special Education	Michael Polinski	mpolinski@lisle202.org	630-493-8389
Learning for Life	Jennifer Milinki	jmilinki@lisle202.org	630-493-8356
English Language Learners	Joanna Shum	jng@lisle202.org	630-493-8286
School Nurse	Darlene Musbach	dmusbach@lisle202.org	630-493-8315
Registrar	Judi Hochstetter	jhochstetter@lisle202.org	630-493-8310