

# **LEMONT HIGH SCHOOL**



**2025-26**  
**Program of Studies**

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# Lemont High School District 210

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**Christie Entler**  
Chair - English (Acting)

**Christie Entler**  
Chair - World Languages

**Stephenie Goostree**  
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Counselor (Li-Rem)

**Jeff Perich**  
Counselor (Ren-Z)

# Curricular Policies and Procedures

## Accreditation

Lemont High School is fully accredited by the State of Illinois Board of Education, which ensures its standards of education are in accord with the state and national practices.

## Advanced Placement Program

Lemont High School participates in the Advanced Placement Program, which is offered through the College Board. This program affords students an opportunity to achieve certain performance standards for college credit. By taking upper-level coursework in various subject areas and by performing sufficiently on an Advanced Placement examination, students not only may obtain high school credit, but also college credit, depending on the college or university. All public Illinois colleges and universities provide course credit for students who post a score of 3 or better on an AP exam.

AP courses offered at Lemont High School follow a college-level curriculum set forth by the College Board. These courses provide students with work and examinations equivalent to those offered to college freshmen.

AP courses offered to students at Lemont High School include:

- Advanced Placement Biology
- Advanced Placement Chemistry
- Advanced Placement Computer Science Principles
- Advanced Placement English Language
- Advanced Placement Environmental Science
- Advanced Placement Macroeconomics
- Advanced Placement Music Theory
- Advanced Placement Physics 2
- Advanced Placement Spanish Language & Culture
- Advanced Placement Studio Art: 2D
- Advanced Placement U.S. History
- Advanced Placement Calculus BC
- Advanced Placement Computer Science A
- Advanced Placement Cybersecurity 1
- Advanced Placement English Literature
- Advanced Placement Human Geography
- Advanced Placement Microeconomics
- Advanced Placement Physics 1
- Advanced Placement Psychology
- Advanced Placement Statistics
- Advanced Placement U.S. Government & Politics
- Advanced Placement World History

Students who enroll in these courses are required to sit for the Advanced Placement exam in May. No refunds are provided for tests that are not taken.

Students may choose to take any AP exam offered by the College Board, and often use individual independent study courses (supervised by teachers) to take AP courses not offered by the school. Students who wish to take an AP exam for a course that is not offered at Lemont High School must notify their counselors and pay the AP exam fee by November 1.

The College Board establishes the fee for each exam. Students who have questions about the Advanced Placement Program should contact an AP course teacher or a counselor for more information.

# Curricular Policies and Procedures

## Alternative Methods to Earning Credit

Lemont High School accepts up to six credits from an accredited alternative educational institution, including Imagine Learning/Edgenuity. A student must receive permission from his/her school counselor prior to enrolling in such a program, and any such courses are taken at the student's expense.

### Summer School

Lemont High School accepts summer school credit offered by an accredited high school if there is a similar or parallel class offered at Lemont High School. A student should have any summer school class approved by his/her school counselor to ensure it meets the school's standards.

### Correspondence/Online Courses

Lemont High School graduation requirements only may be fulfilled by correspondence or online courses if it is to recapture credits lost due to a student failing or withdrawing from a class taken at Lemont High School. The failing or withdrawal grade will appear on the transcript, as will a separate grade of "Pass" indicating the student recovered the credit. Students may earn a letter grade for transferable elective credits. Lemont High School must receive an official transcript from the correspondence school at least one week prior to the student's graduation for a course to be added to the student's Lemont High School transcript.

## Class Rank

Lemont High School does not report a student's class rank on his/her transcript. That information only will be made available to colleges, universities or scholarship organizations that specifically request it.

## College Preparatory Curriculum

The Illinois Board of Education has set minimum entry requirements for all Illinois public colleges and universities. The following coursework is required:

- 4 credits of English (emphasizing written and oral communications and literature)
- 3 credits of Mathematics (including Algebra and Geometry content)
- 3 credits of Science (laboratory sciences)
- 3 credits of Social Science (emphasizing history, government and economics)
- 2 credits of electives in World Languages, Music, Computer Programming, Vocational Education or Art

Various colleges and universities require two years of World Languages, and highly competitive colleges and universities require four years of Mathematics. Students are strongly encouraged to investigate admission standards at each of their schools of interest and to select the most rigorous coursework possible.

# Curricular Policies and Procedures

## Counseling Services

Lemont High School's counseling program recognizes the individual needs and aspirations of each student. In order to help each student reach his or her individual goals, counselors meet periodically with students to help them develop and implement a career plan. Counselors are available to assist students and parents in educational planning and career decisions. Information concerning college or careers is available from the Student Services Department in the Main Office. Students who want more information to prepare for additional educational or career opportunities after high school are encouraged to meet with a counselor. A developmental career guidance curriculum, which encourages students to select a course of study that enhances their career and educational goals, is implemented by counselors and regular education teachers. All vocational educational opportunities are offered to all students without regard to race, color, national origin, gender, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, or any other legally protected category.

## Credits

Students receive one unit of credit for successfully completing one full year of academic class work. A student receives one-half unit of credit for each academic class successfully completed during a semester. Students must complete 26 credits in order to graduate from Lemont High School.

## Driver Education

According to Illinois law, any student attending any public or non-public high school must receive a passing grade in at least eight semester courses during the previous two semesters prior to enrolling in a driver education course. If a student fails to meet these requirements before the class begins, he or she is removed from the class and the driver's permit will be cancelled, unless the Superintendent determines otherwise.

All students who qualify to take Driver Education will take the classroom phase. Students may take behind-the-wheel training concurrently with the classroom phase of Driver Education, or after completing the classroom phase. Seniors are given priority and other students are taken according to age and availability.

Students who enroll in a private Driver Education school must submit proof of completion to a school counselor in order to meet state graduation requirements.

## Dual Credit/Dual Enrollment

Some courses afford students the opportunity to earn high school and college credit simultaneously through dual credit agreements. Earning credits in these courses saves students time and money as they complete their education. Students may choose to attend the college sponsoring the program, or transfer earned credits to another institution.

Students who wish to enroll in courses at a community college concurrent with courses at the high school are allowed to do so using the Dual Enrollment/Early Entry Program. Students over the age of 16 can be admitted to the community college and take courses on the college campus or online. Students who elect to enroll in community college while still enrolled at Lemont High School may take a reduced high school course load, provided the student is in good standing and on track to graduate.

# Curricular Policies and Procedures

## Early Graduation

Students may complete graduation requirements in fewer than four years. Students wanting to graduate early must meet all graduation requirements, with the exception of physical education; students must complete a semester of physical education for each semester enrolled at Lemont High School. Parents/guardians of students wishing to graduate early are encouraged to make the request in writing as early as possible, but no later than one calendar year ahead of the desired graduation date. Mid-year graduation is not allowed for Wilco students.

## Grade Point Average (GPA)

A student's Grade Point Average (GPA) is computed on a 4-point scale for all in-school purposes. Several universities make scholarship determinations based on weighted grades. All Honors level and Advanced Placement courses are weighted more than regular education classes. Weighted grade point average is used only for college reporting.

### REGULAR COURSES

A = 4.00      B = 3.00      C = 2.00      D = 1.00      F/INC = 0.00

### HONORS AND ADVANCED PLACEMENT COURSES

A = 5.00      B = 4.00      C = 3.00      D = 2.00      F/INC = 0.00

## Grading Procedures

Semester grades are cumulative, and progress reports are available every six weeks. Grades are computed in the following manner:

- A = Outstanding academic achievement
- B = Above-average academic achievement
- C = Average academic achievement
- D = Below-average academic achievement (minimum passing grade for which high school credit is granted)
- F = Unsatisfactory academic achievement  
No credit is given for courses in which a student has earned this grade. In most cases, students who earn an "F" will be required to take the course a second time or at least make up the credit not earned.
- INC = An incomplete semester grade. This grade is given only to students who have had extensive absences due to hospitalization, illness or other extreme circumstances. Incomplete semester grades convert to an "F" if they are not made up within the subsequent two-week period following the semester.
- WP = Withdrawal from a course without a grade penalty. This mark does not affect a student's grade point average or class rank.
- WF = Withdrawal from a course with a grade penalty. This grade is considered an "F" when calculating a student's grade point average or class rank.
- AU = Audit (not for credit)
- P = Pass (for Pass/Fail courses)
- EX = Administrative Exemption
- TR = Credit transferred from another school
- XC = Conditional (dependent upon performance next grading period)

The following grading scale is a guideline used by teachers:

A = 90-100      B = 80-89      C = 70-79      D = 60-69      F = 0-59

# Curricular Policies and Procedures

## NCAA Initial Eligibility Requirements

### DIVISION I ATHLETICS

There are three possible academic outcomes for students who enroll full-time in a Division I college or university and want to participate in athletics or receive an athletics scholarship:

- 1.) Full Qualifier – athletics aid (scholarship), practice and competition the first year
- 2.) Academic Redshirt – athletics aid the first year, practice in the first regular academic term (semester/quarter)
- 3.) Nonqualifier – no athletics aid, practice or competition the first year

In order to be a **full qualifier**, students must meet the following requirements:

- Graduate from high school.
- Complete the 16 core courses listed below:
  - Four years of English (please note: English Preparatory is not accepted)
  - Three years of Mathematics (Algebra I or higher level)
  - Two years of Natural or Physical Science (including one year of lab science, if offered)
  - One additional year of English, Mathematics or Natural/Physical Science
  - Two years of Social Science
  - Four years of additional core courses (from any category above, or foreign language, comparative religion or philosophy)

**Note:** Computer Science courses can be used only if a student's high school grants graduation credit in Mathematics or Natural/Physical Science and the courses appear on the school's core course list as Math or Science courses.

- Present a minimum 2.300 grade point average in their core courses
- Achieve a combined SAT (Critical Reading & Math) or ACT (English, Reading, Math and Science) sum score that matches their core course grade point average on a sliding scale (see note below).
- Complete 10 core courses before the seventh semester of high school, seven of which must be in the area of English, Mathematics or Science. Those 10 core courses are "locked in" for the purpose of GPA calculation; a repeat of one of those "locked in" courses will not be used if taken after the seventh semester begins.

Students are eligible for an **academic redshirt** if they meet the following requirements:

- Graduate from high school.
- Complete the 16 core courses listed above.
- Present a minimum 2.000 grade point average in their core courses.
- Achieve a combined SAT (Critical Reading & Math) or ACT (English, Reading, Math and Science) sum score that matches their core course grade point average for aid/practice on a sliding scale (see note below).

Students with an academic redshirt must be considered academically successful after one semester/quarter at the collegiate level in order to continue to be able to practice with their teams.

Students who do not meet the academic requirements listed above are considered **nonqualifiers**, who:

- May not participate in athletics competition or practice during their first year at a college/university.
- May not receive athletics aid during their first year at a college/university.

**Note:** To access the NCAA's sliding scale, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org)



# Curricular Policies and Procedures

## NCAA Initial Eligibility Requirements

### DIVISION II ATHLETICS

Students who enroll in a Division II college or university before August 1, 2018, and want to participate in athletics or receive an athletics scholarship must meet the following academic standards:

- Graduate from high school.
  - Complete the 16 core courses listed below:
    - Three years of English
    - Two years of Mathematics (Algebra I or higher level)
    - Two years of Natural or Physical Science (including one year of lab science, if offered)
    - Three additional years of English, Mathematics or Natural/Physical Science
    - Two years of Social Science
    - Four years of additional core courses (from any category above, or foreign language, comparative religion or philosophy)
- Note:** Computer Science courses can be used only if a student's high school grants graduation credit in Mathematics or Natural/Physical Science and the courses appear on the school's core course list as Math or Science courses.
- Present a 2.000 grade point average in their core courses (NCAA GPA is calculated using only core courses).
- Achieve a combined SAT (Critical Reading & Math) score of 820 or a sum score of 68 on the ACT (English, Reading, Math and Science).

Students are considered partial qualifiers if they do not meet the academic requirements listed above, but have graduated from high school and either meet the specified minimum SAT or ACT score or complete the required 16 core courses with a 2.000 grade point average in those courses. Partial qualifiers may:

- Practice with their team at its home facility.
- Receive an athletics scholarship their first year.
- Not compete during their freshman year.
- Compete in their four remaining seasons.

Students who have not graduated from high school or have not presented the core course grade point average or required SAT or ACT scores will be considered non-qualifiers, who:

- May not participate in athletics competition or practice during their first year in college.
- May receive financial aid based only on need (not athletics-based financial aid) in their first year in college.
- May play four seasons.

**Note:** For students enrolling on or after August 1, 2018, Division II will use a sliding scale to match test scores and core course grade point average. At that point, the minimum grade point average to be eligible for competition will be 2.200, and the minimum grade point average for partial qualifiers will be 2.000. To access the NCAA's sliding scale, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

### DIVISION III ATHLETICS

Students interested in participating in NCAA Division III athletics should contact their selected college or university regarding its policies on financial aid, practice and competition.

The preceding criteria are used to determine whether a student may participate in athletics during his or her first year in college. Meeting these criteria does not guarantee admission into a college. Students still must apply for admission.

# Curricular Policies and Procedures

## NCAA Initial Eligibility Requirements (cont.)

### CORE COURSES DEFINITION

A core course must:

- Be an academic course in one (or a combination of) these areas: English, Mathematics, Natural/Physical Science, Social Science, Foreign Language, Comparative Religion or Philosophy.
- Be four-year college preparatory.
- Be at or above the high school's regular academic level.  
(i.e., no remedial, Special Education or compensatory courses)

Not all classes taken to meet high school graduation requirements may be used as core courses. Students may check their school's list of approved core courses at the NCAA Eligibility Center ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)).

The following Lemont High School classes do not qualify as NCAA core courses:

Broadcast Journalism	ELL I & II/Communications	Pre-Essentials for Integrated Math
Cinema Studies I & II	English Language Learners Tutorial	Reading for English Language Learners
Consumer Education	Essentials for Integrated Math	
Critical Reading I & II	Podcasting: Stories in Sound	

Integrated Math I with Math Lab represents one credit for NCAA eligibility. Correspondence courses and Edgenuity courses are not recognized as core courses.

### GRADE-POINT AVERAGE: How the Core Course Grade Point Average is Calculated

The NCAA Eligibility Center calculates the core course grade point average on a 4.000 scale. The best grades from the NCAA core courses are used for this calculation. Grades from additional core courses taken will be used only if they improve a student's grade point average.

The NCAA Eligibility Center assigns the following values to each letter grade:

A = 4 points    B = 3 points    C = 2 points    D = 1 point

### SPECIAL HIGH SCHOOL GRADES AND GRADE POINT AVERAGE

Students who attend high schools that use number grades (i.e., 92 or 93) will have those grades converted to their high school's letter grades (i.e., A or B). Students should consult their high school's grading scale at the NCAA Eligibility Center ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)).

If a student's high school uses plus and minus grades (i.e., A+ or B –), the plus or minus is not used to calculate the core course grade point average.

If a student's high school normally "weights" honors or advanced courses, the weighted courses may improve the core course grade point average. The high school must notify the NCAA Eligibility Center of such weighting. To see if their high school has a weighted scale that is being used for calculating the core course grade point average, students should visit the NCAA Eligibility Center ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) for an explanation of how these grade weights are handled.

# Curricular Policies and Procedures

## Honor Roll

Honor rolls are published after each semester. Students enrolled in six or more class periods who achieve a grade point average of 3.50 or better for the semester are named to the High Honor Roll. Students enrolled in six or more class periods who achieve a grade point average between 3.00-3.49 for the semester are named to the Honor Roll. Any student who earns a grade lower than a “C” is not eligible to be honored on either list.

## Physical Education Requirements

Each student must earn 3.5 credits in physical education in order to meet graduation requirements at Lemont High School. Students also must earn 0.5 credits in Health.

A student may be exempted from some or all physical activities when appropriate excuses are submitted to the school by the student’s parent(s)/guardian(s), or by a person licensed under the Illinois Medical Practices Act. Alternative activities and/or units of instruction are provided for students whose physical or emotional condition, as determined by a person licensed under the Illinois Medical Practices Act, prevents their participation in class.

A student cannot participate in physical education class unless he or she is in appropriate gym uniform or attire. No person can participate in street clothes. The only time students are excused from dressing for class is when they have a medical excuse. New tattoos or piercings are not valid medical reasons for not participating in class. Only school-approved combination locks are to be used on physical education lockers. All clothes and personal items **must** be locked in the student’s locker while a student is participating in physical education.

## Physical Examination Requirements

The Illinois Department of Public Health requires physical examinations and immunizations prior to entrance into the ninth grade. Before beginning school in the fall, all incoming freshmen, and any in-state transfer students, are required to submit a State of Illinois Child Health Examination Form (including an up-to-date immunization record), which must be completed by an Illinois physician, as well as the State of Illinois Dental Examination Form, which must be completed by the student’s dentist; each form must be completed within 12 months of enrollment. Students may be excluded from school until these requirements are met. Incoming freshmen also are recommended to submit the State of Illinois Eye Examination Report and the State of Illinois Vision Specialist Report.

In addition to the State of Illinois Child Health Examination Form and State of Illinois Dental Examination Form (each completed within 12 months of enrollment), out-of-state transfer students also are required to submit a State of Illinois Eye Examination Report, completed by an Illinois physician.

## Schedule Change

The student course selection process determines the courses the school offers, development of student scheduling, and how the school utilizes its staff. When a student completes the course selection process, he or she enters into a contract with the school. Students are asked to be careful and accurate in selecting their schedules each year.

From the time a student returns the course request form early in the second semester and the end of the school year, a student may request a schedule change. Requests for changes to course selections may be made after the initial course selections are made, but there are no guarantees that requests can be accommodated. Schedule changes requested after classes begin require teacher and/or division chair approval.

# Curricular Policies and Procedures

## Seal of Biliteracy

Lemont High School students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and one additional language. Recognition through the Illinois State Board of Education's Seal of Biliteracy program includes both an official seal on diplomas and official recognition on transcripts for those students who qualify.

Two honors are available: the Seal of Biliteracy and the Commendation Toward Biliteracy. The Seal of Biliteracy is awarded to those whose proficiency level is equivalent to the Intermediate High scale set by the American Council on the Teaching of Foreign Languages (ACTFL). The Commendation of Biliteracy is awarded to students whose proficiency level is rated at Intermediate Low or Intermediate Mid in a second language.

Requirements for earning either the Seal of Biliteracy or the Commendation Toward Biliteracy are available on the school's website, [www.lhs210.net](http://www.lhs210.net). Lemont High School does not offer the Global Seal of Biliteracy.

## Wilco Area Career Center

Juniors and seniors may enroll in programs at the Wilco Area Career Center, located in Romeoville. Wilco's programs are designed to offer students career-based courses that provide skills required for employment upon completion. Students attend one of three daily sessions; their home school schedules courses. Some programs or levels may not be available each session.

### Wilco Session Schedules (available to Lemont High School students):

- "Early Bird" Session: 6:25 a.m. - 7:45 a.m.  
(Auto Services II and Welding & Fabrication II)
- Session 1: 7:50 a.m. - 9:50 a.m.  
(Advanced Integrated Maintenance and ACE: Architecture, Construction Management and Engineering)
- Session 2: 9:55 a.m. - 11:55 a.m.
- Session 3: 11:30 a.m.-2:30 p.m.  
(Applied Engineering Technology, Barbering, Cosmetology, Hair Braiding, Nail Technology - times vary)

Students enrolled in the "Early Bird" Session, Session 1 or Session 3 must provide their own transportation.

Each year, Wilco staff members provide a presentation explaining courses the program offers, which includes a question-and-answer session for all interested students. Students who elect to enroll in the two-year occupational and vocational skills classes at the Wilco Area Career Center are encouraged to register for the same program as both juniors and seniors. A complete listing of Wilco programs can be found in the Program of Studies, or at Wilco's website at [www.wilco.k12.il.us](http://www.wilco.k12.il.us).

## Withdrawal from Class

A student withdrawing from a class before the 10th time the class meets does not have a grade recorded on his or her transcript. A student who drops a class after the deadline is issued a WF (withdraw failing) on his/her report card and transcript, which negatively impacts the student's grade point average. If a class is dropped due to medical reasons or other extreme circumstances, the "WF" may be waived, but these instances are considered by school administrators on a case-by-case basis.

# Graduation Requirements

Students are encouraged to plan their courses of study carefully. Many post-secondary institutions have specific requirements that students must meet in order to gain admission.

Students are required to accumulate 26 credits in order to graduate from Lemont High School. One-half credit is earned upon successful completion of a subject that meets for one semester. The successful completion of a course that meets for a full year is worth one credit. There are some exceptions to this general rule.

Specific courses within subject clusters are required among the 26 credits:

## **COMMUNICATIONS - 6.0 credits**

Required: English I (1.0), English II (1.0), English III (1.0), English IV (1.0), Communications (0.5) and 1.5 credits of electives

## **SOCIAL/CULTURAL - 4.5 credits**

Required: Human Geography (1.0), U.S. History (1.0), American Government, Civics, & Contemporary Issues (1.0), Consumer Education or equivalent (0.5) and 1.0 credits of electives

## **SCIENTIFIC/QUANTITATIVE/TECHNOLOGICAL - 8.0 credits**

Required: Mathematics\* (3.0), Science (2.0), Technology Concepts (0.5) and 2.5 credits of electives,  
*(\* State mandates require this must include one course with Geometry content and one with Algebra I content)*

## **CREATIVE - 2.0 credits**

Required: 2.0 credits of electives

## **HEALTH AND LEISURE - 4.5 credits**

Required: Physical Education (3.5 credits - 3.0 for early graduates), Health Education (0.5), Driver Education (0.5)

## **OTHER ELECTIVES - 1.0 credits**

# Four-Year Planning Guide

Student \_\_\_\_\_ Graduation Year \_\_\_\_\_ Counselor \_\_\_\_\_ Date \_\_\_\_\_

## FRESHMAN

1. English I (1.0) \_\_\_\_\_
2. Mathematics (1.0) \_\_\_\_\_
3. Biology (1.0) \_\_\_\_\_
4. Geography (1.0) \_\_\_\_\_
5. Health (0.5)/Physical Education (0.5) \_\_\_\_\_
6. Technology Concepts (0.5) \_\_\_\_\_
7. Electives (2.5) \_\_\_\_\_

## JUNIOR

1. English III (1.0) \_\_\_\_\_
2. Mathematics (1.0) \_\_\_\_\_
3. U.S. History (1.0) \_\_\_\_\_
4. Consumer Education (or equivalent) (0.5) \_\_\_\_\_
5. Physical Education (1.0) \_\_\_\_\_
6. Electives (3.5) \_\_\_\_\_

## SOPHOMORE

1. English II (1.0) \_\_\_\_\_
2. Mathematics (1.0) \_\_\_\_\_
3. Science (1.0) \_\_\_\_\_
4. Driver Education (0.5) \_\_\_\_\_
5. Communications (0.5) \_\_\_\_\_
6. Physical Education (1.0) \_\_\_\_\_
7. Electives (3.0) \_\_\_\_\_

## SENIOR

1. English IV (1.0) \_\_\_\_\_
2. Government, Civics, & Contemporary Issues (1.0) \_\_\_\_\_
3. Physical Education (1.0) \_\_\_\_\_
4. Electives (5.0) \_\_\_\_\_

Students are expected to enroll in 8.0 credits per year. Exceptions are made for students pursuing specific college or career goals through college credit, Wilco, the Business Internships & Career Training Program, or the Internship Program.

## Course Descriptions by Academic Departments

**In most cases, the courses detailed in this publication are offered each year. However, certain courses are not offered annually due to limited enrollment patterns.** Courses may be dropped from the schedule due to low enrollment. Course offerings are affected by enrollment and availability of staff.

**Course Prerequisite:** A course prerequisite specifies the course(s) that must be passed prior to enrollment in the course affected by this prerequisite. Some courses carry a grade recommendation, which specifies a level of performance in a prerequisite course(s). Students whose grade in the prerequisite course is equivalent to or greater than the grade recommendation have a better than average chance of being successful in the follow-up course.

**Fees:** The fees for most courses are included in the school's instructional resource fee, which is applied to each student and averaged to cover the necessary consumable materials for most Lemont High School classes. There are a handful of courses that fall outside of the instructional resource fee because they are more costly, and/or may not apply to most students. Fees for these courses are assessed separately, and are noted in the course description.

## Career & Technical Education

# PHILOSOPHY OF THE CAREER & TECHNICAL EDUCATION DEPARTMENT

The Lemont High School Career & Technical Education Department believes that students should develop the following characteristics:

- Ability to blend laboratory and classroom instruction
- Understanding of course material in order to achieve mastery in their chosen area
- Knowledge of specific areas of interest in the curricular areas of Business Education, Family and Consumer Sciences, and Industrial Technology

Courses offered within these areas of study help students develop skills that are necessary to become productive members of the workforce, and offer students an opportunity to explore career opportunities as they move from introductory to advanced curriculum. Courses are designed to prepare students with cross-sector essential employability competencies by evaluating students' knowledge and learning through project-based assessments.

Based on their abilities and course level, students are expected to:

- Master skills in their respective areas
- Demonstrate craftsmanship, creativity and job-specific skills
- Develop interpersonal and cooperative skills
- Employ technology to accomplish goals

**Grading Standards:** Student grades are determined by their level of mastery of skills in their respective areas, in accordance with course requirements.

## CORE AND ELECTIVE COURSES - BUSINESS EDUCATION

### Accounting

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** None

**Description:** This course provides students with general vocational preparation for the business world, and also meets the needs of students who wish to obtain a position in some phase of accounting. It is designed for students who plan to pursue secretarial, small business and college careers. The concepts of double entry bookkeeping and income tax are introduced. Students systematically complete the accounting cycle of journalizing transactions, posting transactions, preparing a worksheet, preparing financial statements, closing the ledgers and preparing a post-closing trial balance. Several areas of study, including accounting for both service and merchandise businesses, corporate accounting and automated accounting, among others, are emphasized. Students are expected to learn terminology important in the field as well. Most work is completed using online working papers and automated accounting software.



# Career & Technical Education

## Advanced Accounting Honors

**Grades Course Open To:** 11-12      **Credit:** 1.0 - Honors credit

**Prerequisite:** Successful completion of Accounting I

**Description:** This course is a continuation of Accounting I and focuses on Departmental Accounting, Adjustments and Valuation, Corporation Accounting, and Managerial Accounting. This course utilizes an integrated, college approach to teach real world accounting. Students first learn how to business plan and evaluate for operating, financing, and investing decisions. Students develop skills to use accounting systems for gathering data and for providing data to internal and external decision makers. Course content prepares students who plan to major in any area of business in college for their required accounting courses.

## AP Computer Science A

**Grades Course Open To:** 10-11-12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** Successful completion of Introduction to Computer Science: Programming or AP Computer Science Principles, or consent of Division Chair

**Fees:** AP Computer Science A exam (paid at fall registration)

**Description:** The equivalent of an introductory college computer science class, this is a programming-intensive course. Students' goals include being able to determine an appropriate program design to solve a problem or accomplish a task, write program code to create objects of a class and call methods, use test cases to find errors or validate results, and write program code to create and manipulate algorithms. Areas of study include program design, modularity, algorithm development, code testing and implementation, computer logic, and ethical computing. The class includes substantial programming projects in the Java programming language. **Note:** All students enrolled in this course **must** take the AP Computer Science A exam in the spring.

## AP Computer Science Principles

**Grades Course Open To:** 9-10-11-12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** Successful completion of Integrated Math I or Integrated Math I Honors is recommended

**Fees:** AP Computer Science Principles exam (paid at fall registration)

**Description:** The equivalent of an introductory college-level course, this course introduces students to the breadth of the field of computer science by exploring essential topics such as: computer programming, the design and analysis of algorithms, how the internet works, and how computers represent various data. Students will have substantial programming projects in Python, including a fully functional program to attach as an artifact to a digital portfolio by the end of the course. **Note:** All students enrolled in this course **must** take the AP Computer Science Principles exam in the spring.

## AP Cybersecurity 1: Networking Fundamentals

**Grades Course Open To:** 9-10-11-12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** None

**Fees:** AP Cybersecurity 1 exam (paid at fall registration)

**Description:** This course covers the fundamentals of networking and is equivalent to a college-level Introduction to Networking course. It interweaves essential networking concepts with relevant, hands-on problem solving activities to maximize students' understanding of network hardware and configuration, the use of protocols to enable reliable and accurate transmission of data between different hosts around the world, and relevant security practices that secure the transmission of data both within and between computer networks. The course structure is designed to help students develop understanding and skills that will aid them if they choose to pursue professional cybersecurity certifications. **Note:** All students enrolled in this course **must** take the AP Cybersecurity 1 exam in the spring.



# Career & Technical Education

## **Business Economics**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course is an intense approach on economic living in a global society, and explains the vital role economics plays in improving the quality of students' decision making process. Stressing the point that trade and exchange reach every aspect of their lives through the choices they make in the marketplace, students learn that international relations revolve as much around economic matters as political affairs. This class covers a number of areas, ranging from market system concepts and supply and demand, to investments and the stock market, to inflation, taxes and the Federal Reserve System, among others. **Note:** This course satisfies the Consumer Education requirement for graduation.

## **Business Internships & Career Training**

**Grades Course Open To:** 11-12      **Credit:** 2.0 (1.0 Classroom, 1.0 Work)

**Prerequisite:** Completed program application, two teacher recommendations, and consent of program coordinator; students must be 16 years old within 45 days of the first day of the school year and provide their own transportation

**Description:** This two-phase course provides training related to business careers held by the students. A classroom phase teaches students job skills and helps them develop individualized career planning portfolios. The job phase allows students to practice their skills in an occupational setting, requiring them to work 15 hours weekly. The Business Internships & Career Training program is designed to develop students academically, personally and professionally as they develop critical thinking, human relations and self-assessment skills through participation in discussions, employer/employee simulations, journals, role playing, rubrics, five-year plans, a career planning portfolio, classroom presentations and projects, cooperative learning, multiple intelligences/team building activities, and personal/class mission statements. Future planning, entering the workforce, developing essential skills and the stock market are covered. **Note:** Students are expected to participate in both the classroom and work phases.

## **Business Law**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course addresses many legal situations that individuals and families face every day, helps students develop attitudes on law and society, and focuses on the importance and obligations of citizenship. An emphasis is placed on contracts, such as insurance, buying and selling of real estate, obligations between employers and employees, debtor and creditor relations, and the renting and borrowing of goods. The legal aspects of drafts, checks, and notes are also covered. Students learn about minors' rights and some adult duties, the broad application of Police Power, classification of crimes, and torts. A number of areas of law are covered, specifically in relation to society, citizens, minors, consumers and the business community. Other topics include crimes, voidable agreements, breach, personal property and bailments, among others.

# Career & Technical Education

## **Business Leadership**

**Grades Course Open To:** 11-12      **Credit:** 0.5 - students may choose Honors option (teacher approval)

**Prerequisite:** Successful completion of Introduction to Business, Business Economics, Accounting I, Personal Finance, Sports & Entertainment Marketing, or Business Law

**Description:** This capstone course helps students learn and develop the vital business “soft skills” and leadership skills for which all employers look. Students learn what it takes to start a business by writing and presenting a full business plan to a panel of judges. Students also participate in a mock interview process where their business knowledge, leadership qualities and communication skills are tested. Students develop their own résumés, cover letters and follow-up letters, and learn about all aspects of the interview process, including how to answer tough interview questions and use social media to get hired. Students may choose to take this course at the Honors level by choosing and completing more rigorous assignments.

## **Computer Applications**

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** Grade of C or better in Technology Concepts

**Fees:** Course fee applies, payable to Joliet Junior College (fee was \$36 for the 2024-25 school year)

**Dual/Articulated Credit:** 3.0 hours of dual credit (CIS 126) through Joliet Junior College

**Description:** With an emphasis on hands-on, independent learning, this course is highly recommended for all college-bound students and those who plan to enter today’s competitive job market. The course builds upon knowledge and skills learned in Technology Concepts, covering advanced business applications in word processing, spreadsheet, presentation and desktop publishing software (Microsoft Office). Students become familiar with proper communication skills and professional behavior expected of them on the job. They also are introduced to business, financial and mathematical functions used to create professional business documents.

## **Cybersecurity**

**Grades Course Open To:** 11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of AP Computer Science Principles, Introduction to Computer Science: Programming, or consent of Division Chair

**Description:** This course develops a foundational understanding of cybersecurity and how it relates to information and network security. Students are introduced to characteristics of cyber crime, security principles, technologies, and procedures to defend networks. Through interactive, multimedia content, lab activities, and multi-industry case studies, students build technical and professional skills necessary to pursue careers in cybersecurity.

## **Desktop Publishing**

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of Technology Concepts

**Description:** This course gives students the opportunity to produce a variety of professional, quality business documents that combine text, graphics, illustrations and photographs using Microsoft Publisher. Students at a number of skill levels work to master their desktop publishing skills. Additionally, students learn how to turn school projects and presentations into videos with movie-making software.

# Career & Technical Education

## **Internship Program**

**Grades Course Open To:** 12                      **Credit:** 0.5 or 1.0

**Prerequisite:** Cumulative GPA of at least 2.5, completed program application, teacher recommendation, and career choice

**Description:** Students who select a Workplace Experience during course selection will be placed in the Internship Program, which allows students to acquire a valuable career development experience while in high school. Students leave the building during scheduled periods and meet with mentors in the workplace. They may seek out a business in the community, or be matched with one by the program coordinator based on career areas of interest. Students must provide their own transportation, dress and act appropriately for the job, and follow all company policies while in the workplace. Students are required to communicate every other week with the program coordinator, and must submit multiple reflections or a journal, along with mentor evaluations. A minimum of 60 hours of job training/work experience is required per semester; students must track and verify their time with the program coordinator.

## **Introduction to Business**

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course introduces students to business and economic concepts that will help them understand their role in today's market. Students learn about government's role in business, and the importance of ethics and social responsibility as a business leader. Marketing and advertising concepts are introduced, with students creating their own commercials. Students also learn the importance of managing their credit and personal finances.

## **Introduction to Computer Science: Programming**

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** Grade of C or better or concurrent enrollment in any level of Integrated Math I

**Description:** This course provides an introduction to computer science concepts and allows students to create games and apps and work with robots using various programming languages. Additional emerging topics in computer science also are incorporated into the class.

## **Personal Finance I**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Dual/Articulated Credit:** 3.0 hours of dual credit (BUSI 1120) through College of DuPage

**Description:** This course provides students an opportunity to develop life-long learning skills that prepare them for post-secondary education, the working world and personal finance. Students are introduced to a number of concepts to help develop their financial acumen. Included among the areas of study are finance, money management, federal and state income taxes, budgets and financial records, checking accounts and banking services, financial planning and security, investments, risk management (insurance), retirement and estate planning, personal credit, decision making, and consumers' rights and responsibilities. Students develop a personal stock portfolio using Google Sheets, based on personal products and services in different sectors and industries. **Note:** This course satisfies the Consumer Education requirement for graduation.

# Career & Technical Education

## **Personal Finance II: Investment Management**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of Personal Finance I

**Description:** This course provides students an opportunity to create and manage their finances through a Personal Financial/Investment Portfolio, a critical skill taught with an emphasis on long-term thinking/investing. Students learn to analyze traditional investments (stocks, bonds, mutual funds, REITS, etc.), and are introduced to alternative investing (hedge funds, private equity, managed futures) and its associated risks using the college-level online course, Wall Street Survivor: Investing 101. As in Personal Finance I, students evaluate investments in a variety of ways, including ROI (Return on Investment) percentage, P/E Ratio, market capitalization, dollar cost averaging, beta/alpha, yield on corporate/municipal bonds, NAV (Net Asset Value of Mutual Funds), and calculating between taxable and tax deferred investment, among others. They also gain an understanding of investing in ESG corporations that are designed to consider society and/or the environment, in addition to profit, in their decision-making process. Students access many financial websites to accomplish the class's objectives.

## **Sports & Entertainment Marketing**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course is designed for students with a strong interest in sports and entertainment marketing field, which is growing faster than the national average. Students are introduced to the fundamentals of marketing through the sports and entertainment industries with a practical hands-on, project-based approach. The course allows students to experience knowledgeable speakers, produce individual and team projects, analyze current marketing strategies, and discuss relevant videos.

## **Technology Concepts**

**Grades Course Open To:** 9      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course is designed to introduce students to a variety of technology tools and apps that will allow them to thrive in a 1:1 digital learning environment. Google Suite is a main emphasis of the course, and digital citizenship and keyboarding techniques also are covered. Students spend time in the CITGO Innovation Academy, which includes working with 3D printers and creating videos in green screen rooms. Video editing software and other emerging technologies are incorporated into the course. Students also complete a project in career exploration.

**Note:** This course is required for graduation from Lemont High School.

## **Technology Internship Program**

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** Successful completion of Technology Concepts, completed applications, and recommendation from a teacher or Technology Integration Specialist

**Description:** This course provides students an opportunity for hands-on study of technology integration in an educational setting. Students are required to assess problems throughout the day and determine the best approach to resolve those issues. In addition to solving technological issues for students and teachers, students are required to complete and maintain several ongoing projects that address problems or solutions in educational technology integration. Students have the opportunity to independently pursue their interests in this area. Students should have a sincere interest in using technology and demonstrate a willingness to learn. A prior understanding of Google Suite and a desire to learn and test new technology are important for success in this program.

# Career & Technical Education

## Web Design & Development I

**Grades Course Open To:** 9-10-11-12     **Credit:** 0.5

**Prerequisite:** None

**Description:** This course provides students with an introduction to create and design material that can be posted on the World Wide Web. Students begin building basic pages and move on to more advanced websites as the course progresses, and also sharpen their creativity through their coursework. A variety of topics are introduced, including HTML 5, CSS 3, principles of effective design, legal and ethical issues, and web accessibility.

## Web Design & Development II

**Grades Course Open To:** 9-10-11-12     **Credit:** 0.5 - students may choose Honors option (teacher approval)

**Prerequisite:** Successful completion of Web Design & Development I

**Description:** This course is a continuation of Web Design & Development I, and strengthens skills that students learned in that introductory course. An emphasis is placed on multimedia applications and programming tools, such as JavaScript and HTML 5, and using them to create dynamic and responsive web pages.

## CORE AND ELECTIVE COURSES - FAMILY & CONSUMER SCIENCES

### Advanced Baking

**Grades Course Open To:** 11-12     **Credit:** 0.5

**Prerequisite:** Successful completion of Food Preparation

**Description:** This course builds on concepts learned in Food Preparation, with students learning techniques utilized when making specialty baked goods. Students learn techniques in mixing, shaping and laminating dough, as well as cake decorating. Areas of study include cookies, quick breads, yeast breads, pastries and cake. Students are expected to continue development of skills for producing quality products.

### Child Development

**Grades Course Open To:** 10-11-12     **Credit:** 0.5

**Prerequisite:** None

**Description:** This course prepares students to understand the developing child and covers the growth and development of children from the prenatal stage through age 3. The course analyzes all aspects of children's development, including physical, intellectual and social-emotional development. Course content also includes the study of family, labor and delivery, caring for a newborn (using a Baby-Think-It-Over simulation doll overnight), developmental challenges, and birth defects. Students determine realistic expectations of children by becoming aware of how they develop in all areas of each developmental domain.

### Culinary Arts

**Grades Course Open To:** 11-12     **Credit:** 1.0

**Prerequisite:** Successful completion of Food Preparation

**Description:** This course expands on concepts and skills learned in Food Preparation and introduces new topics. Students develop skills through the study and preparation of food in units such as food safety and sanitation, appetizers and hors d'oeuvres, yeast breads, cakes, pies, pastries and candies, gingerbread house construction, soups and chili, and meat, poultry and fish. Careers and employment in food service are explored as well.

# Career & Technical Education

## **Family & Consumer Sciences Survey**

**Grades Course Open To:** 9      **Credit:** 1.0

**Prerequisite:** None

**Description:** This orientation course is designed to make students aware of occupations, skills and areas associated with Family & Consumer Science. Areas such as communication, personality, relationships, marriage, parenting, child care and development, basic hand-sewing, interior design principles, and nutrition with food preparation are all emphasized. Students obtain skills necessary to prepare simple meals, sew buttons and complete a sewing project, create a budget, and work cooperatively in groups to complete other projects associated with real-life events.

## **Food Preparation**

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** None

**Description:** The emphasis of this course is to develop skills and an understanding of basic culinary principles. Classroom and laboratory experiences that can be applied to everyday life in cooking, nutritional needs, time management and consumer wellness are included. Students gain knowledge in a number of areas, including kitchen and food safety, measuring techniques, recipe terms and reading a recipe. Course content centers around the following duty areas: promoting food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health and safety needs in planning, preparing and serving food; maximizing resources when planning, preparing and serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs in relation to change. The development of employability skills, transition skills, time management skills and vocational ethics are included in this course.

## **Interior Design I**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course introduces students to the concepts of interior design. The coursework integrates knowledge, skills and practices required for pursuing a career in housing and interior design, utilizing appropriate technology as needed. The impact of color, use of textiles, arrangement of furnishings, addition of accessories and use of lighting are all explored through design projects. Students implement performance-based projects throughout the semester to complete a professional portfolio.

## **Interior Design II**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of Interior Design I

**Description:** This course expands on the concepts that students learned in Interior Design I, providing them with advanced knowledge of skills and practices required for pursuing a career in the field of housing and interior design. The areas of kitchen, bathroom and bedroom design, as well as housing renovation and landscaping, all are explored.



# Career & Technical Education

## International Cooking

**Grades Course Open To:** 11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of Food Preparation

**Description:** This course explores the culture and cuisine of many different regions of the world, including Latin America, Europe, the Mediterranean and Asia. In lab groups, students focus their studies on a specific country within a region, including geography, climate, holidays and its cuisine. Topics covered in the area of cuisine are ingredients, cooking methods, meal patterns and regional differences. To further explore international cuisine, this course will include field trips to different cultural restaurants.

## Nutrition

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course is designed to provide students with an understanding of the basic six nutrients - protein, carbohydrates, fat, vitamins, minerals and water. The areas of study include functions of nutrients in the body, daily intake requirements, and the best food sources for nutrients. The course also focuses on how students can use that information when planning meals and making daily personal food choices. Students evaluate their own eating habits and learn about current topics in nutrition including food sustainability, sports nutrition, disordered eating, and fad diets.

## Parenting

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course provides students with a view of the family as a system, and gives them basic knowledge of parenting, nurturing and care-giving in society. The course emphasizes the fact that becoming a parent affects an individual's personal, educational and career goals. Students are introduced to concepts relating to family dynamics such as marriage and divorce, family planning, labor and delivery, and prenatal development, as well as to nurturing infants, toddlers and preschoolers, guiding grade school age children and teenagers, and other challenges of parenting. Students have the opportunity to care for a Baby-Think-It-Over simulation doll for one weekend.

## Teaching Internship

**Grades Course Open To:** 11-12      **Credit:** 1.0

**Prerequisite:** Successful completion of both Parenting and Child Development preferred

**Dual/Articulated Credit:** 3.0 hours of dual credit (EDUCA 1100) through College of DuPage

**Description:** This hands-on class is intended for students interested in teaching or working with children. Students learn the fundamentals of grade school development, develop a portfolio, plan and implement lesson plans, and research an education related career. Students are placed in an elementary school, middle school or junior high classroom, where they will act as teaching assistants. Once at their placements, students gather teaching experience, classroom management techniques and lesson plan ideas. Students must provide their own transportation. Students are responsible for teaching a number of lessons within their placements. For optimal learning to take place, student attendance is critical. Completed student portfolios consist of teaching assignments, activities and experiences.

# Career & Technical Education

## CORE AND ELECTIVE COURSES - INDUSTRIAL TECHNOLOGY

### 3D Design & Animation

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This introductory course helps prepare students for college or technical college in the burgeoning field of design and drafting. A growing field within the motion picture and video industries, there is an increasing demand for individuals in the field of 3D design and animation. The course covers the development of two- and three-dimensional objects to produce rendered still frames (scenes) and, using these objects, produce rendered animations. Some of the areas of study include three-dimensional modeling, rendering, animation, lighting and material considerations, and scene composition. Technology is used in the development of projects in this course.

### Advanced 3D Design & Animation

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of 3D Design & Animation or consent of Division Chair

**Description:** This course is intended for advanced-level 3D design and animation students. Students learn advanced modeling techniques, advanced lighting and rendering techniques, character animation and special effects. Students are prepared to pursue further study in the field at a post-secondary institution or technical college.

### Drafting/CAD I

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course provides students who plan on pursuing a career in engineering, architecture, interior design, construction, manufacturing or other related fields, with an opportunity to explore the field of drafting. Some of the major units of study include freehand sketching, lettering, multi-view drawing, isometric drawing, geometric construction, dimensioning, sectioning, and an introduction to 3D design using the latest CAD software. The use of CAD software is an integral part of this course.

### Advanced CAD II Honors

**Grades Course Open To:** 11-12      **Credit:** 1.0 - Honors credit

**Prerequisite:** Successful completion of Drafting/CAD I or consent of Division Chair

**Description:** This course is a study of advanced CAD concepts relating to mechanical design and residential architectural design principles and techniques. Major units of study include advanced AutoCAD concepts, parametric modeling, mechanical engineering design basics, BIM house design procedures, room planning, working drawings, rendering, scene creation and camera animations. Students build to designing a home, producing photo realistic renderings, and animating a walk-through. This course is ideal for students interested in architecture, engineering, construction, interior design or related fields. CAD software and 3D printing is an integral part of this course.

### Advanced CAD III Honors

**Grades Course Open To:** 12      **Credit:** 1.0 - Honors credit

**Prerequisite:** Successful completion of Advanced CAD II Honors or consent of Division Chair

**Description:** This advanced-level course allows students to further investigate and develop advanced mechanical and/or architectural CAD concepts. Students complete several advanced projects within the area(s) of mechanical design or residential and/or commercial architectural design. Students may be required to produce scale models or 3D printed models of designs.



# Career & Technical Education

## **Orientation to Industrial Technology**

**Grades Course Open To:** 9 **Credit:** 1.0

**Prerequisite:** None

**Description:** This exploratory course gives students exposure to a variety of industrial-technical occupations, as well as beginning skill development in areas that are important to many industrial jobs. Included among the areas of study are measurement and calibration, identification, use and safety of portable and industrial tools, decision making in the design and processing of a product, and introductory concepts in production technology, transportation technology, communication technology and energy utilization technology. Students learn basic industrial skills and processes for drafting and design, robotic engineering, basic woodshop production, bridge design, construction and testing, carbon dioxide powered dragster design, fabrication, and finishing and testing. Students develop employability and transition skills and vocational ethics as well.

## **Production Honors**

**Grades Course Open To:** 12 **Credit:** 1.0 - Honors credit

**Prerequisite:** Successful completion of Woods Technology I and Woods Technology II, or consent of Division Chair

**Fees:** Course fee applies (paid at fall registration)

**Description:** This advanced-level course emphasizes production as an occupation, with a concentration on skill development in advanced machining operations and industrial techniques. Students run an entrepreneurial cabinet shop, which includes the design, drawing, construction, finishing and installation of the client's goods. Recordkeeping of the operation also is part of the course. Some skills that students acquire include performing first piece inspection, verifying dimensions, alignments and clearances, transferring layouts from sample parts of templates, and setting up precision drills. Students develop employability and transition skills and vocational ethics.

## **Robotic Engineering**

**Grades Course Open To:** 10-11-12 **Credit:** 0.5

**Prerequisite:** None

**Description:** This course provides students with an introduction to robotic engineering. Hands-on activities in building and programming robots allow students to apply math and science concepts as they try to solve engineering problems. Current use of robots in various industries, as well as the possible future of robotics, also is explored.

## **Stagecraft & Theatre Technology I**

**Grades Course Open To:** 9-10-11-12 **Credit:** 0.5 or 1.0

**Prerequisite:** None

**Description:** This course introduces students to basic Theatrical Technology and Carpentry topics and includes the construction of significant projects for plays, conferences, musicals and concerts. Students gain a better understanding of carpentry skills and concepts and apply them to the theatre setting. Theatrical concepts include basic construction, running crew, sound and lighting, make-up and criticism. Students are introduced to and gain hands-on experience in hand tools, power tools, ladders, scaffolding, and basic framing techniques. Students also read blueprints and floor plans and are introduced to theatrical electricity. This course requires students to learn and consistently practice proper safety protocols. Additional emphasis is placed on teamwork, leadership and problem solving. Students are expected to participate in several mandatory after-school events and clock 40 "hands-on" work hours for those events scheduled in the Performing Arts Center throughout each semester.

# Career & Technical Education

## **Stagecraft & Theatre Technology II**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Stagecraft & Theatre Technology I

**Description:** A continuation of Stagecraft & Theatre Technology I, this intermediate course continues to employ a practical, hands-on environment and includes the construction of significant stagecraft projects for plays, conferences, musicals and concerts. Students gain a deeper understanding of carpentry skills and concepts and apply those to the theatre setting. Theatrical concepts include intermediate construction, running crew, sound, lighting, make-up and criticism. Students also gain further knowledge and hands-on experience in hand tools, power tools, ladders, scaffolding, and intermediate framing techniques. Students also read blueprints and floor plans and gain hands-on experience in the area of theatrical electricity. This course requires students to learn and consistently practice proper safety protocols. Additional emphasis is placed on teamwork, leadership, problem solving and intermediate design. Students are expected to participate in several mandatory after-school events and clock 40 “hands-on” work hours for those events scheduled in the Performing Arts Center throughout each semester for those events scheduled in the Performing Arts Center throughout each semester.

## **Stagecraft & Theatre Technology III - Theatre Management**

**Grades Course Open To:** 11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Stagecraft & Theatre Technology II

**Description:** A continuation of Stagecraft & Theatre Technology II, this advanced course continues to employ a practical, hands-on environment and includes the construction of significant stagecraft projects for plays, conferences, musicals and concerts. Students gain a deeper understanding of carpentry skills and concepts and apply those to the theatre setting. Skills also are obtained in management and supervision of construction, running crew, sound, lighting, make-up and criticism. Students gain further knowledge and hands-on experience in hand tools, power tools, ladders, scaffolding, and advanced framing techniques. Students supervise and manage blueprints and floor plans and gain hands-on experience in the area of theatrical electricity. This course requires students to learn and consistently practice proper safety protocols. Additional emphasis is placed on teamwork, leadership, problem solving and advanced design. Students are expected to participate in several mandatory after-school events and clock 40 “hands-on” work hours for those events scheduled in the Performing Arts Center throughout each semester for those events scheduled in the Performing Arts Center throughout each semester.

## **Stagecraft & Theatre Technology IV - Theatre Design**

**Grades Course Open To:** 11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Stagecraft & Theatre Technology III, or concurrent enrollment in Stagecraft & Theatre Technology III with consent of Division Chair

**Description:** A continuation of Stagecraft & Theatre Technology III, this capstone course continues to foster a practical, hands-on environment and includes the construction of significant stagecraft projects for plays, conferences, musicals and concerts. Students are provided a continued understanding of carpentry skills and concepts and apply those to the theatre setting. Skills also are sharpened in the design of construction and plans for running crew, sound, lighting, make-up and criticism. Students gain expert knowledge and hands-on experience in hand tools, power tools, ladders, scaffolding, and expert framing techniques. Students design blueprints and floor plans and gain hands-on experience in the area of theatrical electricity. This course requires students to learn and consistently practice proper safety protocols. Additional emphasis is placed on teamwork, leadership, problem solving and advanced design. Students are expected to participate in several mandatory after-school events and clock 40 “hands-on” work hours for those events scheduled in the Performing Arts Center throughout each semester for those events scheduled in the Performing Arts Center throughout each semester.

## Career & Technical Education

### Woods Technology I

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Fees:** Course fee applies (paid at fall registration)

**Description:** This course begins a study of the properties and fabrication of wood products, as related to construction and finishing of residential housing. A number of areas introduce basic skill development, including identification of proper adhesives and bonding products for interior and exterior use, identification and use of lumber and construction materials, construction mathematics, measurements, accuracy of layout and marking, identification and use of hand tools, identification and use metal fasteners, and the operation of power drills, saws, routers, shapers, joiner, pneumatic nailers and double-hole boring. Laboratory activities allow students to develop introductory skills for the construction industries. Safety awareness and practice are emphasized and are integral parts of each major unit of study. Students develop employability and transition skills and vocational ethics as well.

### Woods Technology II

**Grades Course Open To:** 11-12      **Credit:** 1.0

**Prerequisite:** Successful completion of either Woods Technology I or consent of Division Chair

**Fees:** Course fee applies (paid at fall registration)

**Description:** This course begins with a study of the principles and elements of good design for residential construction, trimming and permanent casements. A major emphasis is placed on planning and cost estimation, reading plans, construction and finishing, and efficient time management. The sequence of stages and components for residential construction also are addressed. Some projects may include scale house structures and custom cabinets. Students develop employability and transition skills and vocational ethics as well.

# English

## PHILOSOPHY OF THE ENGLISH DEPARTMENT

The Lemont High School English Department believes students should develop the following:

- Competence in oral and written language skills
- Successful reading and interpretation of fiction and nonfiction texts

Emphasis is placed on higher order thinking skills, specifically synthesis, analysis, interpretation, and problem solving.

**Based on their abilities and course level, students shall:**

- Express themselves effectively and clearly in written and spoken discourse that is rich, authentic, meaningful and varied
- Interpret and evaluate written and spoken discourse
- Utilize primary and secondary resources within the research process
- Collaborate effectively within group settings

**Grading Standards:** Student grades are standards-based and a combination of performance in the areas of reading, writing, language, speaking and listening. Grades are determined based on a student's performance in composition and classroom participation.

## CORE COURSES - ENGLISH

### English I

**Grades Course Open To:** 9 **Credit:** 1.0

**Prerequisite:** Placement based on student's standardized test results

**Description:** This course places an emphasis on the interrelationships between literature and composition skills. Both inferential reading and the furthering of interpretive skills are stressed. Students read from a variety of short stories, poems, novels, drama and nonfiction, ranging from *The Odyssey* and *Romeo and Juliet*, to contemporary speeches, articles, visual text and public radio broadcasts. Students are introduced to analytical writing, audience appeals and the language landscape; the students' goal is to acquire the skills necessary to write strong argumentative papers that both include and exclude research. Special attention is given to style and structure in text. Grammar and usage studies address concerns evident in standardized tests and student writing, and speaking and listening skills in the classroom are emphasized through panel and whole class Socratic discussions.

# English

## English I Honors

**Grades Course Open To:** 9

**Credit:** 1.0 - Honors credit

**Prerequisite:** Placement based on student's standardized test results

**Description:** This course is designed for students with highly advanced language and reading skills and begins to introduce the Advanced Placement curriculum. Time is devoted to the reading and interpretation of literature, such as *Othello*, *Animal Farm* and *The Odyssey*, as well as novels, nonfiction text and visual text. Students learn rhetorical analysis, audience appeal and the Toulmin framework for argumentative writing, with the expectation that these skills are employed in their writing. Socratic methods of discussion are emphasized. In their composition studies, students are introduced to argumentation, literary analysis and the research process as forms of written discourse. Grammar and writing mechanics are integrated into all composition work, and concerns evident in standardized tests and students' compositions are given special attention. Students must be independent learners and display excellent time management and study skills in order to meet the demands of this rigorous, fast-paced class. The course is especially useful for students who plan to attend major universities or who will be seeking advanced college placement.

## English II

**Grades Course Open To:** 10

**Credit:** 1.0

**Prerequisite:** Successful completion of English I or English I Honors

**Description:** This course continues to prepare students in the study of world literature and composition skills, with a pointed emphasis on rhetorical analysis and argumentation. Continued growth is expected in the skill areas of inferential reading and making critical judgments regarding course readings, which can include *A Long Way Gone*, *Antigone*, *Julius Caesar*, *Persepolis*, *Warriors Don't Cry*, fiction, poetry and nonfiction. In composition studies, students expand their knowledge and control of analytical writing, audience appeal, rhetoric and argument. Students also continue to develop skills in speaking and listening through whole class discussions, Socratic seminars, and presentations.

## English II Honors

**Grades Course Open To:** 10

**Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of B or better in English I Honors

**Description:** This course continues to prepare highly advanced students within the pre-Advanced Placement curriculum. Continued growth is expected in the skill areas of rhetorical analysis, composition, argumentation and discussion. Students continue to explore a variety of multimedia and digital sources through research, and are encouraged to use a myriad of technology tools to craft argumentation. Special attention is given to the inferential reading of fiction, nonfiction and visual text. Grammar and writing mechanics are integrated into all written work, and concerns evident in standardized tests and students' compositions are given continued attention. Students must be independent learners and display excellent time management and study skills in order to meet the demands of this rigorous, fast-paced class. The course is especially useful for students who plan to attend major universities or who will be seeking advanced college placement.

# English

## Communications

**Grades Course Open To:** 10                      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course provides students with a variety of speech communication experiences, with an emphasis placed on the preparation, organization, composition and delivery of the oral presentation. Students study interpersonal communication, verbal and non-verbal communication, and listening skills. Students also study what it means to be a digital citizen and how that affects them in the “real world.” Students present a number of speeches throughout the course, including an expository presentation and a research-based persuasive speech.

## English III

**Grades Course Open To:** 11                      **Credit:** 1.0

**Prerequisite:** Successful completion of English II or English II Honors

**Description:** This course continues studies in composition and literary skills. A focus is placed on a number of composition styles, including rhetorical analysis, argumentation, and narrative. In accordance with being prepared for college, students must satisfactorily complete a mandatory MLA-style research paper while utilizing technological tools and best practices for evaluating sources. Students are expected to increase the time, energy and effort they put forth toward independent learning. Students review skills needed in preparation for the English, reading, and writing sections of college entrance exams. Special attention is given to critical reading, and increasing the appreciation and interpretation of literature, including pieces of fiction, nonfiction and poetry. Works such as *Of Mice and Men*, *The Great Gatsby* and *The Catcher in the Rye* are studied, with an emphasis placed on critical reading, discussion and interpretation.

## English III: Advanced Placement Language & Composition

**Grades Course Open To:** 11                      **Credit:** 1.0 - weighted for AP

**Prerequisite:** Grade of B or better in English II Honors or consent of Division Chair

**Fees:** AP English Language & Composition exam (paid at fall registration)

**Description:** This course is designed for the most advanced students and furthers the work done in the English I and II Honors courses. Following a curriculum approved by the College Board, the college-level course requires students to examine the rhetorical situation and study a variety of rhetorical contexts in order to become able critical thinkers, readers and writers. Students identify the tools of successful writers and employ those techniques in their own writing. Writing instruction focuses upon argumentation, with added emphasis on synthesis and rhetorical analysis. Due to the course’s rigor, students must display excellent time management skills learned and practiced in previous Honors courses in order to meet the demands of the curriculum. The course is especially useful for students who plan to attend major universities or who will be seeking advanced college placement. **Note:** All students enrolled in this course **must** take the AP English Language & Composition exam in the spring.



# English

## College Writing

**Grades Course Open To:** 12 **Credit:** 1.0

**Prerequisite:** Successful completion of English III or AP English Language & Composition, and meeting the Reading and Writing Category One requirement at College of DuPage

**Dual/Articulated Credit:** 6.0 hours of dual credit (ENG 1101, ENG 1102) through College of DuPage

**Description:** This course concludes the four-year program and offers qualified, motivated students an alternative to English IV or AP English Literature. Students enrolled in this class build expository, argumentative, critical analysis and research writing skills. This writing-intensive course hones student analysis and composition skills necessary for success in college. Students are expected to purchase required texts and paperbacks. A 2,500-word research paper is required in the second semester. Transferable college credit is given upon successful completion of the course.

## English IV

**Grades Course Open To:** 12 **Credit:** 1.0

**Prerequisite:** Successful completion of English III or AP English Language & Composition

**Description:** This course concludes the four-year program in academic English skills. Student needs are assessed in early composition work, and a special focus is given to any deficiencies that exist. Focusing on college-level models of exposition, the class addresses exemplification, definition, comparison and classification, as well as division, causal and process analysis. The processes of argumentation and critical literary writing are also included. Students work to develop successful college and real-world composition skills, which culminates in a research paper utilizing appropriate research tools and techniques. A variety of literature is studied. Material from Shakespeare and Swift to Shelley and Huxley, as well as modern fiction and nonfiction, is included. Literary studies emphasize comprehension and critical analysis.

## English IV: Advanced Placement Literature & Composition

**Grades Course Open To:** 12 **Credit:** 1.0 - weighted for AP

**Prerequisite:** Grade of B or better in AP English Language & Composition or consent of Division Chair

**Fees:** AP English Literature & Composition exam (paid at fall registration)

**Description:** This course concludes the four-year Honors program and is designed for highly advanced students. Following a curriculum approved by the College Board, the course utilizes high-quality literature to help students develop close, critical reading skills, which lead to in-depth analysis and effective spoken and written delivery of ideas. Students examine a variety of genres, including drama, poetry, and novels stemming from Anglo-Saxons through the Post-Modern Period. Students learn to analyze content and express ideas in order to show an understanding of form and language and the effects authors' choices have on meaning. The processes of logic, argumentation and critical literary writing are also included. Students develop a college-level mastery of texts, ideas and composition. These skills are applied to an independent novel reading project that students work on throughout the year. Reading, analysis and writing all are components of this project, which culminates with a research-based paper. The course is especially useful for students who plan to attend major universities or who will be seeking advanced college placement. **Note:** All students enrolled in this course **must** take the AP English Literature & Composition exam in the spring.

# English

## ELECTIVE COURSES - ENGLISH

### **Broadcast Journalism**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course is designed to expose students to journalistic principles of coverage and writing with broadcast news production. Students learn the techniques and tools to accurately, efficiently and ethically communicate using video and audio platforms, such as studio news, live scene coverage, podcasts, radio broadcasts, social media broadcasts, and sports coverage. Students write scripts, research stories and topics, and create content, including video and audio segments, for use in conjunction with the school newspaper. Students also learn the basic principles of broadcast journalism, including laws and ethics. **Note:** This course is not accepted by the NCAA Eligibility Center.

### **Cinema Studies I**

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course introduces students to film terminology and cinematic effects and allows each student a chance to become a filmmaker. The study of the history of film shows the progression from silent film to “talkies,” from black and white to color, and from film composition and props to computer generation. Students analyze a variety of genres, including silent films, musicals, horror/thriller, animation, comedy, and film noir. Students begin to analyze film editing and green screen production. They also share findings in oral presentations and produce written reflections, with some of the presentations being group oriented and others being completed individually. Students develop a shot-by-shot analysis, create a silent film, create a stop motion, and put together a final film. At least two short films are completed by students during the course of the semester, and students also have opportunities to enter film festivals. **Note:** This course is not accepted by the NCAA Eligibility Center.

### **Cinema Studies II**

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of Cinema Studies I

**Description:** A continuation of Cinema Studies I, this course further defines specific characteristics that distinguish film from other media and art forms. Students focus on film production and create films to promote Lemont High School. Cineliteracy is further documented, and students have the opportunity to analyze additional cinematic selections from a number of genres, such as cult films and documentaries. This is a very hands-on course that allows students the opportunity to create several short films. Students take a look at other aspects of filmmaking, such as directors. Oral presentations, written reports, shot-by-shot analyses and film proposals again are included in the curriculum. **Note:** This course is not accepted by the NCAA Eligibility Center.

### **Creative Writing I**

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** In this course, students write their own short stories and poetry and discuss their works in workshop fashion. Peer editing and student-teacher conferencing are key components of the class. A portion of the course is used for lessons in composition, the study and discussion of poetry and short story models, and student writing workshops. The class provides enjoyment for students who like to write for others, and assists all students in sharpening their writing skills. The course is appropriate for college-bound students.



# English

## Creative Writing II

**Grades Course Open To:** 9-10-11-12 **Credit:** 0.5

**Prerequisite:** Successful completion of Creative Writing I

**Description:** This course revisits and refines the knowledge and skills learned in Creative Writing I, and introduces more sophisticated literary devices and forms. Students compose works of short fiction, nonfiction, poetry and drama. In an effort to bring students' writing to a more professional level, published works are read, analyzed and discussed. Classes are conducted in a workshop fashion, emphasizing sharing and discussion. Students are expected to offer and accept constructive criticism of each other's work maturely and respectfully. This class is for students who enjoy writing and seek to have their work published. The course is appropriate for college-bound students.

## Critical Reading I

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0

**Prerequisite:** Placement based on student's placement exam results

**Description:** This course provides students with skill-based instruction that will improve their performance in all aspects of reading, supporting them with the use of research-based strategies to help them excel in their content area classes. Students receive direct instruction on vocabulary development, comprehension, fluency, text structure and writing. Students become more aware of their own learning styles, study techniques to improve their self-awareness as readers and learners, and develop an appreciation for reading with the opportunity for self-selected independent novels. Students are assessed on their progress with the use of NWEA Map Testing three times during the year.

**Note:** This course is not accepted by the NCAA Eligibility Center.

## Critical Reading II

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0

**Prerequisite:** Successful completion of Critical Reading I

**Description:** This course assists students in improving all aspects of their reading performance. In addition to raising a student's reading Lexile score, the course focuses on the six key strategies for constructing meaning from text – predicting, fiction and nonfiction summarizing, connecting, questioning, inferring and imaging. These key strategies address reading comprehension in all content areas. This course also enhances the enjoyment of reading. A continuum of supportive instruction involving group and individual support is used as determined by the student's needs and interests. **Note:** This course is not accepted by the NCAA Eligibility Center.

## English Language Learners I/Communications

**Grades Course Open To:** 9-10-11-12 **Credit:** 2.0

**Prerequisite:** Proficiency test and consent of English Language Learners teacher or guidance counselor

**Description:** This is a basic course designed for students whose English language proficiency can be described as "entering," "beginning" or "developing." It stresses the four primary language competencies of listening, speaking, reading and writing, while emphasizing basic interpersonal communication skills. **Note:** This course is not accepted by the NCAA Eligibility Center.

# English

## **English Language Learners II/Communications**

**Grades Course Open To:** 9-10-11-12 **Credit:** 2.0

**Prerequisite:** Successful completion of English Language Learners I/Communications, or proficiency test and consent of English Language Learners teacher or guidance counselor

**Description:** This is an advanced course designed for students whose English Language proficiency can be described as “expanding” or “bridging.” This course reviews and expands the grammatical structures and vocabulary learned in English Language Learners I/Communications and continues to emphasize listening, speaking, reading and writing on an intermediate level. **Note:** This course is not accepted by the NCAA Eligibility Center.

## **English Language Learners Tutorial**

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0

**Prerequisite:** Concurrent enrollment in the English Language Learners program

**Description:** This course is intended for students who are learning English as a second language, need extra time and/or help with other class assignments in English, and will benefit from one-on-one instruction in English.

Students receive assistance with outside classwork, improve their English skills through journaling with regular feedback from the instructor, and sharpen their vocabulary, grammar development and reading comprehension.

Group and individual instruction are used in accordance with students’ needs. **Note:** This course is not accepted by the NCAA Eligibility Center.

## **Humanities I**

**Grades Course Open To:** 10-11-12 **Credit:** 0.5

**Prerequisite:** None

**Description:** This course utilizes a dynamic curriculum to encourage students to look at what it means to be human from the perspective of various religions, philosophy, psychology, literature and the arts. Students are encouraged to reflect on and discuss questions regarding freedom, love, knowledge, God, happiness, death, sexuality, nature, good and evil. The class features discussions, readings, writings and reflections - among other activities - on the various fields of humanities. Readings are assorted, varying from ancient philosophical texts to contemporary opinion pieces, and examine core questions from historical and modern perspectives. The course aims to focus on the self, including an exploration of student-produced philosophical questions. The course is appropriate for college-bound students.

## **Humanities II**

**Grades Course Open To:** 10-11-12 **Credit:** 0.5

**Prerequisite:** None

**Description:** A continuation of Humanities I, this course not only continues the discussion of what it means to be human, but also familiarizes students with global and non-mainstream cultures, asking them to explore segments of the population unknown to them with an open mind and from multiple perspectives. The class features discussions, readings, writings and reflections - among other activities - on the various fields of humanities through a global lens. Readings are assorted, varying in era and genre and examining core beliefs and philosophies of an array of cultures. The course is appropriate for college-bound students.

# English

## **Journalism**

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** None

**Description:** This course introduces students to the basic principles of journalistic writing and assists them in preparing copy for use in the school news publication. Specific types of journalistic writing, including feature stories, editorials, columns and sports stories, are covered, as are headline writing, constructing leads, structure of news stories, and page and ad layouts. Students are presented with examples of outstanding journalistic literature, and also begin to learn about newspaper production, public relations, photojournalism, web design and layout software. Students are required to observe the conventions of AP Style and good usage, and close attention is given to writing clearly and concisely. Students enrolled in this course assist in the writing, editing and production of the digital and print versions of the *Tom-Tom*, the school newspaper, by researching and writing articles, seeking advertising from merchants, preparing advertisements and taking photos. The course is appropriate for college-bound students.

## **Literature of the Supernatural**

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5

**Prerequisite:** None

**Description:** This course examines how the supernatural and “monsters” (i.e., vampires, werewolves, ghosts, zombies) are metaphors for a variety of fears and social changes throughout history and into the present. Urban legends and fairy tales are examined in relation to their social significance. Students learn about the history of creatures and belief systems reflected in this genre, examining how similar ideas are reflected in present society and students’ own belief systems. Course literature deals with the unknown in man, the supernatural, and death, and students improve their understanding of the genre through discussion, research and short creative projects. Works from writers such as Edgar Allen Poe, Isaac Asimov and Stephen King, among others, are read and discussed. A goal of the course is for students to understand how the genre influences one’s personal philosophy and experiences, as well as the impact history and modern society has had on the genre. The course is appropriate for college-bound students.

## **Modern Fiction**

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5

**Prerequisite:** None

**Description:** This course helps increase students’ reading ability in comprehension and analysis. Students learn to critically review information by sharpening their skills both by analyzing a novel for literary and social significance, and by determining how literary content transcends time. Students also expand their knowledge in regards to world cultures. Students increase reading ability and awareness of literary devices through methods of marking the text, and apply these comprehension skills to class discussion and written literary analysis. The selected readings are from contemporary authors who are referred to in college-level English, social studies and political science courses. The course is appropriate for college-bound students.

## **Podcasting: Stories in Sound**

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5

**Prerequisite:** None

**Description:** This course introduces students to the craft of podcasting. Students study popular podcasts and use the skills associated with effective audio presentations to create their own podcasts. Students produce podcasts designed to not only entertain, but also to inform, investigate and educate. Skills practiced in this course include storytelling, interviewing, researching, recording, and utilizing music and sound effects. This course is intended for students who have an interest in podcasting and are comfortable sharing their voices with a wide audience. The course is appropriate for college-bound students. **Note:** This course is not accepted by the NCAA Eligibility Center.

# English

## Reading for English Language Learners

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0

**Prerequisite:** Enrollment in the English Language Learners program and difficulty with the English language

**Description:** This course is intended for students who have difficulty with the English language, and is designed to improve word recognition, reading comprehension, listening comprehension, vocabulary development, reading fluency and critical thinking skills. Group instruction and individualized instruction are used in accordance with students' needs and interests. Reading strategies are implemented to assist students' content area reading skills. Students learn to use context clues to define difficult and unknown words; determine the main idea of sentences, paragraphs and short selections; improve reasoning and critical thinking skills; and learn component skills accurately in order to answer questions while reading. **Note:** This course is not accepted by the NCAA Eligibility Center.

# PHILOSOPHY OF THE ART DEPARTMENT

**The Lemont High School Art Department believes students should develop the following characteristics:**

- Competence in the use of various tools and art media
- Appreciation of aesthetic values in productive, critical/evaluative, and historical areas of art
- Understanding of the basic elements of design and art principles
- Understanding of individuality, creativity and capabilities of self

Courses offered within the Art curriculum provide varied experiences in art media, which inspires the development of creativity and challenges students to solve problems and express themselves visually through various media.

**Based on their abilities and course level, students shall:**

- Demonstrate technical skills to execute drawing, printmaking, ceramics, painting, photography, sculpture, and computer graphics
- Critique works of art by using a frame of reference based upon knowledge of the influence of artists and their work throughout history
- Utilize the basic elements of design and art principles in mastery to complete original compositions
- Utilize past and present art experiences to create new and exciting studio projects and to create original works from written and verbal cues
- Analyze, select and critique personal artwork for a collection or portfolio presentation
- Evaluate, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit

**Grading Standards:** Student grades may be determined by the following categories, depending on the individual course: daily work, journal/sketches, projects, quizzes, and the final portfolio. Grades for projects and sketchbooks are subjective, based on how well the student completes the assignment, creative individuality, and craftsmanship. Grades for quizzes and exams reflect the student's knowledge of historical facts and technical terms.

## CORE COURSES - ART

### Art I

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5 or 1.0

**Prerequisite:** None

**Description:** This course is designed to give the beginning art student a basic foundation in art elements, principles and media. Students are introduced to art techniques and media through sketching, drawing, printmaking and painting assignments. The course expands students' art experience through studio art while recognizing the value of art history. Students are expected to look at and discuss both historical and contemporary works of art. Effort and participation are emphasized to foster a positive life-long appreciation for the visual arts. Students are encouraged to take this course for an entire year.

## Fine Arts - Art

### Digital Art

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5 or 1.0

**Prerequisite:** None

**Description:** This course teaches students how to use the computer as an artistic tool. Students are introduced to Adobe Creative Cloud, which includes Photoshop and Illustrator. In Illustrator, students develop new skills that are useful in a demanding digital market. Through different assignments, students expand on concepts, techniques and an appreciation for the digital arts. Students also learn to manipulate photographs and create original works of art using Photoshop. Students are required to have access to a digital camera (which can include a cell phone camera) for assignments. Previous computer experience is not required. Students are encouraged to take this course for an entire year.

### Drawing & Painting I

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5 or 1.0

**Prerequisite:** None

**Description:** This course provides students with a foundation in drawing and painting techniques. Students learn the elements and principles of art and how to incorporate them in their own creations, and develop drawing and painting techniques essential for understanding space, depth and form. Students are trained to become observers both of light and space, and how to apply what they see visually into a drawing or painting. Students are expected to develop their drawing and painting skills through accurate observation, and practice drawing techniques with various media. Students are encouraged to take this course for an entire year.

### Fashion Design Illustration

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** None

**Description:** This course offers students who are interested in clothing and accessory design the opportunity to create digital and studio illustrations of garments and accessories. Students' knowledge of fashion design advances as they gain an understanding of how the elements and principles of design pertain to fashion. A focus is placed on both traditional and contemporary methods of fashion design. Students learn how to accurately render illustrations by hand and with digital illustration programs. The course also explores the history of costume and fashion design, drawing on historical movements in context for inspiration. Students ultimately design their own fashion collection, rendering it both digitally and through traditional art media, and create a portfolio of work.

## ELECTIVE COURSES - ART

### 2D Animation & Motion Graphics

**Grades Course Open To:** 10-11-12    **Credit:** 0.5

**Prerequisite:** Successful completion of Digital Art

**Description:** This course builds upon skills learned in Digital Art, and explores animation, motion graphics, photography, and audio editing through compelling storytelling. Students learn storyboard creation and character designs using industry standard software and equipment. In-depth techniques, methods and programs all help students sharpen their skills. Students utilize Adobe Creative Suite, learn about the history of animation, and engage in critiques to provide feedback to their peers.



# Fine Arts - Art

## AP Studio Art: 2D

**Grades Course Open To:** 11-12 **Credit:** 1.0 - weighted for AP

**Prerequisite:** Successful completion of three semesters of art classes and teacher approval

**Description:** This course is a college-level art-making, portfolio-development experience for serious junior and senior art students. Students develop college-ready portfolios using various 2D media which may include digital art, drawing, painting, photography, or printmaking. Creating the portfolio helps students develop works that foster diverse approaches to thinking and making art, which aligns with college, university, and contemporary disciplinary practices. Students are self-directed and engage in an ongoing dialogue within the course's "community of artists" to examine their art making process and progress. Portfolio development requires skill building in digital documentation. Students develop a sustained investigation, write an artist's statement, and critique their own work and that of others. Students are expected to work at least five hours per week outside of class while creating works that follow a series and are part of portfolios or exhibitions. Students are required to create four pieces of art over the summer; these pieces will be collected during the first week of class. **Note:** All students enrolled in this course **must** fulfill the AP Studio Art: 2D requirements, which includes submitting up to 15 pieces of artwork combined to the College Board and to a college art program of the student's choice.

## Art II

**Grades Course Open To:** 10-11-12 **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Art I or Drawing & Painting I

**Description:** This course builds upon prior knowledge as students review basic skills and attain new techniques. More time is spent on innovation and creativity within a given area. Art history is incorporated with studio projects to enrich the program and develop constructive criticism. Students work with a variety of media, including drawing, painting, sculpture and printmaking.

## Art III

**Grades Course Open To:** 11-12 **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Art II or Drawing & Painting II, or consent of Division Chair

**Description:** This studio course is offered to advanced art students who wish to enrich their background in art. Areas of study may include advanced drawing, painting, printmaking, mixed media, and alternative media. Students explore current trends in contemporary art from Chicago and other major urban art scenes, and examine and discuss both historical and contemporary works of art. Students are challenged, both within and outside the classroom, to utilize past and present art experiences to create new and exciting studio projects from influences around them. For students interested in pursuing art in college, a portfolio of work may be developed. Each student's goal for this course will be to have his or her art displayed in a public setting.

## Art IV

**Grades Course Open To:** 11-12 **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Art III or concurrent enrollment in Art III with consent of Division Chair

**Description:** This studio course is offered to advanced art students who wish to pursue an intense study of advanced drawing, painting, printmaking, mixed media, and alternative media. Students explore current trends in contemporary art from Chicago and other major urban art scenes, and examine and discuss both historical and contemporary works of art. Students utilize past and present art experiences to influence them in creating studio projects. Students at this level are expected to challenge themselves to grow in their personal creativity, problem solving, and artistic expression through advanced use of media. Each student's goal for this course is to have his or her art displayed in a public setting. Those students who plan to pursue art in college may continue to develop their portfolio of artwork.

# Fine Arts - Art

## Ceramics I

**Grades Course Open To:** 10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of a core art course

**Description:** This course is designed to explore the three construction methods of ceramics. An emphasis is placed on originality, design and craftsmanship. Students research the history of ceramics and gain a basic understanding of the process and terminology specific to ceramics. Students are taught to combine three-dimensional construction methods and decoration to create sculptural and functional pieces.

## Ceramics II

**Grades Course Open To:** 11-12      **Credit:** 1.0

**Prerequisite:** Successful completion of Ceramics I

**Description:** This course is designed to enhance students' handbuilding skills and foster their creativity in the medium. Students are introduced to the process of throwing on the. Students drive their own progress by proposing designs based upon chosen concepts and themes. New decorative techniques are introduced to create both sculptural and functional pieces. This course may be taken up to two times, upon consent of the Division Chair.

## Digital Photography

**Grades Course Open To:** 10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of a core art course

**Description:** In this course, students emphasize both the creative and technical processes of taking digital images using a DSLR camera. Students explore lighting, elements of art, and principles involving composition (selection and arrangement), and will edit, refine, retouch, and manipulate their photographs using professional editing software such as Adobe Lightroom and Adobe Photoshop. The history and appreciation of photography are explored by studying both historical and contemporary photographers. Students also learn how to output their photographs in both print and online formats for critique, exhibition, and display. The majority of photoshoot assignments are accomplished during class time. Students are encouraged to take this course for an entire year.

## Drawing & Painting II

**Grades Course Open To:** 10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Art I or Drawing & Painting I

**Description:** This course builds on the techniques learned in Introduction to Drawing & Painting by allowing students to use their knowledge of the elements and principles of art while being challenged with more complex drawing and painting assignments. Students develop more advanced technical and observational skills in a wider range of drawing and painting processes and media.

## Drawing & Painting III

**Grades Course Open To:** 11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Drawing & Painting II or Art II, or consent of Division Chair

**Description:** This course provides advanced students with an opportunity to use knowledge and techniques gained in previous art courses while solving complex drawing and painting problems and developing their personal artistic style. Students plan, conceptualize and create projects using drawing and painting media. Students are encouraged to explore individual approaches to drawing and painting, and expand their technical skills and creativity.



# Fine Arts - Art

## **Drawing & Painting IV**

**Grades Course Open To:** 11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Drawing & Painting III or concurrent enrollment in Drawing & Painting III with consent of Division Chair

**Description:** This course provides advanced art students with intense focus on experimentation, process, thematic focus, and numerous drawing and painting strategies through independent classroom projects. Students continue to explore the nature, scope and principles of drawing and painting. Students are encouraged to explore individual approaches to drawing and painting, expand their technical skills and creativity, consider and experiment with alternative drawing and painting methods, and use the process of drawing and painting as a vehicle of personal expression and creativity.

## **Graphic Design I**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Digital Art or consent of Division Chair

**Description:** This course builds on the foundation in the basic principles of design. Students develop digital art skills and discover their use in a potential career. Students use problem solving and creative thinking to create print-based media, and study the communication of ideas and information through the integration of typography, symbols, illustration, and imagery. The course familiarizes students with industry standard software and equipment (Adobe Creative Suite, Wacom Tablets, and more) and current methods, techniques, and technology employed in the fields of arts, advertising, and building a studio portfolio. Students are encouraged to take this course for an entire year.

## **Graphic Design II**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Graphic Design I

**Description:** This course provides students the opportunity to further develop the skills they learned in Graphic Design I. Students develop advanced skills and explore careers and application of those skills in both individual and collaborative projects. The course is structured to emulate a professional setting with individual and group challenges. Students utilize cameras, lighting equipment, and drawing tables to aid in their creative process, and develop portfolio-ready artwork for college applications and future job prospects. Group and class critiques focus on design elements and principles, typography, imagery, and illustration for artwork based on the project's target audience and purpose. This course may be taken up to two times, upon consent of the Division Chair.

## **Introduction to Jewelry Making**

**Grades Course Open To:** 9-10-11-12      **Credit:** 1.0

**Prerequisite:** None

**Description:** This course introduces students to traditional and experimental approaches in jewelry fabrication, as well as some of the different materials that may be used. It explores basic techniques and design concepts, as well as form and function applied to construction. Students focus on the creation of wearable jewelry, and develop an awareness of materials and processes and design originality. Students research artists, cultures, and processes, while guided projects explore materials such as beads, paper, leather, resin, wood, wire, metal, raku clay, and polymer clay.

# PHILOSOPHY OF THE MUSIC DEPARTMENT

The Lemont High School Music Department believes creating, responding to, connecting with, and performing music are essential for holistic musical growth. All music area students will strive to satisfy their artistic desires and develop the following characteristics:

- Thinking, feeling and acting creatively with music
- Respect for music as art and an integral part of life
- Appreciation for skilled musical performances from varied styles and from various periods
- Knowledge of music resources
- Critical analysis regarding the personal worth of music
- Knowledge about the influence of music throughout history

Courses offered within the Music curriculum provide various experiences of music observation and appreciation, instruction in techniques and artistry in either playing an instrument or vocal performance, and opportunities for practice and performance.

**Based on their abilities and course level, students shall:**

- Demonstrate technical skills required to sing or play an instrument correctly
- Participate in school and out-of-school rehearsals and performances of various choirs and bands
- Demonstrate skill in singing techniques pertaining to rhythm, counting and reading music
- Demonstrate skill in musicianship in phrasing, terminology, sight-reading and interpretation of music
- Critique music and performance in a constructive manner, using a frame of reference consisting of knowledge about influential musicians and their history

**Grading Standards:** Student grades provide feedback and encouragement for students involved in any of the department's programs. The evaluation of students' efforts and the measurement of their participation should provide opportunities for students to continue to excel in musical studies, performances, or other forms of musical expression. As all students enter the music area's performance-based courses with a unique baseline ability, growth is strongly favored in grading, while the standards and procedures involved in attainment (performance) are modified in ability-based situations. Music area courses are conducted with the "whole" student in mind; opportunities for leadership, independence, responsibility, time management and social adaptation growth are at the core of curriculum, and in turn, grading. Wherever possible, attainment-based grading falls in line with state and regional level rubrics and performance expectations. While attendance and meaningful participation are part of every course, individual and group growth and achievement also are assigned grades.

## MUSIC PERFORMING ENSEMBLES

### Choir

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5 or 1.0

**Prerequisite:** None

**Description:** Choir is recommended for any student who has a love for music and wants to sing. No prior musical background or singing experience is necessary to join. Choir performs a number of musical styles, ranging from classical to popular accompanied repertoire. This ensemble performs several concerts throughout the year, takes part in various competitions at local high schools, and appears at multiple civic and community functions. Basic music theory, musicianship, vocal technique, warm-up exercises, vocal styles/phrasing and vocal patterns all are addressed.

# Fine Arts - Music

## Concert Band

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0

**Prerequisite:** Participation in Marching Band or consent of Division Chair

**Description:** Open to qualified performers and incorporating students from all grade levels, the Concert Band strives for fine musical results and aims to develop each student's overall musical proficiency. With a full schedule of performances during the year, the Concert Band rehearses daily and one evening per week. An emphasis is placed on music reading, counting, tone production, ensemble playing, listening and intonation. Students perform music that they enjoy and from which they can learn, including marches, pop music, ethnic music, and traditional and contemporary band selections. Students are expected to practice outside of rehearsals in order to prepare for class. During the spring semester, the Concert Band may be divided into two separate ensembles based on playing ability, instrumentation and a first-semester audition.

## Symphonic Band Honors

**Grades Course Open To:** 9-10-11-12 **Credit:** 0.5 (Spring only) - Honors credit

**Prerequisite:** Participation in Marching Band or consent of Division Chair

**Description:** The Symphonic Band includes a select group of dedicated performers from all grade levels who possess strong musical ability and a positive mental attitude. The group lends itself to school and community events in various musical ways. Open to students by audition only, the Symphonic Band rehearses daily and one evening per week, playing material that includes marches, pop music, ethnic music, and traditional and contemporary band selections. Because they play the highest caliber of music, students participating in the Symphonic Band are strongly encouraged to take private lessons. Students are expected to practice outside of rehearsals in order to prepare for class. All music performed by the Symphonic Band is of college-level difficulty.

## Marching Band

**Grades Course Open To:** 9-10-11-12 **Credit:** 0.5 (Fall only)

**Prerequisite:** Participation in Concert Band or consent of Division Chair

**Description:** The Marching Band is composed of instrumental students from the Concert and/or Symphonic Bands and color guard members. Open to qualified performers, it rehearses daily and one evening per week. The Marching Band performs at athletic events, school assemblies and other civic functions throughout the year, and also competes during both the fall and spring semesters. It performs music coordinated to moving drill forms that accentuate the music visually, so that an audience can both see and hear the music being performed. Varying techniques for marching and performing music are introduced. An emphasis is placed upon tone production and technique, as well as the proper method of marching, body carriage, step size and the use of equipment to perform the marching show material, which can include marches, pop, half-time music and other traditional or contemporary selections.

## Jazz Band

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0

**Prerequisite:** Participation in Concert Band or consent of Division Chair

**Description:** Open only to qualified performers who have the Director's approval, the Jazz Band performs intermediate jazz literature in various styles, using proper instrumental techniques within the jazz idiom. The group rehearses daily and performs a number of times throughout the year at concerts, festivals and clinics. Advanced chord structure and scales in all modes are studied in order to assist with improvisation of jazz solos within a given composition. Students refine their skills and play a variety of material, including blues, pop, rock, and intermediate versions of classic and contemporary jazz selections.

## Fine Arts - Music

### Jazz Band Honors

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0 - Honors credit

**Prerequisite:** Participation in Concert Band or consent of Division Chair

**Description:** Open only to select performers who have participated in the Jazz Band or have the Director's approval, the Honors Jazz Band performs and records college-level jazz literature in various styles, using proper instrumental techniques within the jazz idiom. The group rehearses daily and performs a number of times throughout the year at concerts, festivals and clinics. Alternative and complex chord structure and scales in all modes are studied in order to assist with improvisation of jazz solos within a given composition. Students work to perfect their skills and play a variety of advanced material, including blues, pop, rock, and classic and contemporary jazz selections. Members of the Honors Jazz Band receive skills necessary to prepare for college auditions and recording sessions, and may also receive instruction in the small jazz combo setting and extensive jazz sight-reading skills.

### Percussion Ensemble

**Grades Course Open To:** 9-10-11-12 **Credit:** 0.5 per semester (Spring only)

**Prerequisite:** By audition only

**Description:** Open to all experienced percussionists, placement in the Percussion Ensemble is determined by a student's audition and the Director's recommendation. In some cases, percussion students may be placed in the Concert or Symphonic Bands. Incorporating both percussion ensemble music and Symphonic/Concert music, the course emphasizes developing technique, exploring the vast work of percussion music and sound, and the individual study of rudiments and exercises recommended by the Percussive Arts Society. Students perform in a variety of festivals, in addition to working with guest conductors. This class may be repeated for credit up to four semesters.

## MUSIC TECHNOLOGY AND FUNDAMENTALS

### AP Music Theory

**Grades Course Open To:** 10-11-12 **Credit:** 1.0 - weighted for AP

**Prerequisite:** Successful completion of Music Production I, Concert Band, Marching Band, Jazz Band Honors or Symphonic Band Honors; or consent of Division Chair (after skills placement exam)

**Fees:** AP Music Theory exam (paid at fall registration)

**Description:** This course is the equivalent of an introductory college music theory course, and covers topics such as musicianship, theory, musical materials and procedures. Prior to enrolling in the course, students should know to read and write musical notation. Musicianship skills - including dictation and other listening skills - sight-singing and keyboard harmony all are considered an important part of the course. Throughout the course, students develop the ability to recognize, understand and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective, and performance also is also part of the learning process. Students gain understanding of basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed and fluency with basic materials are emphasized. **Note:** All students enrolled in this course **must** take the AP Music Theory exam in the spring.

### Guitar I

**Grades Course Open To:** 9-10-11-12 **Credit:** 0.5

**Prerequisite:** None

**Description:** This course is designed for students with any level of guitar experience. Students receive guidance and direction in solving problems related to playing the guitar at a beginning, intermediate or advanced level, learning many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include, but are not limited to: correct posture, note reading, tablature reading, aural skills, rhythmic patterns, chord study, finger-picking styles, musical forms, composition, improvisation, and performance experiences.

# Fine Arts - Music

## Guitar II

**Grades Course Open To:** 10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Guitar I or consent of Division Chair

**Description:** This course is designed for students with formal training on guitar or for students who have completed Guitar I. Students receive guidance and direction in solving problems related to playing the guitar at an intermediate or advanced level, exploring advanced techniques, styles and skills required to become a successful guitarist. Areas of concentration include, but are not limited to: chord extensions, voicings, treble-clef-to-fretboard mastery (traditional notation), aural skills, rhythmic patterns, composition, improvisation, and performance experiences.

## Introduction to Music

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This is a general music course for students of all musical and non-musical backgrounds. It caters to the needs of students who do not play a musical instrument but still are interested in learning the basics of music through the use of basic composition and music theory, music technology and recording software programs, singing, and the ukulele, guitar and keyboard.

## Music Production I

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course offers students – regardless of their experience or background – an opportunity to learn about popular music styles spanning from jazz to rock, as well as the technologies available to create and record their own music electronically. The study of various genres of music is used to explore the effective elements of sound, songwriting and performance. Students do not need to have a formal music background. The course caters to the needs of students who do not play a musical instrument, but are still interested in learning the basics of music through the use of composition and music theory, music technology and recording software programs, and introductory keyboard, ukulele and singing. Students have the opportunity to produce several examples of guided, self-generated music, making the class suitable and appropriate for all ability levels. The course also allows students to expand their prior knowledge of an instrument, voice, or other creative media.

## Music Production II

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Music Production I

**Description:** This course allows students to individually study and develop the techniques of the production of music and multimedia presentation. Students further develop their music skills by pursuing the study of voice, acoustic or electric guitar, bass or string instrument, synthesizer, acoustics, digital information theory, music history, music literature, music composition and arranging, electronics, public address systems and audio-video equipment. Students generate music and multimedia presentations and are expected to complete a musical portfolio. The instructor works with each student to develop individual goals and ways to accomplish those goals.

## Fine Arts - Music

### **Music Production III**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Music Production II

**Description:** This course allows students to individually study and perfect the techniques of the production of music and multimedia presentation. Students further develop their skills by pursuing the advanced study of voice, acoustic or electric guitar, bass or string instrument, synthesizer, acoustics, digital information theory, music history, music literature, music composition and arranging, electronics, and audio-video equipment. Students generate music and multimedia presentations and are expected to complete a musical portfolio, using “Garage Band” and/or “Ableton Live.” The instructor works with each student to develop individual goals and ways to accomplish those goals.



## PHILOSOPHY OF THE MATHEMATICS DEPARTMENT

The Lemont High School Mathematics Department believes students should develop the following characteristics:

- Understanding of concepts and procedures
- Building of mathematical skills through high-quality instruction
- Mastery of material aligned with the Illinois Learning Standards

Courses offered within the mathematics curriculum help students learn challenging mathematics ideas through the implementation of the Common Core State Standards Mathematical Practices. The department is committed to properly integrating technology into all facets of the curriculum in order to enhance the instructional process.

Based on their abilities and course level, students shall study the following content standards to be college and career ready.

- Numbers and Quantity Standard
- Algebra Standard
- Geometry Standard
- Function Standard
- Statistics and Probability Standard
- Modeling Standard

**Grading Standards:** Student grades are determined based on their demonstration of mastery of the required mathematical concepts.

### Common Core Mathematical Practices

Teachers and students use the following practices during the learning process:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

In order to select the proper Mathematics courses, students should consult the math “flow chart,” which may be viewed on the Lemont High School website.

### Pre-Essentials for Integrated Math

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** None

**Description:** This course is designed to prepare students to master skills and concepts from previous years and to present new concepts that will prepare students for the Integrated Math curriculum. Mathematical Practices will be used in instruction and learning. The majority of the curriculum is based on students’ deficits identified at the beginning of the school year. Additionally, students focus on the ability to translate from the reading of material to the mathematical meanings. **Note:** This course is not accepted by the NCAA Eligibility Center.

# Mathematics

## Essentials for Integrated Math

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** Placement based on student's standardized test results

**Description:** This course is designed for students needing additional Mathematical Practices instruction within a rigorous curriculum. Instruction focuses on skills and concepts necessary for students to succeed in Integrated Math I. Students study real numbers; expressions and equations; congruency and similarity of figures; functions and linear relationships; the Pythagorean Theorem; perimeter, area and volume of shapes; and bivariate data. **Note:** This course is not accepted by the NCAA Eligibility Center.

## Integrated Math I with Math Lab

**Grades Course Open To:** 9-10-11-12    **Credit:** 2.0 (1.0 for Integrated Math I; 1.0 Pass/Fail for Math Lab)

**Prerequisite:** Placement based on student's standardized test results

**Description:** This is the first course of the Integrated Math curriculum. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. In all integrated courses, students address the areas of Numbers and Quantities, Functions, Statistics, Geometry and Algebra. Themes of this particular course are centered around linear relationships, exponential relationships, concepts of functions and the interpretation of functions, representing and interpreting statistical data, algebraic connections to coordinate geometry, and geometric proofs through transformations with a focus on triangles and quadrilaterals. The course meets daily, alternating between one day of instruction and one day for additional time to develop a proficiency in skills and comprehension of the mathematics language. **Note:** This course is accepted for one credit by the NCAA Eligibility Center.

## Integrated Math I

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** Placement based on student's standardized test results

**Description:** This is the first course of the Integrated Math curriculum. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. In all integrated courses, students address the areas of Numbers and Quantities, Functions, Statistics, Geometry and Algebra. Themes of this particular course are centered around linear relationships, exponential relationships, concepts of functions and the interpretation of functions, representing and interpreting statistical data, algebraic connections to coordinate geometry, and geometric proofs through transformations with a focus on triangles and quadrilaterals.

# Mathematics

## **Integrated Math I Honors**

**Grades Course Open To:** 9

**Credit:** 1.0 - Honors credit

**Prerequisite:** Placement based on student's standardized test results

**Description:** This is the first course of the Integrated Math curriculum. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. In all integrated courses, students address the areas of Numbers and Quantities, Functions, Statistics, Geometry and Algebra. Themes of this particular course are centered around linear relationships, exponential relationships, concepts of functions and the interpretation of functions, representing and interpreting statistical data, algebraic connections to coordinate geometry, and geometric proofs through transformations with a focus on triangles and quadrilaterals. Additionally, the depth of concepts provides opportunities for students to explore a variety of STEM topics related to the different units. Students in the Integrated Math Honors curriculum also are expected to learn a variety of mathematical topics and integrate those topics while exploring practice sets. Mathematical modeling is significant in this course.

## **Integrated Math II**

**Grades Course Open To:** 10-11-12 **Credit:** 1.0

**Prerequisite:** Successful completion of any level of Integrated Math I

**Description:** This is the second course of the Integrated Math curriculum. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. In all integrated courses, students address the areas of Numbers and Quantities, Functions, Statistics, Geometry and Algebra. Themes of this particular course are centered around extending the number system, quadratic functions, comparison and transformations of functions, similarities of geometric shapes, right triangles and trigonometry, conditional probability, and circles.

## **Integrated Math II Honors**

**Grades Course Open To:** 9-10 **Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of C or better in Integrated Math I Honors or grade of A in Integrated Math I

**Description:** This is the second course of the Integrated Math curriculum. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. In all integrated courses, students address the areas of Numbers and Quantities, Functions, Statistics, Geometry and Algebra. Themes of this particular course are centered around extending the number system, quadratic functions, comparison and transformations of functions, similarities of geometric shapes, right triangles and trigonometry, conditional probability, and circles. Additionally, the depth of concepts provides opportunities for students to explore a variety of STEM topics related to the different units. Students in the Integrated Math Honors curriculum also are expected to learn a variety of mathematical topics and integrate those topics while exploring practice sets. Mathematical modeling is significant in this course.

# Mathematics

## **Integrated Math III Representations**

**Grades Course Open To:** 11-12      **Credit:** 1.0

**Prerequisite:** Successful completion of Integrated Math II

**Description:** This is the third course of the Integrated Math curriculum. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and be able to apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. In all integrated courses, students address the areas of Numbers and Quantities, Functions, Statistics, Geometry and Algebra. Themes of this particular course are centered around statistics, geometric proofs, polynomial and rational representations, logarithmic and exponential representations, and trigonometric representations. This course focuses on the primary standards associated with the concepts.

## **Integrated Math III**

**Grades Course Open To:** 11-12      **Credit:** 1.0

**Prerequisite:** Grade of C or better in Integrated Math II

**Description:** This is the third course of the Integrated Math curriculum. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. In all integrated courses, students address the areas of Numbers and Quantities, Functions, Statistics, Geometry and Algebra. Themes of this particular course are centered around statistics, geometric proofs, polynomial and rational representations, logarithmic and exponential representations, and trigonometric representations and modeling.

## **Integrated Math III Honors**

**Grades Course Open To:** 10-11      **Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of C or better in Integrated Math II Honors

**Description:** This is the third course of the Integrated Math curriculum. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. In all integrated courses, students address the areas of Numbers and Quantities, Functions, Statistics, Geometry and Algebra. Themes of this particular course are centered around statistics, geometric proofs, polynomial and rational representations, logarithmic and exponential representations, and trigonometric representations and modeling. Additionally, the depth of concepts provides opportunities for students to explore a variety of STEM topics related to the different units. Students in the Integrated Math Honors curriculum also are expected to learn a variety of mathematical topics and integrate those topics while exploring problem sets. Mathematical modeling is significant in this course.

## **STEM Math**

**Grades Course Open To:** 11-12      **Credit:** 0.5

**Prerequisite:** Grade of C or better in Integrated Math II or successful completion of Integrated Math III

**Description:** This course prepares students for Calculus. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. Themes of this particular course are centered around concepts associated with rational expression manipulation, matrices, complex function manipulation, and complex trigonometric functions and formulas.

# Mathematics

## **STEM Math Honors**

**Grades Course Open To:** 10-11 **Credit:** 0.5 - Honors credit

**Prerequisite:** Grade of C or better in Integrated Math II Honors and concurrent enrollment in Integrated Math III Honors

**Description:** This course prepares students for AP Calculus BC. The course is rigorous, as students are expected to learn the concepts, be fluent at processing the skills, and apply concepts to mathematical situations at the appropriate level. Students are expected to use the Mathematical Practices within the course. Themes of this particular course are centered around concepts associated with rational expression manipulation, matrices, complex function manipulation, and complex trigonometric functions and formulas. Additionally, the depth of concepts provides opportunities for students to explore a variety of STEM topics related to the different units. Students in the Integrated Math Honors curriculum also are expected to learn a variety of mathematical topics and integrate those topics while exploring problem sets. Mathematical modeling is significant in this course.

## **Quantitative Mathematics**

**Grades Course Open To:** 12 **Credit:** 1.0

**Prerequisite:** Successful completion of any level of Integrated Math III

**Description:** This course is designed for college-bound students who do not intend to study Calculus but are seeking placement into a credit-bearing general education mathematics course in college. Students enrolled in this course, which serves as a transitional mathematics course and is articulated with College of DuPage, must already have met the school's graduation requirement in mathematics. The course's content is designed to develop mathematical reasoning with modeling and real world examples. Students are expected to use the Mathematical Practices within the course. Students address the areas of Numbers and Quantities, Functions, Statistics, Geometry and Algebra. Students completing this course with a C or better will be eligible to use the course grade as a placement into a college credit bearing math course at any Illinois community college. Other colleges and universities also may accept the results of this course as a student's placement for college mathematics.

## **Modern Mathematics**

**Grades Course Open To:** 12 **Credit:** 1.0

**Prerequisite:** Successful completion of Integrated Math III or Integrated Math III Honors, or a grade of B or better in Integrated Math III Representations, and cumulative GPA of 3.0 or better; students may be required to complete a college placement exam

**Fees:** Dual credit course fee applies, payable to Loyola University Chicago (fee was \$195 for the 2024-25 school year)

**Dual/Articulated Credit:** 3.0 hours of dual credit (MATH 127) through Joliet Junior College

**Description:** This course is designed for college-bound students who do not intend to study Calculus. Mathematical topics are integrated into the physical and social sciences through a focus on mathematical reasoning and mathematical modeling. An emphasis is placed on the application of mathematics to real-life problems. Topics include finance, social choice theory, cryptography, graph theory, mathematics of nature and probability. Student eligibility for dual credit uses GPA requirements established by Loyola University.

# Mathematics

## Statistics

**Grades Course Open To:** 11-12 **Credit:** 0.5

**Prerequisite:** Successful completion of Integrated Math III

**Description:** This course teaches students how to use the four steps of the statistical process – ask questions, collect data, analyze data, and make conclusions – doing so within the context of sports. Major statistical topics include: making appropriate graphical displays for univariate and bivariate data; calculating and interpreting summary statistics for univariate and bivariate data; least squares regression; the concept of independence; probability distributions, including the binomial and normal distributions; and proper methods of data collection, including sampling and experiments. Use of technology, including statistical software, online applets and graphing calculators, is prominent in the course.

## Calculus

**Grades Course Open To:** 11-12 **Credit:** 1.0

**Prerequisite:** Grade of C or better in Integrated Math III and grade of C or better in STEM Math, and cumulative GPA of 3.0 or better; students may be required to complete a college placement exam

**Fees:** Dual credit course fee applies, payable to Loyola University Chicago (fee was \$260 for the 2024-25 school year)

**Dual/Articulated Credit:** 4.0 hours of dual credit (MATH 161) through Loyola University Chicago

**Description:** This course is the first in a college-level Calculus sequence. Students must demonstrate mastery of concepts and skills learned in previous courses. The course content is comprised of linear, polynomial, logarithmic and exponential functions. Students develop all basic concepts of differential and integral calculus of functions in one variable. A thorough discussion of the concept of limits and its application to advanced mathematics is included. Other major topics covered are the nature and applications of the integral, techniques of integration, and elementary differential equations. Several applications are studied, such as area and optimization of functions. The calculus of transcendental functions is also part of this course. Student eligibility for dual credit uses GPA requirements established by Loyola University.

## AP Calculus BC

**Grades Course Open To:** 11-12 **Credit:** 1.5 - weighted for AP

**Prerequisite:** Grade of B or better in Integrated Math III Honors and grade of B or better in STEM Math Honors; students may be required to complete a college placement exam

**Fees:** AP Calculus BC exam (paid at fall registration), as well as dual credit course fee (payable to Joliet Junior College - fee was \$60 for the 2024-25 school year)

**Dual/Articulated Credit:** 5.0 hours of dual credit (MATH 170) through Joliet Junior College

**Description:** This is one of the top-level courses offered by the mathematics department, and can be the equivalent of two semesters of calculus courses offered at the college level. Students must demonstrate mastery of concepts and skills learned in previous courses. The course content is comprised of linear, polynomial, logarithmic, exponential, polar and vector functions, and introduces and develops all basic concepts of limits and their application to advanced mathematics. Fundamental integration, as well as advanced integration techniques, are examined. Other topics include: solving differential equations, infinite series, and power series for elementary functions. Only those students who intend to take college-level mathematics courses and who have shown a high degree of aptitude in previous mathematics courses should enroll. The course meets daily in the first semester, and every other day in the second semester. Transferable college credit is given upon successful completion of the course. **Note:** All students enrolled in this course **must** take the AP Calculus BC exam in the spring.



# Mathematics

## AP Statistics

**Grades Course Open To:** 11-12 **Credit:** 1.0 - weighted for AP

**Prerequisite:** Grade of C or better in Integrated Math III or Integrated Math III Honors, and cumulative GPA of 3.0 or better; students may be required to complete a college placement exam

**Fees:** AP Statistics exam (paid at fall registration), as well as dual credit course fee (payable to Loyola University Chicago - fee was \$195 for the 2024-25 school year)

**Dual/Articulated Credit:** 3.0 hours of dual credit (STAT 103) through Loyola University Chicago

**Description:** This advanced-level course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inferences. Among the many topics discussed are: interpreting graphical displays of distribution, summarizing and comparing distributions, exploring bivariate and categorical data, methods of data collection, planning and conducting surveys and experiments, generalizability of results from observations and experiments, probability as relative frequency, combining independent random variables, confidence intervals, tests of significance, and special cases of normally distributed data. Students who are successful in this course may receive advanced placement, college credit or both for a one-semester introductory college statistics course. Student eligibility for dual credit uses GPA requirements established by Loyola University. **Note:** All students enrolled in this course **must** take the AP Statistics exam in the spring.

## Multivariable Calculus

**Grades Course Open To:** 12 **Credit:** 1.0 - Honors Credit

**Prerequisite:** Score of 4 or 5 on the AP Calculus BC Exam to be eligible for dual credit

**Fees:** Dual credit course fee applies, payable to Loyola University Chicago (fee was \$260 for the 2024-25 school year)

**Dual/Articulated Credit:** 4.0 hours of dual credit (MATH 263) through Loyola University Chicago

**Description:** The most advanced mathematics course offered by the department, this is the third course in calculus and analytic geometry, and is the equivalent of a one-semester course offered at the college level. Major units of study include functions of several variables, partial derivatives, parametric plotting, vectors, perpendicularity, 2D integration, gradients, trajectories, 2D and 3D measurements, sources and sinks, transforming 2D and 3D integrals, spherical coordinates and 3D flow. Only those students who intend to take college-level mathematics courses and have shown a high degree of aptitude in previous mathematics courses should enroll. If low student enrollment prohibits the offering of the course, an equivalent course may be taught off campus at another local institution. Student eligibility for dual credit uses GPA requirements established by Loyola University.

## PHILOSOPHY OF THE PHYSICAL EDUCATION DEPARTMENT

**Recognizing that wellness incorporates all aspects of being, the Lemont High School Physical Education Department believes students should develop the following characteristics:**

- Understanding that the core of wellness education – personal well-being and life long learning – enhances the quality of life for the individual and the community
- Commitment to growth in the physical, mental, social and emotional aspects of life
- Responsibility for their well-being and intellectual growth over a lifetime

Courses offered within the Physical Education curriculum provide resources, information, assessments and activities that empower all students with the knowledge and understanding to make informed, health-promoting decisions. The department implements a safe, supportive environment that acknowledges individuals' similarities and differences. The department is comprised of courses in Physical Education, Health and Driver Education.

**Based on their abilities and course level, students shall:**

- Develop a sense of self discipline
- Assess risks, consider potential consequences, and make health-enhancing decisions
- Understand and communicate health information clearly for self-management and health promotion

**Students are expected to:**

- Dress in school uniform for each class to promote consistency, school pride, self discipline and hygiene (school-issued sweatpants are available at an additional cost and are the only acceptable alternative to wearing the required uniform)
- Participate to the best of their abilities in class activities
- Demonstrate sportsmanship and cooperation in class activities
- Master concepts related to activity, including knowledge of rules and objectives
- Bring their elastic heart monitor strap to class daily and understand the training benefits that a heart rate monitor affords

**Grading Standards:** Student grades are determined based on their performance on specific physical education activities, cardiovascular conditioning and written tests. Students are expected to put forth their best effort - regardless of ability or talent - while also working outside of class to improve their fitness scores and receiving daily grades for their participation. New tattoos or piercings are not valid medical reasons for not participating in class. All courses are applied towards students' cumulative grade point averages.

**Illinois FitnessGram:** The primary goal of the FitnessGram program is to promote regular physical activity among all youth. Of particular importance is promoting activity patterns that lead to reduced health risks and improved health-related physical fitness. As part of the FitnessGram program, all students in Physical Education classes are required to participate in a state-mandated fitness test twice yearly; aggregate data for sophomores (with names excluded) is provided to the Illinois State Board of Education annually.

# Physical Education

## CORE COURSES - PHYSICAL EDUCATION

### Health Education

**Grades Course Open To:** 9 **Credit:** 0.5

**Prerequisite:** None

**Description:** This course is designed to help students realize the importance of health, wellness and safe living. Students are presented with information based on the three aspects of health, present day problems, systems of the body, and careers in health-related fields. Textbooks, current health-related articles, visual materials and models of various systems all enhance students' learning experience, and technology is incorporated into the curriculum when appropriate. Students are expected to acquire knowledge needed to live a life abundant with health, wellness and safety, and be able to make health-related decisions in a mature and educated manner throughout their lives. Topics of study include the definition of physical, mental and social health, nutrition, physical fitness, diseases, drug use, the cycle of life, systems of the body and AIDS education.

### Physical Education I

**Grades Course Open To:** 9 **Credit:** 0.5

**Prerequisite:** None

**Fees:** Physical Education package (shorts, shirt, lock)

**Description:** This course employs a structured format designed to build students' foundations in the areas of team building, fitness, and individual and team activities, as well as how to effectively respond to emergency situations through Cardiopulmonary Resuscitation (CPR) training. Activities include team building, team games, physical fitness principles, heart rate monitor usage for improving cardiovascular fitness, indoor wall climbing, badminton, tennis, and CPR. Students are expected to show evidence of the knowledge acquired during each unit by taking unit tests and a written final exam. Students **must** wear their physical education uniform daily.

### Physical Education II

**Grades Course Open To:** 10 **Credit:** 1.0

**Prerequisite:** Successful completion of Physical Education I

**Fees:** Physical Education package (shorts, shirt, lock) - if replacements are needed

**Description:** This course provides students with a foundation for basic concepts of physical education and wellness. Students participate in five activities each semester that are designed to expand their skills and knowledge in the areas of individual and team activities. Each activity takes place over an eight-day period, and students are assessed throughout the semester. Students **must** wear their physical education uniform daily. Students' grades are frozen while they are out of class during the six-week "Behind the Wheel" phase of Driver Education.

### Physical Education III & IV

**Grades Course Open To:** 10-11-12 **Credit:** 1.0

**Prerequisite:** Successful completion of Physical Education II

**Fees:** Physical Education package (shorts, shirt, lock) - if replacements are needed

**Description:** In this course, students choose five activities per semester, with each taking place over eight class periods. These activities expand students' skills and knowledge in the areas of individual and/or team activities. Students may have written and/or skill tests for each activity, and a fitness test during each activity unit. Basic motor skills of individual and team sports are emphasized, as are advanced skills when appropriate. Advanced knowledge of some individual and team sports, physical fitness, wellness and heart rate monitors is stressed. Students **must** wear their physical education uniform daily.

# Physical Education

## ELECTIVE COURSES - PHYSICAL EDUCATION

### Adaptive Physical Education

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** Doctor's diagnosis and recommendation

**Description:** Offered as an alternative to Physical Education I, II, III or IV for students who are on permanent medical restrictions, this course gives students written assignments that are due at the end of each period. Topics assigned could be related to the activity in progress, nutrition, general fitness, careers in recreation, or on a subject agreed upon by both the student and instructor. Students on limited or restricted physical education remain in the regular class and participate according to a checklist provided by a physician.

### Athletic Performance

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** Approval by the course instructor and the student's coach(es)

**Fees:** Physical Education package (shorts, shirt, lock) - if replacements are needed

**Description:** This course is designed to give students the physical foundations needed for athletic competition, and - for sophomores, juniors and seniors - substitutes for the regular Physical Education course. It is divided into three phases: pre, in and offseason. The class focuses on increasing strength, improving conditioning, building agility and quickness, boosting lateral and straight line speed, enhancing flexibility, and hand/eye coordination during each phase of a season. This is done through strength training, ground based training, plyometrics, foot ladders, dot drills, jumping rope, and core exercises. Each athlete's program is completely individualized, taking into account their specific needs, goals, and athletic abilities. This approach ensures students receive tailored training that maximizes their potential and minimizes risk of injury. By actively participating and committing to the program, students can expect to see improvements in their athletic performance, injury prevention, and overall physical fitness.

### Advanced Athletic Performance

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** Approval by the course instructor and the student's coach(es)

**Fees:** Physical Education package (shorts, shirt, lock) - if replacements are needed

**Description:** This course is designed to give students the physical foundations needed for athletic competition, and - for sophomores, juniors and seniors - substitutes for the regular Physical Education course. It is divided into three phases: pre, in and offseason. The class focuses on increasing strength, improving conditioning, building agility and quickness, boosting lateral and straight line speed, enhancing flexibility, and hand/eye coordination during each phase of a season. This is done through strength training, ground based training, plyometrics, foot ladders, dot drills, jumping rope, and core exercises. The development of lean muscle mass helps students avoid injury and heal more quickly if an injury does occur. An athlete's program is completely individualized. Dedication to the class enhances students' success and gives them a competitive edge. **Note:** Advanced Athletic Performance intensities and volumes are greater.

# Physical Education

## **Female Fitness Concepts: Advanced Athletic Performance for the Female Athlete**

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of Physical Education I

**Fees:** Physical Education package (shorts, shirt, lock) - if replacements are needed

**Description:** This course is designed to maximize athletic performance and function, decrease injury, and increase overall health and wellness specific to female students and athletes. Women's health issues that young women are faced with, including heart disease, breast cancer, menstruation, self worth, and self defense, all are discussed. Workouts are sport specific and include major and auxiliary muscle group training through weight lifting, speed and agility exercises, anaerobic and aerobic workouts, High-Intensity Interval Training (HIIT), and flexibility movements. Topics such as nutrition and individualized goal setting also may be included.

## **Junior Honors Physical Education Leadership Program**

**Grades Course Open To:** 11      **Credit:** 1.0 - Honors credit

**Prerequisite:** Successful completion of Physical Education I and II, cumulative GPA of 3.0 or better, and recommendations by Physical Education teachers and staff

**Fees:** Cost of required t-shirt (pre-ordered at end of sophomore year)

**Description:** This Honors level, methods course satisfies the Physical Education requirement for juniors. Students must apply for and be accepted into the program, which trains students to increase their lifelong leadership skills and prepares them to be Physical Education leaders as seniors. Skill development and analysis, officiating rules and techniques, teaching progressions, and methods of organizing and administering various types of activity classes (to assist instructors in routine classroom duties) are all emphasized. Students are expected to participate in class, complete written and practical assignments, maintain a year-long notebook and log, receive their CPR Certification, and display good character and responsible behavior.

## **Outdoor Education**

**Grades Course Open To:** 12      **Credit:** 0.5

**Prerequisite:** Successful completion of Physical Education I, II and III with a B average in those courses; no major discipline; no use of a Physical Education waiver as a junior or senior; and approval of the course's instructor

**Fees:** Course fee applies (paid at fall registration)

**Description:** This course provides an alternative to traditional physical education in the spring semester, with an emphasis on outdoor education, recreational and adventure-related activities. Students in the course will utilize The Forge for a variety of activities. In addition, book study, simulation and practical learning (when available) are all applied. Activities may include wilderness first aid, high ropes course, team building and cooperative learning skills, camping skills, outdoor cooking, fly and bait cast fishing, basic canoeing, kayaking skills, snowshoeing, cross country skiing, outdoor biking, indoor climbing/rappelling wall experience, and outdoor survival skills.

# Physical Education

## Senior Honors Physical Education Leadership Program

**Grades Course Open To:** 12 **Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of B or better in Junior Honors Physical Education Leadership Program

**Fees:** Cost of required t-shirt (pre-ordered at end of junior year)

**Description:** This Honors level course satisfies the Physical Education requirement for seniors, and provides students with the chance to apply the training they received in the Junior Leadership course. Students are required to enroll for one period of laboratory experiences for the year, and are assigned as a student leader to a Physical Education I or II instructor. Student leaders primarily assist instructors with routine classroom management, small group instruction of basic skills, and officiating course activities. Students are expected to demonstrate exemplary leadership in and out of the classroom, and attend four predetermined leadership group, in-house workshops throughout the year.

## Yoga

**Grades Course Open To:** 11-12 **Credit:** 0.5

**Prerequisite:** Successful completion of Physical Education I and II

**Description:** Students in this class participate in a standard 60-minute Vinyasa flow class each period. An emphasis is placed on foundational postures and yoga basics. The class is teacher-led, and students follow the instructor's demonstrations and verbal commands. Each class builds on previous sessions, and as students advance in their practice, fuller expressions of each pose are offered. This allows students to practice their yoga according to their abilities. Students are assessed on their participation, cooperation, effort, yoga etiquette, respect of others, and fitness testing. Students **must** wear appropriate yoga attire (which will be discussed in class) and supply their own yoga mat.

## CORE COURSES - DRIVER EDUCATION

### Driver Education (Classroom)

**Grades Course Open To:** 10-11-12 **Credit:** 0.5

**Prerequisite:** Sophomore status, and meeting academic standards established by state law

**Fees:** Course fee applies (paid at fall registration)

**Description:** This course covers the contents of the "Uniform Vehicle Code," the safe operation of a motor vehicle, a driver's mental and physical makeup, and general safety, including that of motorcycles and pedestrians. Classroom work includes lectures, discussions, audiovisual aids and various exercises. High school students who complete Driver Education have fewer crashes, personal injuries, traffic violations, drunk driving arrests and license suspensions, as well as less direct economic loss due to crashes. Students who miss more than five classes for any reason fail the course. Completion of the classroom portion of Driver Education from Lemont High School is applied toward the Physical Education requirement. Students must complete Driver Education in order to graduate from Lemont High School.

### Units of Instructions

Signs, Signals & Roadway Markings	Driving in Rural Areas
Basic Car Control	Driving on Expressways
Managing Risk with the IPDE Process	Driving in Adverse Conditions
Natural Laws & Car Control	Handling Emergencies
Performing Basic Vehicle Maneuvers	Effects of Driver Condition
Negotiating Intersections	Alcohol, Other Drugs and Driving
Sharing the Road with Others	Insuring a Vehicle
Driving in Urban Traffic	Maintaining Your Vehicle



## PHILOSOPHY OF THE SCIENCE DEPARTMENT

The Lemont High School Science Department believes students should develop the following characteristics:

- Problem solving skills
- Focus on scientific inquiry
- Mastery of material aligned with state standards

Courses offered within the Science Department curriculum are aligned with Next Generation Science Standards. Learning experiences help students toward mastery through hands-on laboratory experiments, classroom discussions, use of authentic assessments, and implementation of technology.

Based on their abilities and course level, students are expected to:

- Participate in laboratory experiments
- Work within the framework of scientific inquiry
- Take advantage of an array of courses with rigorous and differentiated curricula
- Utilize critical thought
- Develop a knowledge base that they can use as technology continues to advance

**Grading Standards:** Student grades are determined based on their performance on class work, laboratory experiments and written assessments.

## CORE COURSES - SCIENCE

### Biology

**Grades Course Open To:** 9 **Credit:** 1.0

**Prerequisite:** Placement based on student's standardized test results

**Description:** An activity-based teacher-, student- and group-led class, this course stresses the connections between the field of biology and the real world by incorporating the science of biology and its implications on today's society. Students gain a working knowledge of the principles of scientific research and the application of simple research projects, and demonstrate the ability to recognize plants and animals and their interrelationship. In studying biological systems, students concentrate on various cross-cutting concepts, such as cause and effect, flow of energy, structure and function, and stability and change. Areas of study include the nature of science, cellular biology, heredity and genetics, biotechnology, biochemistry, human impact on the planet, ecology, evolution, and careers in the biological field.

### Biology Honors

**Grades Course Open To:** 9 **Credit:** 1.0 - Honors credit

**Prerequisite:** Placement based on student's standardized test results

**Description:** This course is very rigorous in nature and includes some topics covered in a college curriculum. An activity-based teacher-, student- and group-led course, it stresses the connections between the field of biology and the real world by incorporating the science of biology and its implications on today's society. Students gain a working knowledge of the principles of scientific research and the application of simple research projects. Areas of study include the nature of science, cellular biology, heredity and genetics, biotechnology, biochemistry, human impact on the planet, ecology, evolution, and careers in the biological field.

# Science

## Chemistry

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** Successful completion of Integrated Math I Honors or grade of C or better in Integrated Math I

**Description:** This course integrates basic mathematical and chemical theories that traditional chemistry classes include on a “need-to-know” basis. Students are familiarized with basic chemistry concepts while understanding why the subject is important in everyday living. Laboratory work is integrated into the weekly curriculum and focuses on lab techniques. Although study topics are explored primarily in a qualitative fashion, some quantitative elements require students to possess and apply basic math and algebra skills. Areas of study include states and properties of matter, basic atomic theory, periodic laws, chemical formulas and equations, basic chemical reactions, mole concepts, elemental stoichiometry, thermochemistry, chemical bonding, acids and bases, and nuclear chemistry.

## Chemistry Honors

**Grades Course Open To:** 10      **Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of C or better in Integrated Math I Honors or grade of B in Integrated Math I

**Description:** This advanced-level course is intended for students who are considering some type of science major in college, and prepares students for further study of chemistry, whether in AP Chemistry or in college courses. Students study in-depth concepts at an accelerated pace and are expected to work independently. Areas of study include states and properties of matter, atomic theory, periodic laws, chemical formulas and equations, chemical reactions, mole concepts, stoichiometry, matter and its changes, thermochemistry, chemical bonding, acids and bases, reaction kinetics, equilibrium, and nuclear chemistry.

## ELECTIVE COURSES - SCIENCE

## AP Biology

**Grades Course Open To:** 11-12      **Credit:** 1.5 - weighted for AP

**Prerequisite:** Grade of B or better in Biology or Biology Honors and Chemistry or Chemistry Honors, or consent of Division Chair; concurrent enrollment in or successful completion of Anatomy & Physiology Honors is preferred

**Fees:** AP Biology exam (paid at fall registration)

**Description:** This advanced course is designed to be the equivalent of a college introductory biology course usually taken by biology majors in their freshman year, or of a high-quality college program in introductory biology. The quality of textbook used and the kinds of labs performed are the equivalent of those done by college students. The course provides students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Areas of study include molecules and cells, heredity, evolution, organisms and populations; students understand and apply concepts of these units to current topics in the field of study. Students must be self-motivated and have a keen interest in science. They develop analytical thinking, problem solving and critical analysis techniques, all while developing an appreciation for the beauty of nature. **Note:** All students enrolled in this course **must** take the AP Biology exam in the spring.

# Science

## AP Chemistry

**Grades Course Open To:** 11-12      **Credit:** 1.5 - weighted for AP

**Prerequisite:** Grade of B or better in Chemistry or Chemistry Honors, or consent of Division Chair

**Fees:** AP Chemistry exam (paid at fall registration)

**Description:** This is an upper-level course designed to prepare students for college-level study in engineering, medicine or other chemistry-based careers. An emphasis is placed on theory, mathematical analysis and problem solving. The class serves as preparation for college-level chemistry classes, and is designed to enable the most aggressive high school students to gain an edge in collegiate study. Some major areas of study include thermochemistry, chemical equilibrium, acid-base theory, redox reactions, kinetics and thermodynamics, and nuclear and organic chemistry. Lab work focuses on technique, lab design and formal write-ups. Students are expected to spend additional time and energy beyond the class period to complete the course material. **Note:** All students enrolled in this course **must** take the AP Chemistry exam in the spring.

## AP Environmental Science

**Grades Course Open To:** 11-12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** Grade of B or better in Biology or Biology Honors and Chemistry or Chemistry Honors, or consent of Division Chair; students may be required to complete a college placement exam

**Fees:** AP Environmental Science exam (paid at fall registration); dual credit course fee applies, payable to Loyola University Chicago (fee was \$195 for the 2024-25 school year)

**Dual/Articulated Credit:** 3.0 hours of dual credit (ENVS 137) through Loyola University Chicago

**Description:** This rigorous college-level course prepares students for collegiate study in environmental sciences, and is strongly recommended for students who plan on pursuing any college major that emphasizes environmental studies such as engineering, chemistry, ecology, forestry, environmental law, health and human services, or other environmentally or biologically based careers. The course stresses scientific principles, as well as collection and analysis of data. A large amount of time is spent outdoors working on field experiments in local streams and woodlands, with a strong emphasis placed on field techniques and analyzing data collected on field excursions. In addition to field work, students visit Argonne National Laboratory to study alternative energy, and the Lemont wastewater facility to study human waste and its impact on human health. Through field experiments, students observe environmental systems and in tandem develop and synthesize experimental designs. Additionally, they are required to maintain detailed lab journals and demonstrate the use and appropriate techniques associated with class and field experiments. Students analyze and interpret data, including mathematical, statistical and graphical evaluations. Students generate laboratory reports that draw conclusions based on data, and assess their validity and reliability. Student eligibility for dual credit uses GPA requirements established by Loyola University. **Note:** All students enrolled in this course **must** take the AP Environmental Science exam in the spring.

# Science

## AP Physics I

**Grades Course Open To:** 10-11-12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** Grade of B or better in Biology Honors, concurrent enrollment in or successful completion of Chemistry Honors, and grade of B or better in Integrated Math II Honors, or consent of Division Chair

**Fees:** AP Physics I exam (paid at fall registration)

**Description:** This course provides an in-depth exploration of the mathematical relationships of physics, and is designed for students possessing strong mathematical skills. Students apply key physics concepts and mathematical equations to a variety of critical thinking scenarios, interpretation of data, observations, and information to devise solutions. Throughout the course, students enhance their critical thinking and problem solving skills by tackling real world challenges and completing significant projects that integrate scientific inquiry and engineering practices. This hands-on approach promotes deeper learning and application of physics concepts. The curriculum includes an advanced study of one- and two-dimensional kinematics, dynamics, circular motion, gravitation, work, conservation of energy, impulse, conservation of momentum, rotating systems, oscillations, and fluids. Beyond standard physics coursework, this course delves into more complex mathematical applications, pushing students to apply higher-level analytical skills. This course is equivalent to a first-semester college course in algebra-based physics, preparing students for further academic and career pathways in science, technology, engineering, and mathematics. **Note:** All students enrolled in this course **must** take the AP Physics I exam in the spring.

## AP Physics II

**Grades Course Open To:** 11-12      **Credit:** 1.5 - weighted for AP

**Prerequisite:** Grade of B or better in Integrated Math II Honors, grade of B or better in AP Physics I, and grade of B or better in Chemistry Honors, or consent of Division Chair

**Fees:** AP Physics II exam (paid at fall registration)

**Description:** This advanced course is tailored for upper-level high school students and presents a rigorous college-oriented curriculum aimed at preparing participants for higher education in physics, chemistry, engineering, and related fields in the sciences and medicine. This course is designed for highly motivated students with a strong interest in science and mathematics. An eagerness to engage in collaborative projects and take on challenges is essential for success in this dynamic learning environment. The curriculum emphasizes essential science and engineering practices, including inquiry-based learning, experimental design, data analysis, and real world problem solving. Students engage in a hands-on approach, developing critical thinking and analytical skills through mathematical modeling and laboratory investigations. Subjects covered include thermodynamics, electrostatics, electricity and magnetism, waves, optics, and atomic and nuclear physics. This course is equivalent to a second-semester college course in algebra-based physics. Students are expected to apply their knowledge through complex problem solving exercises and collaborate on experimental projects that require creativity and innovation. To enhance understanding of theoretical concepts, students conduct multiple laboratory experiments requiring additional lab time, which takes place before or after regular class hours. These labs cultivate skills in data collection, analysis, and interpretation, reinforcing principles learned in class and linking them to real world applications. **Note:** All students enrolled in this course **must** take the AP Physics II exam in the spring.

# Science

## **Advanced Science Research, Analysis & Application**

**Grades Course Open To:** 11-12      **Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of B or better in at least two Honors or Advanced Placement level science courses, or consent of Division Chair

**Description:** This course affords students the opportunity to work side-by-side with scientists to learn the finer techniques required to perform scientific research in a laboratory setting. After learning how to develop, choose and refine research topics, students conduct multiple in-depth research projects under the guidance of a scientist and present their findings using various media at the local, regional, state or national levels. Students should expect to gain the skills and master the techniques required to undertake research, evaluate critically, and communicate their findings effectively.

## **Anatomy & Physiology Honors**

**Grades Course Open To:** 11-12      **Credit:** 1.0 - Honors credit

**Prerequisite:** Successful completion of Biology or Biology Honors and Chemistry or Chemistry Honors

**Description:** This course presents a thorough and detailed study of the relationship between the structure and form of the human body and the chemical and physical processes that allow it to function. Students gain a working knowledge of concepts and basic vocabulary related to anatomy and physiology. Body systems are taught through unifying themes of complementary structure and function, the interrelationships of body systems and homeostatic mechanism. Students are also introduced to pathological conditions. Students are required to participate in laboratory exercises that may include dissection.

## **Big History**

**Grades Course Open To:** 11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of two years of science courses or consent of Division Chair

**Description:** This course presents one large story that helps explain how the world got to be the way it is and where we fit in. It is centered around certain 'threshold moments' for our universe, including: its inception, the creation of the stars, the forging of new elements, formation of the solar system and Earth, the appearance of life on Earth and of humans who could learn collectively, agriculture, and the development of the modern world.

## **Biotechnology**

**Grades Course Open To:** 11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of Biology or Biology Honors and Chemistry or Chemistry Honors

**Description:** This course is designed for students interested in careers in the medical field and other biology fields, and illustrates the impact science has on everyday life. Concepts of biotechnology are used to teach science principles and how they affect one's daily life, including human relationships with the ecosystem and ethical issues relating to biotechnology. Students explore biotechnology issues and ethics, DNA composition, CRISPR-Cas9, GMOs, cloning, human genome project, embryology, forensic science, bacteria, viruses, twin studies, relatedness, immunology, cancer, mutations and genetic engineering. A strong knowledge of cells, including cell structure, mitosis, meiosis and DNA, is highly recommended.

# Science

## Earth & Space Science

**Grades Course Open To:** 10-11-12      **Credit:** 0.5 or 1.0

**Prerequisite:** Successful completion of Biology or Biology Honors, and successful completion of, or concurrent enrollment in, Chemistry or Chemistry Honors; or consent of Division Chair

**Description:** This course engages students in an exploration of Earth and the universe through hands-on, inquiry-based learning, and emphasizes critical thinking, problem solving, and the integration of essential science skills such as data analysis, experimental design, and collaboration. Students focus on Earth sciences, studying topics like Earth's systems, climate, geology, and natural resources. Space science topics include the solar system, stars, galaxies, and the broader universe. Using national parks as the guide through time, as well as labs, hands-on activities, and guided research, students gain a deeper understanding of both the dynamic processes that shape our world and the larger cosmic phenomena, all while developing the skills needed to think like scientists.

## Field Ecology

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** Successful completion of two science credits; or successful completion of one science credit, concurrent enrollment in another science class, and consent of Division Chair

**Description:** This course places a strong emphasis on field research that uses a hands-on approach, with the primary focus on Illinois ecology. Through activities such as fish shocking, bird banding, winter tracking, and informational field trips that are on and off campus, students gather data and discuss their findings in class in order to assist in monitoring prairie, forest, lake, river, wetland and urban ecosystems; essentially, they become student scientists directly involved in the monitoring of our local ecology. The course emphasizes the importance of biodiversity in our local and global systems, and analyzes current events in order to understand the importance of the protection of the planet. Students explore global issues through a variety of methods, and develop critical thinking skills through laboratory analysis and field experiments. Because the course is designed for outdoor intensive exploration and class field trips are conducted throughout the year, students should be prepared for all types of weather conditions.

## Forensic Science

**Grades Course Open To:** 11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of two science credits

**Description:** This lab-based course allows students to explore a growing field in the scientific community, and incorporates techniques and concepts learned in Biology, Physics and Chemistry. Students are challenged to problem solve with simulated crime scenes and factual case studies. Currently accepted laboratory techniques are taught and built upon throughout the course, giving students progressive insight into the scientific aspects of a crime scene. The topics of ballistics, DNA fingerprinting, crime scene evidence collection, fingerprinting, and blood spatter all are explored.



# Science

## Physics

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** Successful completion of Biology and concurrent enrollment in or successful completion of Chemistry, and concurrent enrollment in or successful completion of Integrated Math II Honors or concurrent enrollment in or grade of C or better in Integrated Math II, or consent of Division Chair

**Description:** This course offers a comprehensive exploration of the fundamental principles that govern the natural world, blending conceptual understanding with mathematical rigor. Students enhance their scientific and engineering skills as they delve into key concepts in physics, applying critical thinking, data collection, and data analysis to tackle real world problems. Throughout the course, students engage in engineering and design projects, allowing them to apply theoretical knowledge in practical ways. Key areas of study include motion, forces, momentum, energy, gravitation, light, sound waves, and electricity and magnetism, providing a solid foundation for future scientific inquiry and innovation.

## Zoology

**Grades Course Open To:** 11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of two science credits

**Description:** This course discusses the basic nature of life as it is understood today, and illustrates to students the special role all organisms play in the animal kingdom and their importance to the overall health of an ecosystem. The course addresses the basic principles of zoology and the relationships animals play within the environment. Students analyze animals' activities, growth, reproduction, embryological development and their relationships within the biosphere. An emphasis is placed on organisms from simple coelenterates through complex mammals.

# Social Studies

## PHILOSOPHY OF THE SOCIAL STUDIES DEPARTMENT

The Lemont High School Social Studies Department believes students should develop the following characteristics:

- Use of cooperation and collaboration in decision making
- Utilization of analytical and critical thinking skills
- Enhancement of self image
- Understanding of how to function as effective and contributing members of a democratic society

Courses offered within the Social Studies curriculum help students demonstrate an understanding and competency of historical and economic principles as participating citizens in our ever-changing society.

**Based on their abilities and course level, students are expected to:**

- Attain historical literacy by learning about world events, traditions, patterns and changes
- Make informed decisions that transcend time and cultures
- Understand the human experience by learning how individual and group behaviors impact diverse populations
- Achieve economic literacy by applying the process of choice and the allocation of resources and how they relate to individuals, groups and societies
- Use democratic principles to act responsibly and productively within their community and take part in participatory citizenship

**Grading Standards:** Student grades are determined based on their performance in the areas of research, discussion, writing and examinations.

### CORE COURSES - SOCIAL STUDIES

#### Human Geography

**Grades Course Open To:** 9 **Credit:** 1.0

**Prerequisite:** None

**Description:** This course introduces students to a wide range of geographic concepts, ranging from population and migration to different cultures of the world. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography and political geography. Students are given the opportunity to analyze and evaluate case studies drawn from all world regions, with an emphasis on understanding the world in which we live today. There is a component of historical information included in the class, providing students a better understanding of topics such as globalization and colonialism. Students develop skills in approaching problems geographically, thinking critically, interpreting documents, and applying geographic concepts to everyday situations. **Note:** This course, or an equivalent, is required for graduation from Lemont High School.

# Social Studies

## AP Human Geography

**Grades Course Open To:** 9-10-11-12     **Credit:** 1.0 - weighted for AP

**Prerequisite:** None

**Fees:** AP Human Geography exam (paid at fall registration)

**Description:** This advanced-level course introduces students to the systematic study of patterns and processes that have shaped humans' understanding, use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. Students learn about the methods and tools geographers use in their research and application. The course is the equivalent of an introductory college-level course in the subject area, and should prepare students for future Advanced Placement classes in other curricular areas. **Note:** This course satisfies the Human Geography requirement for graduation. **Note:** All students enrolled in this course **must** take the AP Human Geography exam in the spring.

## Consumer Education

**Grades Course Open To:** 10-11-12     **Credit:** 0.5

**Prerequisite:** None

**Fees:** Course fee applies, payable to Joliet Junior College (fee was \$36 for the 2024-25 school year)

**Dual/Articulated Credit:** 3.0 hours of dual credit (FIN 100) through Joliet Junior College

**Description:** This course addresses skills that are necessary for students to possess in modern society. Students become aware of the benefits of being an effective consumer in America. They gain knowledge about taking out credit in their own names - including credit cards, college loans and home loans - and are exposed to different methods of saving and investing their money. Students also discover the important choices that consumers must consider when making major purchases, such as houses and automobiles. The course places a strong emphasis on financial planning for college and beyond. Transferable college credit is given upon successful completion of the course. **Note:** This course, or an equivalent, is required for graduation from Lemont High School. **Note:** This course is not accepted by the NCAA Eligibility Center.

## U.S. History

**Grades Course Open To:** 11-12     **Credit:** 1.0

**Prerequisite:** None

**Description:** This course covers events related to the political, economic and social development of the United States, with attention given to the relationship of past events to current affairs. Students are introduced to basic concepts relative to American History, and are expected to discuss a broad variety of problems in American History by developing abilities to analyze critically, synthesize and evaluate subject matter. Through discussion, debate, simulations, lectures, role playing, and research papers, students study a number of areas, ranging from colonial development and the Revolutionary War, to the Civil War and Reconstruction, to World War I and II and new America.

# Social Studies

## AP U.S. History

**Grades Course Open To:** 11-12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** None

**Fees:** AP U.S. History exam (paid at fall registration)

**Description:** With a more advanced and in depth curriculum, this course covers events related to the political, economic and social development of the United States, with attention given to the relationship of past events to current affairs. The course provides students with analytical skills necessary to deal critically with problems and materials in this country's history. Students are introduced to basic concepts relative to American History, and are expected to discuss a broad variety of problems in American History by developing abilities to analyze critically, synthesize and evaluate subject matter. Through discussion, debate, simulations, lectures, role playing, and research papers, students study a number of areas, ranging from colonial development and the Revolutionary War, to the Civil War and Reconstruction, to World War I and II and new America. This course involves mandatory summer reading and writing assignments that must be completed by the first day of class. **Note:** All students enrolled in this course **must** take the AP U.S. History exam in the spring.

## American Government, Civics, & Contemporary Issues

**Grades Course Open To:** 12      **Credit:** 1.0

**Prerequisite:** None

**Description:** This course stresses the processes of the American government, how it relates to the community it serves, and aims to prepare students for active civic engagement and democratic citizenship. Students examine the branches of government, the constitution, the bill of rights, separation of powers, and the fundamental beliefs of a democratic society. Additionally, this course exposes students to the critical thinking skills that enable them to discuss, deliberate and debate major social, economic, political, international and ethical issues through the use of a number of techniques, including research, group discussion, debate, deliberation and simulations. An emphasis is placed on fundamental civic skills, logic, ethics, media literacy, and semantic accuracy. Areas of study include modern political and economic systems, civil rights, voters and their behavior, electoral process, foreign affairs, national security, the Illinois constitution and local government, among others.

## AP U.S. Government & Politics

**Grades Course Open To:** 12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** None

**Fees:** AP U.S. Government & Politics exam (paid at fall registration)

**Description:** This advanced-level course gives students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics, as well as analysis of specific examples. Students become familiar with various institutions, groups, beliefs and ideas that constitute U.S. politics. They also become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes, including constitutional underpinnings of the U.S. government, political beliefs, political parties, interest groups and mass media, institutions of national government, public policy, and civil rights and liberties. This course meets the school's American Government graduation requirement. **Note:** All students enrolled in this course **must** take the AP U.S. Government & Politics exam in the spring.

# Social Studies

## ELECTIVE COURSES - SOCIAL STUDIES

### American Icons: 20th Century Through Film

**Grades Course Open To:** 12 **Credit:** 0.5

**Prerequisite:** Successful completion of U.S. History or AP U.S. History, as well as a cumulative GPA of 3.0 or better; students may be required to complete a college placement exam

**Fees:** Dual credit course fee applies, payable to Loyola University Chicago (fee was \$195 for the 2024-25 school year)

**Dual/Articulated Credit:** 3.0 hours of dual credit (HIST 291A) through Loyola University Chicago

**Description:** This course focuses on 20th century American history and encourages students to consider film as a primary source akin to more traditional documents, photos, and political cartoons. Organized into units based on 20th century generational divisions, students consider how film is used to create a narrative about various time periods in U.S. history and whether that narrative is an accurate reflection of the era at hand. Student eligibility for dual credit uses GPA requirements established by Loyola University.

### AP Macroeconomics

**Grades Course Open To:** 10-11-12 **Credit:** 0.5 - weighted for AP

**Prerequisite:** None

**Fees:** AP Macroeconomics exam (paid at fall registration)

**Description:** This introductory college-level course focuses on principles that apply to an economic system as a whole. Macroeconomics places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students utilize graphs, charts and data to analyze, describe and explain economic concepts. Students are strongly encouraged to take both AP Microeconomics and AP Macroeconomics in the same year. **Note:** All students enrolled in this course **must** take the AP Macroeconomics exam in the spring.

### AP Microeconomics

**Grades Course Open To:** 10-11-12 **Credit:** 0.5 - weighted for AP

**Prerequisite:** None

**Fees:** AP Microeconomics exam (paid at fall registration)

**Description:** This introductory college-level course gives students a thorough understanding of economic principles that apply to the functions of individual decision makers - both consumers and producers - within the economic system. It places a primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students are strongly encouraged to take both AP Microeconomics and AP Macroeconomics in the same year. **Note:** All students enrolled in this course **must** take the AP Microeconomics exam in the spring.

# Social Studies

## AP Psychology

**Grades Course Open To:** 10-11-12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** None

**Fees:** AP Psychology exam (paid at fall registration)

**Description:** This advanced-level course introduces students to the methods of studying human behavior and how the mind functions, and unlike the academic course, meets for a full year. Exploring topics more in depth, students learn about the many areas of the field of psychology and various widely practiced perspectives. A number of areas are studied, from behavior and emotion, to adolescence and adulthood, to abnormal behavior and social psychology. The course provides a background study in a number of areas, including learning, motivation, thinking, intelligence and conflict, among others. Students develop the ability to analyze critically, synthesize and evaluate subject matter through discussion, debate, simulations, lectures, role playing, conducting surveys, observational research, reflective analysis, and interviews of personnel in the field of psychology. The course is intended to prepare students for a college-level course in the subject area, and accordingly, students are expected to do a great deal of reading and writing. **Note:** All students enrolled in this course **must** take the AP Psychology exam in the spring.

## AP World History

**Grades Course Open To:** 10-11-12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** None

**Fees:** AP World History exam (paid at fall registration)

**Description:** This fast-paced course expands on the foundations of world history. Students utilize primary and secondary sources to foster a deeper level of understanding of the history of the world. Students conduct research and apply historical thinking through a variety of activities and assessments, and develop a greater understanding of historical literacy and viewpoints from all geographic regions. Courses of study include early civilizations, empires, comparative religions, colonialism, the evolution of economics, cultural identity, and social experiences from around the globe. **Note:** All students enrolled in this course **must** take the AP World History exam in the spring.

## Human Rights & World Affairs

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** Grade of A in semester 1 of Human Geography (applies to sophomores only) or successful completion of AP Human Geography

**Description:** This course helps students identify basic human rights as outlined by the United Nations, and analyzes the roles of the United Nations and the United States in promoting and protecting basic human rights. The course focuses on a number of violations of human rights, including the Armenian Genocide, the Ukrainian Famine-Genocide, and more recent atrocities in Cambodia, Bosnia, Rwanda and Sudan. Additionally, students examine the extreme violations of human rights and genocidal policies by the governments of China, Burma, Laos and Indonesia, among others. Students analyze the geopolitical difficulties involved in preventing genocide and protecting human rights, and learn to identify the root causes of genocide. The course also examines the creation of the United Nations Declaration of Human Rights, the United Nations Charter on Genocide, genocide prevention, and the geopolitical issue of human rights and foreign policy. The course examines the policies of the United States in relation to these events, and the abilities of nations to prevent human rights violations and genocide.



# Social Studies

## Local History

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This hands-on class expands students' knowledge of one of the most historically rich regions in the country. The course not only chronicles Lemont's history, but also focuses on important themes such as Native American and immigrant history, Chicago as a progressive leader, and the region's importance in the development of the United States throughout the 20th Century. Students are connected to their community in a new way, which increases their sense of citizenship. Students utilize the Lemont Area Historical Society as an important resource, and complete a research project that requires them to gather artifacts from the community in the form of objects and/or oral documentation.

## Modern Economics

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course provides an engaging exploration of contemporary economic concepts, with a strong focus on real world applications. Students analyze pressing economic issues such as global trade, income inequality, and the impact of technological innovation. The curriculum introduces environmental economics, examining the interplay between economic growth and sustainability, as well as behavioral economics, which explores how human behavior influences decision making in markets. Through case studies, interactive discussions and hands-on projects, students develop practical skills to critically evaluate economic policies and solutions. This course is ideal for students seeking to understand how economics shapes our world and drives decision making across industries and governments.

## Psychology

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course introduces students to the methods of studying human behavior and how the mind functions. Students learn about the many areas of the field of psychology and various widely practiced perspectives. A number of areas are studied, from behavior and emotion, to adolescence and adulthood, to abnormal behavior and social psychology. The course provides a background study in a number of areas, including learning, motivation, thinking, intelligence and conflict, among others. Students develop the ability to analyze critically, synthesize and evaluate subject matter through discussion, debate, simulations, lectures, role playing, conducting surveys, observational research, completing research papers, and through interviews of personnel in the field of psychology.

# Social Studies

## Sociology

**Grades Course Open To:** 11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course helps students examine humankind in social groups and as individuals, and affords them the opportunity to learn about themselves and others in group behavior. The subjects of various cultures and current social issues such as crime, minorities and war provide for stimulating discussion and projects. Students develop the ability to analyze critically, synthesize and evaluate subject matter through discussion, debate, simulations, lectures, role playing, conducting surveys, observational research, reflective analysis, and interviews of personnel in the field of sociology. A number of subject areas are addressed, from sociological theories and social research, structure and interaction, to race, ethnic groups and social movements and change, among others.

## World History

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** None

**Description:** This course provides students perspective of past events and their relationship to the modern world. Students learn how past events have contributed to the shape of modern culture and civilization, and study the geographic regions of ancient civilizations in comparison with today's world. Through the study of ancient civilizations, including Greece and Rome, students learn the major ways in which such past civilizations have affected modern civilization. Other areas of study include the Medieval Period, the Reformation, the Renaissance and the Modern Age, as well as other significant periods and events. Students use multiple resources to participate in both group and individual research projects.

## PHILOSOPHY OF THE WORLD LANGUAGES DEPARTMENT

**The Lemont High School World Languages Department believes students should develop the following characteristics:**

- Ability to communicate in the target language in order to function in a variety of situations and for multiple purposes
- Make connections with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
- Acquire linguistic and cultural competencies in order to become effective global citizens

Courses offered within the World Languages curriculum offer students the opportunity to study American Sign Language, French and Spanish. Courses help students communicate and interact with cultural competence so that they can participate in multilingual communities at home and around the world. Students use the target language to investigate, explain and reflect on the nature of language through comparisons of the target language and their own. All courses offered by the World Languages Department are appropriate for college-bound students.

**Based on their abilities and course level, students shall be able to understand and communicate in the target language through:**

- Reading and understanding the main ideas of authentic texts, both fiction and nonfiction
- Listening to and interpreting authentic target language from a variety of sources
- Acquiring information through questioning and problem solving techniques
- Employing language functions to express descriptions, narratives and viewpoints

**Grading Standards:** Student grades are determined by their performance on interpretive and interpersonal examinations. Students enrolled in third- or fourth-year courses have the option of enrolling for honors credit; those students enrolled in the highest level of a language may have the opportunity to earn Advanced Placement credit.

### **American Sign Language Functional Communication**

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0

**Prerequisite:** None

**Description:** This course provides students with introductory interpersonal skills in American Sign Language. The focus is on building functional communicative skills, as students benefit from direct instruction related to vocabulary, forming signs, communication processes, and understanding the norms of the deaf community. Students who may not yet be ready for a World Languages class have the opportunity to begin acquiring the skills and perspective of a second language.

# World Languages

## American Sign Language I

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** None

**Description:** This course focuses on the study of American Sign Language and allows students to gain mastery of introductory level communication skills when speaking with a member of the deaf community. Students receive direct instruction related to vocabulary, forming signs, communication processes, and understanding the norms of the deaf community.

## American Sign Language II

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** Grade of C or better in American Sign Language I or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course continues the process of developing American Sign Language communication skills, as the basic skills of watching and signing are expanded. Hand shape, location, orientation, movement and facial-body expression are practiced in order to improve proficiency. Deaf cultures and norms are studied. Students learn skills that are valuable for travel and employment opportunities.

## American Sign Language III

**Grades Course Open To:** 10-11-12    **Credit:** 1.0

**Prerequisite:** Grade of C or better in American Sign Language II or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course expands upon the language communication skills developed in American Sign Language I and II. It continues to emphasize watching and signing in American Sign Language. Communication strategies and language patterns continue to be stressed as students demonstrate and develop their communicative proficiency through the completion of real world, thematic tasks. Additionally, this course focuses on the importance of cultural competency, which includes prominent historical figures and advocates for the deaf community. The skills and understandings learned will be valuable for travel and employment opportunities, and also will begin preparing students for advanced American Sign Language study.

## American Sign Language IV

**Grades Course Open To:** 10-11-12    **Credit:** 1.0

**Prerequisite:** Grade of B or better in American Sign Language III or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course expands upon the language communication skills developed in American Sign Language I, II and III. It focuses on the synthesis and application of communication skills developed in previous levels of study, and continues to emphasize watching and signing in American Sign Language. Course materials are composed of authentic resources, furthering the cultural competencies learned in previous levels. Students continue developing their language proficiency skills as they delve deeper into American Sign Language language patterns. The skills and understandings learned are valuable for travel and employment opportunities, as well as advanced American Sign Language study. American Sign Language is the primary means of communication.

# World Languages

## French I

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** None

**Description:** This course begins the process of developing French language communication skills. This course teaches the basic skills of listening, speaking, reading and writing in French. Basic language patterns, pronunciation and vocabulary are practiced in class and at home. The course includes the study of Francophone cultures and traditions. The skills and understandings learned will be valuable for travel and employment opportunities, and the course also should help students improve their English language skills.

## French II

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** Grade of C or better in French I or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course continues the process of developing French language communication skills. This course continues to expand upon the basic skills of listening, speaking, reading and writing in French. Language patterns, pronunciation and communication strategies are practiced in order to improve proficiency. The course includes the study of Francophone cultures and traditions. The skills and understandings learned will be valuable for travel and employment opportunities, and the course also should help students improve their English language skills.

## French III

**Grades Course Open To:** 10-11-12    **Credit:** 1.0

**Prerequisite:** Grade of C or better in French II or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course expands upon the language communication skills developed in French I and II. It continues to emphasize reading, writing, speaking and listening in French. Communication strategies and language patterns continue to be stressed as students demonstrate and develop their communicative proficiency through the completion of real world, thematic tasks. Additionally, this course focuses on the importance of cultural competency, which includes prominent historical, literary and artistic figures in the Francophone World. The skills and understandings learned will be valuable for travel and employment opportunities, and also will begin preparing students for advanced French study.

## French III Honors

**Grades Course Open To:** 10-11-12    **Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of A in French II or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course is designed for highly advanced students who have the ability and interest in a quicker-paced French course that expands upon the language communication skills developed in French I and II. It emphasizes accuracy in reading, writing, speaking and listening in French. Communication strategies and language patterns continue to be stressed as students demonstrate and develop communicative proficiency through the completion of real world, thematic tasks. Additionally, this course focuses on the importance of cultural competency, which includes prominent historical, literary and artistic figures in the Francophone World. The skills and understandings learned are valuable for travel and employment opportunities, and also will begin preparing students to take the AP French Language exam at the end of their fourth year of French study.

# World Languages

## French IV

**Grades Course Open To:** 10-11-12 **Credit:** 1.0

**Prerequisite:** Grade of B or better in French III or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course focuses on the synthesis and application of communication skills developed in previous levels of study, and continues to emphasize communication strategies and language patterns while reading, writing, speaking and listening in French. Course materials are composed of authentic resources, furthering the cultural competencies learned in previous levels. Students continue developing their language proficiency skills as they delve deeper into French language patterns and time frames. The skills and understandings learned are valuable for travel and employment opportunities, as well as advanced French study. French is the primary means of communication.

## French IV Honors

**Grades Course Open To:** 10-11-12 **Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of B or better in French III Honors or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course is designed for highly advanced students who have the ability and interest to continue with a quicker paced French class, furthering the emphasis on accuracy in reading, writing, speaking and listening in French. The course content focuses on global issues and challenges, deepening the students' cultural competency and awareness. Students work to refine their communication strategies through the study of advanced grammar and language patterns. The skills and understandings learned are valuable not only for travel and employment opportunities, but also for advanced study of French at the university level. French is exclusively spoken at this level.

## Spanish I

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0

**Prerequisite:** None

**Description:** This course begins the process of developing Spanish language communication skills. This course teaches the basic skills of listening, speaking, reading and writing in Spanish. Basic language patterns, pronunciation and vocabulary are practiced in class and at home. The course includes the study of Hispanic cultures and traditions. The skills and understandings learned will be valuable for travel and employment opportunities, and the course also should help students improve their English language skills.

## Spanish II

**Grades Course Open To:** 9-10-11-12 **Credit:** 1.0

**Prerequisite:** Grade of C or better in Spanish I or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course continues the process of developing Spanish language communication skills. This course continues to expand upon the basic skills of listening, speaking, reading and writing in Spanish. Language patterns, pronunciation and communication strategies are practiced in order to improve proficiency. The course includes the study of Hispanic cultures and traditions. The skills and understandings learned will be valuable for travel and employment opportunities, and the course also should help students improve their English language skills.



# World Languages

## Spanish II Honors

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** Grade of A in Spanish I or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course continues the process of developing Spanish language communication skills and is geared towards highly advanced students who have the ability and interest in a quicker-paced Spanish course. This course continues to emphasize the basic skills of listening, speaking, reading and writing in Spanish. Language patterns, pronunciation and communication strategies are practiced in order to improve proficiency. The course continues the study of Hispanic cultures and traditions and employs critical reading and listening skills. The skills and understandings learned will be valuable for travel and employment opportunities, and also will begin preparing students to enroll in Spanish III Honors and ultimately enroll in AP Spanish Language & Composition.

## Spanish III

**Grades Course Open To:** 10-11-12    **Credit:** 1.0

**Prerequisite:** Grade of C or better in Spanish II or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course expands upon the language communication skills developed in Spanish I and II. It continues to emphasize reading, writing, speaking and listening in Spanish. Communication strategies and language patterns continue to be stressed as students demonstrate and develop their communicative proficiency through the completion of real world, thematic tasks. Additionally, this course focuses on the importance of cultural competency, which includes prominent historical, literary and artistic figures in the Hispanic World. The skills and understandings learned will be valuable for travel and employment opportunities, and also will begin preparing students for advanced Spanish study.

## Spanish III Honors

**Grades Course Open To:** 10-11-12    **Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of B or better in Spanish II Honors or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course is designed for highly advanced students who have the ability and interest in a quicker-paced Spanish course that expands upon the language communication skills developed in Spanish I and II. It emphasizes accuracy in reading, writing, speaking and listening in Spanish. Communication strategies and language patterns continue to be stressed as students demonstrate and develop communicative proficiency through the completion of real world, thematic tasks. Additionally, this course focuses on the importance of cultural competency, which includes prominent historical, literary and artistic figures in the Hispanic World. The skills and understandings learned are valuable for travel and employment opportunities, and also will begin preparing students to take the AP Spanish Language exam at the end of their fourth year of Spanish study.

# World Languages

## Spanish IV

**Grades Course Open To:** 10-11-12      **Credit:** 1.0

**Prerequisite:** Grade of C or better in Spanish III or teacher consent; students also may be placed into the course based on their performance on a placement exam and consent of the Division Chair

**Description:** This course focuses on the synthesis and application of communication skills developed in previous levels of study, and continues to emphasize communication strategies and language patterns while reading, writing, speaking and listening in Spanish. Course materials are composed of authentic resources, furthering the cultural competencies learned in previous levels. Students continue developing their language proficiency skills as they delve deeper into Spanish language patterns and time frames. The skills and understandings learned are valuable for travel and employment opportunities, as well as advanced Spanish study. Spanish is the primary means of communication.

## AP Spanish Language and Culture

**Grades Course Open To:** 11-12      **Credit:** 1.0 - weighted for AP

**Prerequisite:** Successful completion of Spanish IV Honors or grade of A in Spanish III Honors or Spanish IV

**Fees:** AP Spanish Language & Culture exam (paid at fall registration)

**Description:** This course stresses communication by applying the interpersonal, interpretive and presentational modes of communication in a variety of real-life contexts. This includes elements such as the usage of advanced vocabulary, grammatical structures, communication strategies, and cultural understanding. The course aims to prepare students to become effective communicators at the advanced level of language proficiency. To best facilitate the study of language and culture, the course is taught entirely in Spanish. **Note:** All students enrolled in this course **must** take the AP Spanish Language and Culture exam in the spring.

## Miscellaneous/Interdisciplinary Courses

### **Freshman Academy**

**Grades Course Open To:** 9 **Credit:** 0.5 or 1.0

**Prerequisite:** Placement based on student's standardized test results, and/or teacher or Student Services staff recommendation

**Description:** Freshman Academy is an academic intervention that provides students additional support across multiple curricular areas. Academy students receive frequent feedback from Academy staff about grades and school performance. Students have access to the CITGO Innovation Academy, computer labs, and other resources during the school day. Students also develop the executive skills needed for school success, including time management, communication with teachers, and organization, among other skills.

### **Center for Academic Vision & Excellence (CAVE)**

**Grades Course Open To:** 10-11-12 **Credit:** 0.5 or 1.0

**Prerequisite:** Placement based on student's standardized test results, and/or teacher or Student Services staff recommendation

**Description:** The Center for Academic Vision & Excellence (CAVE) is an academic intervention that provides students additional support across multiple curricular areas. CAVE students receive frequent feedback from staff and interns about grades and school performance. Students have access to the CITGO Innovation Academy, computer labs, and other resources during the school day. Students also develop the executive skills needed for school success, including time management, communication with teachers, and organization, among other skills.

### **Service Project**

**Grades Course Open To:** 12 **Credit:** 0.5 or 1.0

**Prerequisite:** Must have a teacher or staff member as a sponsor

**Description:** The description of duties for this position vary depending on who is serving as the sponsor. Students who participate in the service project program in the Main Office will deliver passes, create bulletin boards, organize files, and do light secretarial projects for either the deans or the counselors. Students who work with a specific teacher may do those same tasks, but also may be asked to help with class projects or peer tutor student(s) who need assistance.

### **Student Intern (CAVE, Freshman Academy, ELL or Special Education)**

**Grades Course Open To:** 12 **Credit:** 0.5 or 1.0 (Pass/Fail Only)

**Prerequisite:** Counselor recommendation and consent of supervising staff

**Description:** This program affords students the opportunity to serve as tutors who assist other students and teachers in academic support programs, including CAVE, Freshman Academy, English Language Learner courses, and Special Education courses. Interns are expected to work with other students in the classroom or other relevant locations within the building. Throughout the course, interns are given tasks such as working with individual students, leading class activities, and helping prepare class materials.

# Wilco Area Career Center

Wilco Area Career Center is the result of a cooperative agreement among the high schools of several school districts, including: Lemont High School District 210, Lockport High School District 205, Plainfield School District 202, Reed-Custer School District 255, Valley View School District 365, and Wilmington School District 209. By joining together in a centralized facility, the participating schools offer their students a variety of quality vocational and technical education programs in a cost-effective manner. Wilco's programs offer students career-based courses that provide skills necessary to succeed in the workforce. Courses are scheduled at the student's home school; some programs or levels may not be available each session. Lemont students typically attend Session 2 (9:55-11:55 a.m.).

## **ACE: Architecture, Construction Management and Engineering**

**Grades Course Open To:** 12 **Credit:** 3.0 - Honors credit

**Prerequisite:** Grade of C or better in all Mathematics courses

**Dual/Articulated Credit:** 12.0 hours (ARCH 100, CM 100, EGR 105, AEC 106, AEC 229, OPS 111, SET 100) of dual credit through Joliet Junior College

**Description:** This program is designed to provide seniors with a broad overview of the skills and knowledge necessary to pursue an exciting career in the fields of architecture, construction management and engineering. Through relevant and challenging college courses, students receive a solid foundation in the introductory and fundamental coursework in the professional tracks of the building industry. The ACE program has been designed for students interested in the built environment and who are considering career pathways in the field of architecture, engineering or construction management. With 12 hours of college credit to be earned, students explore each discipline and can apply those credits to the track best suited to their interest for further study. **Note:** Students must provide their own transportation to and from Joliet Junior College's main campus (1215 Houbolt Road, Joliet) and the class will meet from 12:30-2:30 p.m. Students must complete a separate application for this program.

## **Advanced Integrated Maintenance**

**Grades Course Open To:** 12 **Credit:** 3.0 - Honors credit

**Prerequisite:** None

**Dual/Articulated Credit:** 14.0 hours (IMT 101, IMT 121, EEAS 101, EEAS 111) of dual credit through Joliet Junior College

**Description:** This program affords students the opportunity to build skills and awareness in heating, ventilation and air conditioning, industrial maintenance, basic wiring/circuit design, and industrial fluid power. Students learn about OSHA safety programs, maintenance physics, hand and power tools, precision measuring, technical diagrams and assembly prints, fastening devices, lubrication, basic pump operation, and basic pipefitting procedures. Students also study the principles of hydraulics and pneumatics as applied to the basic theory of fluids and typical industrial circuits, and build fluid power circuits as applied to industrial applications. The fundamentals of electrical and electronic circuits are taught, including the calculation and measurement of voltage, current, resistance and power. An emphasis is placed on safe meter usage, print reading and exposure to a variety of electrical technologies currently used in industry. The course introduces students to the installation, service, troubleshooting and repairs on various types of electrical controls, circuits and components. Some of the topics covered include: introductory residential wiring, operation of AC motors, industrial solid-state devices, variable frequency drives, industrial controls, and single-phase/three-phase power distribution. Students develop important skills necessary to safely use electronic test equipment on low- and high-voltage components. **Note:** Students must provide their own transportation to and from Joliet Junior College's main campus (1215 Houbolt Road, Joliet) and the class will meet from 7:30-9:30 a.m. Students must submit a separate application to the Technical Department at Joliet Junior College for this program.

# Wilco Area Career Center

## Applied Engineering Technology

**Grades Course Open To:** 12 **Credit:** 3.0

**Prerequisite:** None

**Dual/Articulated Credit:** 11.0 hours (MFG 101, MFG 111, MFG 115) of dual credit through Joliet Junior College

**Description:** This course gives students an opportunity to focus on the application and implementation of design theory. During the first semester, students will participate in classroom and hands-on shop experiences. In the shop, an emphasis is placed on exercises and projects that embody the basic processes and operations in using hand tools, layout tools and machine tools. In the classroom, an emphasis is placed on theory related information that is essential to set up and operate machine tools and to perform basic processes and operations in the shop. In the second semester, students acquire knowledge and skills related to numerical control (NC) and computer numerical control (CNC) milling and turning machines. The course also includes NC and CNC general concepts and programming procedures, as students gain hands-on experience in programming, setting up, and operating both NC and CNC milling and drilling machines. Students develop a high degree of skill in visualizing and interpreting numerical control prints, sheet metal prints, machining prints, welding prints, and instrumentation and control diagrams. **Note:** Students must provide their own transportation to and from Joliet Junior College's main campus (1215 Houbolt Road, Joliet) and the class will meet from 12:30-2:30 p.m.

## Auto Services (Mechanics) I & II

**Grades Course Open To:** 11-12 **Credit:** 3.0 each year

**Prerequisite:** None

**Fees:** Approximately \$50 each for Auto Services I and Auto Services II, as well as dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 6.0 hours of dual credit through Joliet Junior College, including 3.0 hours (AS 101) for Auto Services I and 3.0 hours (AS106) for Auto Services II

**Description:** Taught by Automotive Service Excellence (ASE) certified instructors, this two-year program is designed to train students for entry-level automotive technician positions or prepare them for post-secondary programs. In preparation for this course, students need skills in measurement, estimation and algebra, and would benefit from a technology course. First-year students develop skills in vehicle maintenance and repair - including brakes, steering and suspension - and also learn the basics of electrical and engine performance (sensors). Second-year students continue their training in electrical and engine performance after successfully completing the first year, and use labs to diagnose electrical circuits, sensors, drivability problems, check engine lights and emission-related problems. Upon completion of the two-year course, students may earn college credit towards Nashville Auto-Diesel College, College of DuPage or Joliet Junior College. The curriculum follows the National Automotive Technicians Educational Foundation (NATEF) format. The program prepares students for ASE certification. Students are required to purchase appropriate clothing and safety gear. Students are encouraged to continue their training through an appropriate technical school, college or university. **Note:** Auto Services II may be taken as an "early bird" class that meets from 6:25-7:45 a.m. Students who wish to select this option must inform their counselors at the time of registration, and must provide their own transportation.

# Wilco Area Career Center

## Aviation Mechanics

**Grades Course Open To:** 12 **Credit:** 3.0 - Honors credit

**Prerequisite:** Grade of C or better in Integrated Math I, Integrated Math II and Integrated Math III (all levels), grade of C or better in Physics or AP Physics I, and cumulative GPA of 3.0 or better

**Dual/Articulated Credit:** 8.0 hours (AVMT 10600, AVMT 11000) of dual credit through Lewis University

**Description:** This course offers students a blended learning environment, with classroom assignments through Wilco and lab assignments at Lewis University. The fall semester follows the curriculum for Aviation Fundamentals, with students learning about aerodynamics, aircraft design, stability, control, Federal Aviation Administration regulations and publications, weight and balance, and ground handling of aircraft. The second semester follows the curriculum for Aircraft Structures 1, where the focus is riveting and sheet metal repair, forming and layout, and oxyacetylene welding operation. Corrosion and corrosion control also are covered. **Note:** Students must provide their own transportation to and from Lewis University (1 University Parkway, Romeoville) and the class will meet from 7:30-9 a.m.

## Barbering

**Grades Course Open To:** 11-12 **Credit:** 3.0

**Prerequisite:** None

**Fees:** Course fee ranging from \$2,500 to \$3,900, depending on the program

**Description:** This program offers two tracks – a two-year program for juniors, and a 13-month program for seniors. The barbering program is offered at Champions Beauty and Barber University, which is licensed by the Illinois Department of Financial and Professional Regulations (Division of Professional Regulation) and meets all state and federal regulations. This course offers students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills and activities completed in this course include advanced theoretical and practical skill development, building to the 1500 hours of study needed to prepare students for the barbering license exam. Upon completion of the course, students are eligible to sit for their state certification. Students must provide their own transportation.

## Business Logistics

**Grades Course Open To:** 11-12 **Credit:** 3.0 - Honors credit

**Prerequisite:** None

**Fees:** Dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 11.0 hours (SCM 100, SCM 110, SCM 120, SCM 140) of dual credit through Joliet Junior College

**Description:** This program emphasizes the essentials of supply chain and operations management, the transportation and distribution process, cargo security compliance, and import and export fundamentals, as well as the professional business and communication skills required to excel in the field. The program includes a sequence of four courses: Transportation and Physical Distribution, Introduction to Supply Chain Management, Introduction to Import/Export, and Transportation and Cargo Security. In order to complete the Global Supply Chain Certificate, students should begin either Business Logistics or Business Management as juniors; these courses can be taken in either order.



# Wilco Area Career Center

## **Business Management**

**Grades Course Open To:** 11-12      **Credit:** 3.0 - Honors credit

**Prerequisite:** None

**Fees:** Dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 12.0 hours (BUS 110, BUS 111, MGMT 102, SCM 130) of dual credit through Joliet Junior College

**Description:** This course provides students an avenue to earn the Customer Service Certificate of Completion from Joliet Junior College. Coursework provides students with a foundation in business communication, human relations, operations management, principles of excellence in customer service, and professional business skills. Students graduating with this certificate are prepared to enter the customer service field in entry level positions in customer service, operations, and management fields.

## **Certified Nursing Assistant**

**Grades Course Open To:** 11-12      **Credit:** 3.0 - Honors credit (Accelerated CNA Program only)

**Prerequisite:** Successful completion of Introduction to Health Professions; students must be 18 years or older when clinical sites begin in January

**Fees:** Approximately \$110, as well as the cost of the State of Illinois Certified Nursing Assistant (CNA) exam and dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 6.0 hours (NA 101) of dual credit through Joliet Junior College and 3.0 hours (SURGT1000) of dual credit through College of DuPage

**Description:** This program is structured to prepare students for employment as a Certified Nursing Assistant (CNA). The curriculum includes all standards and procedures contained in the Illinois Department of Public Health Certified Nurse Aide Instruction Model. Students may take the state's CNA examination after completing 40 hours of on-site clinical experience at a local nursing facility. Students must provide their own transportation to clinical sites. After completing the course, students are prepared to pursue a number of careers in the health care field, including: registered nurse, physical therapist, respiratory therapist and ultrasound technician, among others. Students are required to wear appropriate clothing at clinical sites. **Note:** An Accelerated Certified Nursing Assistant program is available for seniors only. Students prepare for employment as a Certified Nursing Assistant during the first semester and transition to a work-based learning experience at AMITA St. Joseph Hospital in the second semester.

## **Cisco, Security, and Internetworking**

**Grades Course Open To:** 12      **Credit:** 3.0 - Honors credit

**Prerequisite:** None

**Fees:** Dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 12.0 hours (CIS 123, CIS 162, CNT 101, CNT 102) of dual credit through Joliet Junior College

**Description:** This program includes four college-level courses: Network Fundamentals and Router Protocols and Concepts in the fall semester, and Linux Essentials Network Development Group and Wireless Foundations in the spring semester. In Network Fundamentals, students study the devices and protocols used to connect computers and support devices into a network, covering OSI model (layers 1 & 2), IP and MAC addresses, TCP, ARP and RARP. In Route Protocols and Concepts, students concentrate on router configuration and how remote networks are established and connections are maintained. In Linux Essentials Network Development Group, students develop technical proficiency to work on the Linux command line and work with the open-source industry. Finally, in Wireless Foundations, students work with wireless protocols, services, and devices while facilitating a wireless network. **Note:** Students must provide their own transportation to and from Joliet Junior College's north campus (1125 W. Romeo Road, Romeoville) and the class will meet from 10-11:30 a.m.

# Wilco Area Career Center

## Computer Technology

**Grades Course Open To:** 11-12      **Credit:** 3.0 - Honors credit

**Prerequisite:** None

**Fees:** Dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 10.0 hours (CIS 122, CIS 145, CYBIT120) of dual credit through Joliet Junior College

**Description:** This course consists of three portions: Computing Information Systems Fundamentals, Data Communications and Networking, and A+ Guide to Managing and Maintaining Your PC. Computing Information System Fundamentals presents an introductory study of information systems, computer programming and application software. Data Communications and Networking discusses basic concepts of Local Area Networking and includes an introduction to Wilde Area Network. Finally, A+ Guide to Managing and Maintaining Your PC investigates the hardware components of the personal computer and emphasizes diagnosing and maintaining the PC; this begins to prepare students for the A+ exam.

## Construction

**Grades Course Open To:** 11-12      **Credit:** 3.0

**Prerequisite:** Grade of C or better in all mathematics courses

**Description:** The course focuses on the knowledge, hands-on skills and workplace skills applicable to construction. Major units of instruction include: personal safety, hand tools, power tools, blueprint reading, surveying, construction, landscaping, turf management and business. Students hone carpentry skills in framing, roofing and finishing, and develop career readiness skills in the areas of teamwork, communication, work ethics, problem solving and adaptability. Supplemental units may be provided in plumbing, electricity, concrete, block laying, drywall and painting. A variety of career options are examined, including agricultural engineer, carpenter, plumber, electrician, concrete and block layer, finisher, safety specialist, landscape design, turf management, among others..

## Cosmetology

**Grades Course Open To:** 11-12      **Credit:** 3.0

**Prerequisite:** None

**Fees:** Course fee ranging from \$1,800 to \$7,500, which varies by cosmetology school and is subject to change

**Description:** This course is open to students to attend a state-approved school of beauty culture. The professional school provides the facility, instruction and clinical training as prescribed by the Illinois Department of Registration and Education. Students must provide their own transportation. Program applications for first-year students must be completed in early January for the beauty school.

# Wilco Area Career Center

## Culinary Arts I

**Grades Course Open To:** 11-12      **Credit:** 3.0

**Prerequisite:** Successful completion of Food Preparation is recommended

**Fees:** Approximately \$75, as well as dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 5.0 hours of dual credit (CA 105, CA 106) through Joliet Junior College; articulated credit also is available through many institutions

**Description:** This course provides students with the opportunity to build interest and master essential hands-on culinary techniques and theoretical academics for a career in the hospitality industry. Wilco's commercial kitchen allows students to complete rotations in hot and cold food preparation, catering, bake shop, and equipment maintenance. In-depth instruction is provided about culinary workplace employment skills, managerial information, and food and nutritional knowledge. Math, research, and essay writing all are part of the curriculum, as is hands-on activity; all of these skills are necessary to succeed in the program. Students have the opportunity to compete, and should enjoy creativity, be detail oriented, and demonstrate compatibility with various personalities. In addition to dual and articulated credit opportunities, students also may obtain state sanitation certification; Illinois Restaurant Association and National Restaurant Association certification; ServSafe manager sanitation certification; and scholarships. Students are required to participate in at least 10 hours per semester of outside community activity (not including field trips), as offered by the instructor. Permitted field trips are offered as additional time outside of the required class activity, and are instrumental to education within the hospitality industry. Students are required to have appropriate clothing and shoes for lab participation.

## Culinary Arts II: Hospitality Careers and Event Planning

**Grades Course Open To:** 12      **Credit:** 3.0

**Prerequisite:** Successful completion of Wilco's Culinary Arts I, or Food Preparation and Culinary Arts is recommended

**Fees:** Approximately \$35, as well as dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 6.0 hours of dual credit (BUS 110, HOSP 148) through Joliet Junior College; articulated credit also is available through many institutions

**Description:** This course is designed to help students develop outstanding customer service skills. Students learn how to interact with customers, resolve conflicts, understand the importance of customer satisfaction/retention, actively participate as a member of a team, and develop time management skills. In addition, students develop the skills needed to become successful event managers. Students design, plan, market and stage an event. Staffing, risk management, event evaluation, and legal and financial concerns also are addressed.

# Wilco Area Career Center

## **Early Childhood Education I & II**

**Grades Course Open To:** 11-12      **Credit:** 3.0 each year

**Prerequisite:** None

**Fees:** Approximately \$30 each year, as well as dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 12.0 hours of dual credit through Joliet Junior College, including 6.0 hours (CDEV 137, CDEV 201) for Early Childhood Education I and 6.0 hours (CDEV 101, CDEV 216) for Early Childhood Education II

**Description:** This program is designed to train students in the field of Early Childhood Education (ECE). Students participate in assistant teaching by working directly with children (ages 3-5) in the Wilco Preschool Lab. First-year students complete training for the first level of the ECE credential. The curriculum provides basic knowledge and skills for those working with, or seeking to work with, young children. Some of the topics addressed include: health, safety and nutrition, how children learn, observation and assessment, family and community relations, and the development of school-aged children. Students may earn their credentials after successfully completing all modules and meeting attendance requirements. Second-year students continue to teach in the preschool lab as “experienced teachers.” Subject matter includes child development, child care, and issues in education. Assignments include working individually with preschool children to create “case study books.” Internships at child care sites are available for second-year students who qualify academically.

## **Emergency Medical Services**

**Grades Course Open To:** 12      **Credit:** 3.0 - Honors credit

**Prerequisite:** Successful completion of Fire Science or Introduction to Health Professions, or grades of B or better in three science courses; TB test and drug test for students pursuing dual credit

**Fees:** Approximately \$100, as well as the cost of the Emergency Medical Technician (EMT) Basic exam

**Dual/Articulated Credit:** 10.0 hours (FIRE 2271) of dual credit through College of DuPage

**Description:** This program focuses on preparing students for the multiple career areas related to the Fire Service and Health Care fields. In the first semester, students learn about equipment and the assessment used to stabilize victims before the arrival of an ambulance. Students who earn a grade of C or better in the first semester continue into the second semester, which focuses on the care, handling and extrication of the critically ill and injured. Topics include airway management, patient assessment, vital signs, cardiopulmonary resuscitation (CPR), lifting and moving patients, documentation, communication, pharmacology and cardiac emergencies. A heavy emphasis is placed on medical terminology. The program requires students to spend a minimum of eight hours off-campus in a hospital emergency room, and a minimum of 16 hours that meet the state clinical time objectives on Advanced Cardiac Life Support (ACLS). Clinical time may be extended to meet the clinical objectives defined by the Illinois Department of Public Health. Students who successfully complete the course may take the EMT Basic exam. Daily attendance is crucial to student success in this course.

# Wilco Area Career Center

## **Fire Science**

**Grades Course Open To:** 11-12      **Credit:** 3.0

**Prerequisite:** None

**Fees:** Approximately \$75, as well as dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 6.0 hours (FSC 101, EMS 101) of dual credit through Joliet Junior College

**Description:** This course follows the curriculum set forth by the State of Illinois Fire Marshal's Office, the Illinois Department of Health, and the Department of Transportation. Students learn the essentials of firefighting through classroom and guided activities. Topics include: fire chemistry, building construction, wearing personal protective clothing, identifying ropes, tying knots, using fire extinguishers, performing forcible entry, carrying and raising ladders, operating self-contained breathing apparatus, and auto extrication. Students learn how to employ search and rescue techniques with ventilation tools and practice hose evolutions on an operating engine, all in a safe environment.

## **Hair Braiding**

**Grades Course Open To:** 11-12      **Credit:** 3.0

**Prerequisite:** None

**Fees:** Course fee of approximately \$3,100

**Description:** This course presents an opportunity for students to enhance their hairstyling skills through advanced hair braiding techniques at a state-approved school of beauty culture. Fusion Hair and Braid Academy provides the necessary facilities, classroom instruction, and hands-on practical and technical experience outlined by the Illinois Department of Public Health. The program consists of a minimum of 300 hours, or a 10-credit equivalency of instruction. Students must provide their own transportation. Program applications for first-year students must be completed in early January.

## **Introduction to Health Professions**

**Grades Course Open To:** 11-12      **Credit:** 3.0

**Prerequisite:** None

**Dual/Articulated Credit:** 5.0 hours (HLTHS 1100, HLTHS 1110) of dual credit through College of DuPage

**Description:** This course provides an overview of the health care industry, including medical ethics and law, trends in health care, and the exploration of career options. Students are introduced to college level medical terminology, anatomy and physiology, vital sign measurement, basic math for conversions, standard precautions training, basic cardiac life support skills, and first aid. The goal of the course is to assist students in making an informed choice about health care occupations, and learn basic skills related to all facets of the health care industry.

# Wilco Area Career Center

## Law Enforcement & Public Safety

**Grades Course Open To:** 11-12      **Credit:** 3.0

**Prerequisite:** Placement into ENG 098 for dual credit at Joliet Junior College

**Fees:** Dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 9.0 hours of dual credit, including 6.0 hours (LENF 101, LENS 103) through Joliet Junior College and 3.0 hours (CRIMJ 1145) through College of DuPage

**Description:** This program includes three college-level courses: Introduction to American Policing, Criminal Law, and Introduction to Homeland Security. Introduction to American Policing introduces students to modern policing and the study of law enforcement officers and policing strategies. Students are provided with the history of law enforcement, an in-depth analysis of the Constitution, and a career orientation emphasizing the realities of a career in law enforcement at local, state and federal levels. Criminal Law provides an in-depth exploration of the components, purposes, and functions of criminal law, and covers the essential elements required to establish a crime. There is a focus placed on the laws governing arrest, search, and seizure, and the distinctions between criminal and civil law. Introduction to Homeland Security offers an overview of the evolution of the Department of Homeland Security in the United States and an analysis of the major policies, practices, concepts, and challenges confronting the field. Modern threats from domestic, international, and transnational terrorism are addressed, as are issues stemming from geopolitical conflict and natural disasters.

## Medical Assisting

**Grades Course Open To:** 12      **Credit:** 3.0

**Prerequisite:** None

**Fees:** Dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 7.0 hours of dual credit, including 4.0 hours (MA 102) through Joliet Junior College and 3.0 hours (SURGT1000) through College of DuPage

**Description:** This program prepares students to become members of a multidisciplinary health care team within an outpatient care setting. Students develop the skills necessary to perform entry-level administrative and clinical procedures, while also learning patient care techniques, functional anatomy and physiology with medical terminology, and some diagnostic and specialty procedures. Medical assistants focus on the medical care of the patient, as well as administrative work. They can administer injections and medications, take the patient's health information, and perform both medical and office tasks.

## Nail Technology

**Grades Course Open To:** 11-12      **Credit:** 3.0

**Prerequisite:** None

**Fees:** \$800 course fee

**Description:** This off-campus course affords students the chance to attend a state-approved school of nail technology. Students develop good communication skills, time management and an eye for detail. An emphasis is placed on all aspects of nail care, nail problems, artificial nails and nail products. Upon completion of the course, students are eligible to sit for their state certification. Students must provide their own transportation.



# Wilco Area Career Center

## **Veterinary Assistant I & II**

**Grades Course Open To:** 11-12      **Credit:** 3.0 each year

**Prerequisite:** Grade of B or better in Biology or successful completion of Biology Honors

**Fees:** \$30, as well as dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 9.0 hours of dual credit through Joliet Junior College, including 5.0 hours (AGRI 119, VET 100) for Veterinary Assistant I and 4.0 hours (VTA 101, VTA 103) for Veterinary Assistant II

**Description:** This course provides an opportunity for students to learn about animal science and the care of animals, including: the fundamentals of companion animal species and breeds, behavior and training, animal anatomy and physiology, nutrition, and safety. Students develop an understanding of animal reproduction, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Basic skills are developed in the areas of handling large and small animals, grooming animals, feeding animals, and maintaining equipment and facilities. Career exploration focuses on veterinarians, veterinary lab technicians, office lab assistants, small animal production, research lab assistants, and animal nutrition lab technicians. Students are required to be members of the Future Farmers of America (FFA) and participate in FFA activities. Volunteer opportunities at local veterinary offices and/or animal shelters are encouraged. Second-year students have on-site and community internships in preparation for the state exam for the Veterinary Assistant certificate.

## **Welding and Fabrication I & II**

**Grades Course Open To:** 11-12      **Credit:** 3.0 each year

**Prerequisite:** None

**Fees:** Approximately \$90 for both Welding and Fabrication I and Welding and Fabrication II, as well as dual credit fees (payable to Joliet Junior College)

**Dual/Articulated Credit:** 9.0 hours of dual credit through Joliet Junior College, including 6.0 hours (WLDG 101, WLDG 102) for Welding and Fabrication I and 3.0 hours (WLDG 120) for Welding and Fabrication II

**Description:** This course helps students learn to perform welds on similar and dissimilar metals using all positions. Their ability to operate, adjust and safely control power sources and gas equipment is essential. In the first year, students learn techniques in relation to braze welding, gas welding, shielded metal arc welding, mig & tig welding, gas cutting and plasma arc cutting. Blueprint reading and the use of weld symbols are also stressed. Students learn to be combination welders and work toward certification. Coursework in the second year develops advanced skills in metal arc welding, brazing and flame-cutting, with instruction focusing on safety practices, properties of metals, electrical principles, and advanced welding methods and equipment. Students utilize mig, tig and semi-automatic equipment to complete various projects and activities. Students develop workplace and transition skills, as well as vocational ethics. Students are required to purchase necessary tools and safety clothing. **Note:** Welding and Fabrication II may be taken as an “early bird” class that meets from 6:30-7:50 a.m. Students who wish to select this option must inform their counselors at the time of registration, and must provide their own transportation.

# PHILOSOPHY OF THE SPECIAL EDUCATION DEPARTMENT

**The Lemont High School Special Education Department believes all students have the ability to develop knowledge and skills to reach their highest potential through creative, supportive and rigorous curriculum opportunities.**

The Special Education Department recognizes and addresses the unique learning needs of all students, giving them opportunities to participate in courses and services in order to maximize students' potential in the least restrictive environment.

Through programs and services, the Special Education Department strives to support students by:

- Providing diagnostic and assessments services to identify the strengths and learning needs of students who are referred for special education programming and services
- Designing a thorough, comprehensive Individualized Education Program (IEP) that gives eligible students the opportunities to develop skills and strategies to compensate for their needs and challenges
- Creating supportive learning environments that incorporate research based methodologies, technology applications, and resources designed to address the unique learning needs of all students
- Establishing relationships with students and families and assist them with preparing for postsecondary experiences related to education/training, employment and independent living
- Providing specially designed instruction and related services to address the learning needs of students as outlined in their IEPs
- Utilizing reading and math interventions within self-contained and resource classes
- Implementing a Resource Curriculum that fosters the development of executive functioning skills, self-advocacy skills and transition planning activities
- Offering a continuum of services for students eligible for special education services

All special education courses are aligned to Illinois Learning Standards. Students' placements are determined through the IEP process and reflect opportunities to learn and participate with their non-disabled peers to the maximum extent possible. Assessments to monitor progress and determine attainment of goals and objectives are incorporated into each IEP. The Special Education Department supports the school's mission: for all students to become life-long, independent learners and productive citizens in a rapidly changing world.

# Special Education

## CONTINUUM OF SERVICES

### General Education Classes with Supplemental Supports

A student with an individualized education program (IEP) who is in a general education class may receive individual accommodations and/or paraeducator support as part of the student's placement in their least restrictive environment (as outlined in the IEP). The IEP outlines specific accommodations tailored to the student's unique needs, ensuring equal access to the curriculum and a supportive learning environment. In the general education class, students may receive various individual accommodations, such as extended time for assignments or assessments, preferential seating, access to assistive technology, and other individualized accommodations in order to meet their needs. These accommodations are designed to help students fully participate in class activities and demonstrate their knowledge and skills while 'leveling the playing field'. Specific accommodations and level of paraeducator support may vary depending on the student's needs, as outlined in the IEP. The IEP team, including parents/guardians, teachers, and other relevant professionals, works collaboratively to ensure the student's individual needs are met, promoting their overall success and growth in the general education setting while providing the student free appropriate public education (FAPE).

### Related Services

Related services are a crucial component of an IEP. These services are provided to students with disabilities to support their educational progress and to ensure they can fully benefit from their educational program within their least restrictive environment.

### Co-Teaching

Co-teaching is an instructional model in which two or more educators, typically a general education teacher and a special education teacher, work together in a shared general education classroom to provide instruction to all students. It is a collaborative approach that promotes inclusive education and supports the diverse needs of students. In a co-teaching setting, teachers collaborate to plan, deliver, and assess instruction. They share responsibility for all students in the classroom, regardless of their abilities or disabilities. The co-teachers work together to provide differentiated instruction and accommodations to meet the individual needs of students. Co-teaching can take on various forms, including:

**One Teach, One Observe:** One teacher leads the instruction while the other observes students' understanding and behavior to provide additional support or interventions as needed.

**Parallel Teaching:** The class is divided into two smaller groups, and each teacher delivers the same content simultaneously to provide more individualized attention.

**Station Teaching:** The class is divided into stations or learning centers and teachers rotate among the groups, providing instruction and support at each station.

**Alternative Teaching:** One teacher works with the majority of the students while the other works with a smaller group to provide more intensive instruction or address specific needs.

**Team Teaching:** Both teachers actively participate in instruction, sharing responsibility for planning, teaching, and assessing students together.

# Special Education

## Instructional Classes

Self-contained or instructional classes provide the student with specialized instruction. These classes are designed to meet the unique needs of students with disabilities or learning challenges that cannot be fully addressed in a general education classroom. In a self-contained or instructional class, students with similar needs or disabilities are grouped together. These classes are typically smaller in size and have a higher teacher-to-student ratio to provide more individualized attention and support. The curriculum and instructional strategies are tailored to meet the specific learning goals and needs of the students in the class. The focus of self-contained or instructional classes is to provide intensive and specialized instruction in a structured environment. Instruction may include functional academics, academics tied to state standards, communication skills, social skills, self-help skills, executive functioning, and transition skills. The emphasis is on individualized instruction and progress monitoring to ensure students are making meaningful gains.

## Learning for Independence, Friendship, and Employment/Training (L.I.F.E.) Program

The L.I.F.E. Program is specially designed to cater to the unique needs of students with moderate to severe disabilities. This program aims to provide a nurturing and inclusive environment that fosters functional academics, employment/training opportunities, independent living skills, and dedicated support for communication and social needs. The L.I.F.E. Program was developed with this vision in mind, ensuring students with moderate to severe disabilities receive the necessary tools and support to succeed academically, professionally, and socially. Key features of the L.I.F.E. Program include:

**Functional Academics:** The curriculum is designed to integrate functional academics into everyday life scenarios. This approach allows students to apply their learning to real world situations, empowering them to become confident problem solvers.

**Employment/Training:** Vocational training and employment readiness are emphasized to equip students with the skills required for future career paths. Partnerships with local businesses provide internships, job shadowing, and mentorship opportunities that encourage independent living and enhance employability.

**Independent Living Skills:** The L.I.F.E. Program places a strong emphasis on developing essential independent living skills. Students are guided in areas such as personal care, household management, financial literacy, and transportation, fostering self-sufficiency and preparing them for life beyond the program.

Students go outside of the L.I.F.E. program for at least one elective (if not more) in the general education environment and attend a general education Lemont Time class once a week. Social workers, speech-language pathologists, and other related services providers work closely with students, providing individualized attention and tailored strategies to enhance their communication skills and overall well-being.

# Special Education

## **ARC (Academics, Resilience, Character) Program**

The ARC program is an in-district therapeutic program specifically designed to support students with internalizing behaviors. Its primary goal is to support students in making progress towards their academic, social/emotional, executive functioning, communication, and transition goals as outlined in their IEPs. The program focuses on a holistic approach to education, recognizing that academic success is intertwined with emotional well-being and personal growth. By providing a supportive and therapeutic environment, the ARC program aims to help students develop a range of essential skills that contribute to their overall success and well-being. Students have the opportunity to enhance their self-esteem, develop a growth mindset, and cultivate empathy toward others. They are encouraged to think critically, which promotes analytical thinking and problem-solving abilities. The program also emphasizes distress tolerance and emotional regulation, providing students with strategies to manage and cope with challenging emotions effectively. Leadership skills, such as communication, collaboration, and decision-making, are nurtured within the ARC program. Students are encouraged to take initiative, become self-advocates, and demonstrate leadership qualities both within the program and in their broader school community. Lastly, gratitude is another important aspect of the ARC program. Students are encouraged to cultivate a sense of appreciation for their own abilities, the support they receive, and the opportunities provided to them. Students in this program receive social work services individually and in a group setting.

## **Southwest Cook County Cooperative**

The Southwest Cook County Cooperative Association for Special Education (SWCCCASE) is an organization that collaborates with member school districts in Illinois to provide specialized educational services to students with disabilities. SWCCCASE recognizes that some students require more restrictive placements to meet their unique needs. In these cases, the district utilizes the Cooperative for more specialized and restrictive placements. Additionally, SWCCCASE offers a Transition Program that focuses on preparing students with disabilities for life after high school. The Transition Program is designed to support students ages 18-22 as they transition from school to post-secondary education, and/or vocational training, employment, and independent living.

## **Separate Facility Placements**

In the event an IEP team decides that a student's needs cannot be met at Lemont High School or the Southwest Cooperative, out-of-district placements may be explored by the team in order to provide the student free appropriate public education (FAPE) in the least restrictive environment for that student.

## **Future Connections Program**

The Future Connections Program is an in-district fifth-year program, designed for students who completed their four years of high school but still require a coordinated set of activities, services, and specialized instruction in the areas of academics, employment, and independent living in order to make progress towards their post secondary outcomes as outlined in their IEPs. Students are required to attend the Future Connections program Monday-Friday when they are not in attendance for college-level courses, courses at the Wilco Area Career Center, or competitive work.

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## **Mission Statement**

*“For all students to become life-long, independent learners and productive citizens in a rapidly changing world.”*