



STUDENT COURSE GUIDE

LAKE FOREST HIGH SCHOOL



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Dear LFHS Students and Families,

Lake Forest High School is excited to share with you our course registration offerings for the 2025-2026 school year!

With both District 115's strategic planning for [Portrait of a Learner](#) well underway and the adoption of the [One Lake Forest High School Vision Statement](#), we believe our course guide offers a wide range of classes that will help build empathy; foster and develop critical thinking skills; hone communication and adaptability; promote civic engagement and citizenship; and build their confidence as learners and leaders in our world.

When registering for courses, please pay close attention to the number and types of classes that you are considering:

- *Are they all advanced coursework which will likely mean more out-of-class work?*
- *In what extracurricular activities and volunteering opportunities will you participate?*
- *Do you work or have other obligations outside of school?*
- *How many hours per week can you invest in out-of-class learning assignments?*

These are only a few of the questions you should be asking to ensure you are able to strike an appropriate balance—and we are here to support you along the way!

When teachers make course recommendations, they are considering the student's current progress and understanding of the content, with a specific focus on opportunities for growth and quality learning. It is important to note that teachers do not make a course recommendation with the belief that an "A" is a guaranteed outcome for your student. If a student struggles at some point during the semester, then LFHS teachers and staff members will certainly help. The first step is the student's reaching out directly to the classroom teacher and visiting one of our Resource Centers.

Remember that complex and challenging learning is found in many of our classes—with or without an Advanced Placement or Dual Credit label. Consider the productive and meaningful struggle that occurs when you build and then learn to play a guitar; the language of coding in both our computer science courses and Tech Campus's Cybersecurity offerings; the focus on body and health in a Strength and Conditioning course; the real-time industry experience promoted in New Media or our Business Incubator. The list goes on and on, and these and many other classes at Lake Forest High School are yours for the taking (quite literally).

Finally, our unique and comprehensive course offerings guide isn't without limits. It is important to select second and third options for electives just in case classes do not meet enrollment guidelines. Also, once you have registered for a class and confirmed your schedule, we begin building our school's sections for the 2025-2026 school year. There may or may not be room in classes to change or adjust levels, so it is important to work closely with your counselor to make the best decisions. We are all in this together.

Sincerely,
Erin Lenart, Ed.D., Principal, Lake Forest High School
Assistant Superintendent, D115

LFHS STUDENT COURSE GUIDE 2025-2026

ADMINISTRATION

Superintendent	Dr. Matt Montgomery	604-7420
Principal, Lake Forest High School, Assistant Superintendent, D115	Dr. Erin Lenart	582-7315
Associate Principal of Educational Services	Dr. Patrick Sassen	582-7363
Assistant Principal of Student Operations	Mr. Frank Lesniak	582-7736
Director of Special Education	Mr. Peter Nadler	582-7766
Deputy Superintendent: Business Services	Dr. Jennifer Hermes	604-7402
Assistant Superintendent of Teaching, Learning, and Accountability	Dr. Renée Fitzsimmons	615-4468
Chief Technology Officer	Mr. Jordan Salus	582-7730
Director of Safety and Security	Mr. Chuck Walsh	582-7445

DEPARTMENT ADMINISTRATORS

Athletic Director	Mr. Tim Burkhalter	582-7322
Assistant Athletic Director	Mr. Craig Shaman	582-7480
Deans	Mr. Johnathan Silver	582-7362
	Ms. Laura Clegg	582-7722
Director of Student Services	Mr. John Maher	582-7746
English	Ms. Kristen Carlson	582-7411
Mathematics	Mr. Jeffrey Summy	582-7779
Assistant Director of Security and Operations	Mr. Rick Anderson	582-7414
Science	Dr. Ryan Abrams	582-7702
Social Studies	Mr. Stephen Dunn	582-7378
Student Activities (Fine and Performing Arts)	Ms. Ashleigh Malec	582-7772
Wellness, Health, Driver Education	Mr. Michael Mizwicki	582-7480

Department Chairs

Career Pathways	Steve Douglass	582-7472
Fine and Performing Arts	Melissa Doucette	582-7349
Special Education	Peter Kelly	582-7743
	Laura DeBartolo	582-7731
World Language	Andrea Serrato	582-7488

Counselors	Phone Extension 847.582. ---	Class of 2026	Class of 2027	Class of 2028	Class of 2029
Ms. Laura Stetson	7324	CR-GE	CE-GA	CH-FL	A-DA
Ms. Brittni Tengler	7357	GI-KA	GI-JA	FO-HE	DE-G
Ms. Maureen (Molly) Lamick	7383	KE-MA	JE-MA	HI-L	H-K
Ms. Elizabeth Hannon	7346	MC-P	MC-P	M-O	L-MO
Mr. Dan Panfil	7358	Q-SR	Q-ST	P-SC	MU-R
Ms. Megan Miles	7344	ST-Z	SU-Z	SE-Z	S-Z
"For class of '26 A-CA, , '27 A-CE and '28 A-CH, please contact the Counseling department assistant at 847-582-7388 to determine the assigned counselor."					

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Registration

Lake Forest High School strives to provide all students with options to take engaging courses that contribute to their academic, social, and emotional growth and development.

General Expectations of Students

The Portrait of a Lake Forest High School Learner represents a student who communicates effectively, exhibits confidence, demonstrates adaptability and empathy, and thinks critically. Each of these skills and values is important when students consider courses for the following academic year, when they approach faculty and staff about academic concerns, and when they encounter challenging work in the classroom.

1. Students are highly encouraged to enroll in courses that represent their next level of academic challenge and allow them to effectively manage their workloads.
2. Students should ideally work with teachers to resolve academic issues. If there is an academic concern, students should meet and discuss it with their teacher. Students can request additional support from their Counselor, Case Manager, Dean, or Social Worker. If the concern is unresolved after such a meeting, the "[Lake Forest High School Communication Flowchart](#)" should be followed.
3. Students who struggle academically are expected to seek academic assistance. This includes speaking to the classroom teacher and accessing the [range of supports](#) offered, including Personal Learning (PLT) and Resource Centers.

Course Enrollment

All students are required to register for a minimum of five classes as well as a Wellness class each semester. With a Wellness/Athletic waiver, junior and senior athletes who are participating in IHSA sports may be assigned to an athletic study hall in lieu of taking a Wellness course.

Adding a New Course

To add a new course, the student must make this request prior to the end of the 5th pupil attendance day of school for each semester. Requests not meeting the timeline will be rejected.

Course Recommendations/Placement

For Incoming 9th Graders

Students will be placed in course levels based on a placement recommendation from the Instructional Directors within each respective [Academic Department](#). This recommendation is made based on multiple data points, including standardized test scores, current and previous grades, middle school teacher feedback, and counselor and family input. For multilingual learners and students supported through IEPs, consultation with departmental staff will be required as part of the process prior to recommendations becoming finalized.

Course Override Procedures (For Incoming 9th Graders)

Families that wish to override a course recommendation must 1) contact the Instructional Director to discuss, and 2) complete the [Course Override Consent Form](#), and 3) submit it to the Instructional Director prior to the registration deadline. **Please note: Students who complete a Course Override Consent Form are committing to remain in the course until 5 days after the end of the first quarter.**

Course Recommendations/Placement

For Current Students

Students will be recommended for course-level placements by their current teachers in collaboration with the student. This recommendation is made based on multiple data points, including the teacher's observation of skills, current grades, course sequences, and Counselor and student input. For multilingual learners and students supported through IEPs, consultation with departmental staff will be required as part of the process prior to recommendations becoming finalized.

Course Override Procedures (For Current Students)

Families that wish to override a course recommendation must 1) contact the Instructional Director to discuss, and 2) complete the [Course Override Consent form](#), and 3) submit it to the Instructional Director prior to the registration deadline. **Please note: Students who complete a Course Override Consent Form are committing to remain in the course for the entire semester. Further, students will receive a semester grade for the course.**

Accelerated Placement

District 115 engages in accelerating student placement (where appropriate), advancing the District's goal of providing educational programs with opportunities for each student to develop their maximum potential.

[Board Policy 6:135](#)

Level Change Procedures

Level changes will only be considered after students have communicated with the teacher and accessed the [range of supports](#) LFHS offers. Level changes will be kept to a minimum and are on a space-available basis. When a level change is warranted and there is no space available in current courses, alternative options will be provided to the student.

Level changes will be prioritized for those impacted by one or more of the following: 1) completion of summer school bridge courses, (2) course failures, and (3) needs associated with a student's disability and/or multilingual language status. All level change requests must be initiated by five days after Parent Teacher Conferences or the end of the 1st or the 3rd quarter, whichever comes later. These need to be approved by the Instructional Director.

Grade Transfer Procedures

When students switch from one instructional level to another, they will maintain the grade from their previous course unless otherwise determined by that Academic Department policy.

Dropped Course Procedures

A student may drop a semester course without penalty if done by the 14th week of the semester. If a student drops a 5th course, the student, including seniors, will be assigned to a study hall.

In the event that a student drops a course from their schedule, a designation will be made on the student transcript as follows:

- No indication will appear if the course is dropped before the last date.
- "W" — Withdrawal — if the course is dropped after the drop date and approved by the Director of Student Services, then the "W" will appear on the student's transcript.

External Credits

Credits earned from other institutions, including online, virtual, and collegiate may be applied toward graduation requirements while a student is enrolled in District 115 under the following conditions:

1. Students may receive a maximum of two (2) full external credits. Earning additional credits over two may be approved by the Superintendent or designee in extenuating circumstances.
2. Students must maintain a minimum course load of 5 credits and Wellness while taking courses from an external institution unless granted part-time status, pursuant to District 115 policy 7:40.
3. Approval for external credits must be granted in advance by a designee of the Superintendent. The course should be offered by an institution other than District 115 and accredited by regional accrediting associations or the State Department of Education.
4. External credits are designated 'T' on student transcripts and do not impact a student's District 115 G.P.A.
5. The student or parent(s)/guardian(s) assume responsibility for all fees or other costs such as, but not limited to, tuition, textbooks, transportation, and housing.
6. Administrative procedures to Board Policy 6:310 are stated in the Student Handbook and Student Course Guide.

Approval of External Credit Procedures

Prior to taking the course:

- The student completes and submits an "[External Credit Application](#)" to the Counselor.
- The student attaches the course description and/or syllabus (preferred) to the application as well as a statement explaining the reasons for taking the course outside of Lake Forest High School.
- The application is reviewed by the appropriate department administrator and the Director of Education Services and is approved or disapproved.

- A copy of the approved/disapproved application is then given to the student, their counselor, and the Registrar to be placed in the student's cumulative folder.
- The student may appeal a denial of their application for external credit to the Principal.
- When the student completes the previously approved external course, they will have an official copy of the transcript sent to the Registrar at LFHS to have the credit posted to their transcript.

Note: Acceptance of credit for work submitted post hoc without prior written approval by Lake Forest High School is not guaranteed.

Final Grade Procedures

Final grades are a reflection of the student's comprehensive understanding of the required learning. Teachers review all final grades to ensure that they are reflective of the student's comprehensive understanding of the required learning. All questions and concerns about assessments should occur when the assessment is returned. Please do not ask teachers to round grades or reconsider earlier assessments at the end of the grading periods. PowerSchool already rounds grades. The exception to a grade reconsideration is if a calculating error exists.

GENERAL INFORMATION

Grading and Reporting Grades

Lake Forest High School uses an 18-week reporting system. Each report card will contain four grades per semester – two 9-week grades, the final exam grade, and the final semester grade. Within the semester, parents and students can access student progress through PowerSchool. The semester grade is recorded on the permanent record.

Letter grades are earned as follows:

A+ A special grade that indicates unusually exceptional achievement.

A An honor grade indicating high achievement.

B An honor grade for achievement considered above normal in terms of the course objectives.

C The grade for achievement considered average in reference to course objectives.

D The grade for achievement considered below average in reference to course objectives.

E A mark indicating accomplishment of minimum objectives in a non-graded course.

F Failure to accomplish minimum objectives of a course.

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

WF Withdrawal from a course with failure

I Incomplete.

IP Individualized Placement*

E Excused, no credit.

W Withdrawal from course.

AU Audit – no grade, no credit, but appears on transcript

P Pass - A grade option selected by seniors. A "P grade is not calculated in the student's GPA

R Replacement grade – replaces a previous grade of D+ or below in the same course if higher. The higher grade impacts the GPA.

*Pending further approval and clarification

Honor Roll

The Honor Roll is reported for the fall and spring semesters. Full-time students currently taking a minimum of 5 full credit courses are eligible. Only full credit courses, those issuing a ½ credit each semester, are used to determine eligibility.

Grade Point Average

Grade point average is cumulatively computed using weighted grades. Only grades from courses taken at Lake Forest High School will be included in this computation except as noted below, or in cases where students with disabilities attend other schools pursuant to their IEPs. No external credits such as APEX or Illinois Virtual School credits will be included.

- By policy, weighting of grades is done by administrative action after the teacher has assigned a letter grade. The weighted values of the grades do not affect the report card grades.
- Grades in AP/Honors sections will have one-half point added when computing G.P.A.
- Grades in at Grade or Below Grade level courses will be computed for G.P.A. without any change.

The following Method of Computing Cumulative G.P.A. is in effect.

All courses attempted and graded are used to figure G.P.A. except:

- Audit Courses

- Driver Education
- Educational Life Skills*
- Pass/Fail*
- Wellness

Note: Point value(s) for grades are added and the total is then divided by the number of courses attempted.

*Pending further approval and clarification

Pass/Fail Procedure

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

Pass/Fail Steps

1. The course selected as Pass/Fail must be determined by the Friday following the end of the 1st or 3rd quarter. Such requests are made to the counselor.
2. Once selected, the option may not be changed to another course.
3. The student may reverse the option in order to receive a letter grade. Written notification of reversal must be made within one week of receipt of report cards.
4. If the Pass/Fail option is used, the student will receive a letter grade on the report card and a "P" or "F" will appear on the transcript.
5. Teachers will be made aware that a student has applied for the Pass/Fail option.

LFHS Common Grading Scale			
Letter Grade	Percentage	At Grade Level GPA	Honors/AP GPA
A+	98	5.33	5.83
A	93	5.0	5.5
A-	90	4.67	5.17
B+	87	4.33	4.83
B	83	4.0	4.5
B-	80	3.67	4.17
C+	77	3.33	3.83
C	73	3.0	3.5
C-	70	2.67	3.17
D+	67	2.33	2.83
D	63	2.0	2.5
D-	60	1.67	2.17
F	<59	0	0

*Grades are rounded to the nearest whole number

Graduation Requirements

Nineteen units of credit are required for graduation.

The units are divided as follows:

Required Courses

- 4 units of credit in English
- 3 units of credit in Mathematics
- 2 units of credit in Lab Science
- 2 units of credit in Social Studies: Must include Civics, Social Science, Global Studies as well as 1 unit of US History. US and IL Constitution test also required.
- Maintaining enrollment in Wellness every semester enrolled in school which includes one semester of Health and Driver Education.
- 1 unit of credit to be chosen from Art, Music, Business Education, Applied Technology, New Media, Technology Campus
- .5 unit Consumer Education.

Additional Courses

Additional courses may be selected from the entire curriculum.

Please Note:

1. Each student is required to be enrolled in Wellness each semester that he/she is enrolled in Lake Forest High School. Exemptions include:
 - a. Enrollment in Driver Ed for the first time during the school year fulfills the Wellness requirement for that Semester.
 - b. A student is enrolled in health for the first time fulfills the Wellness requirement for that semester.
2. If Driver Education is re-taken or taken in summer school, the student is not exempt from Wellness. Driver Education may be taken privately.

Early Graduation

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

1. After 7 Semesters — if all requirements listed are met by the end of the seventh semester, individual consideration will be given for graduation at this time. Approval in writing must be obtained from parents and the counselor. Students must complete the form detailing rationale for the request. The deadline for such application is the date approved and posted by Student Services – Counselors will provide an update of the student's credits and the feasibility of early graduation.

3. After 6 Semesters — students meeting requirements and wishing to graduate at the end of their junior year must follow the same procedure as outlined in #1 above. Individual consideration will be given. Deadline for applications and consideration will be the end of the third grading period of each school year.

INDEPENDENT STUDY GUIDELINES

Purpose of Independent Study Projects

Lake Forest High School provides Independent Study opportunities for students with a special interest in a subject to pursue that area of interest in detail or greater depth than the existing curriculum provides. In alignment with our Portrait of a Learner, the Independent Study promotes confidence, critical thinking, communication, adaptability, and citizenship.

Students interested in completing an Independent Study project should follow the upcoming steps to seek approval. The following guidelines will apply to each request as reviewed by departmental administration and the Course Proposal Committee.

Independent Study Guidelines

Independent Study projects:

- Are for Seniors only
- Are one semester in length
- Are worth .25 elective credits
- Receive unweighted credit only (non-Honors/AP credit)
- Will receive a final grade that will become part of the student's official transcript
- A student should only pursue one independent study per semester, or two total per year.

Timeline for Independent Study Projects

It is important to note that submission of the Independent Study proposal must adhere to the stated deadlines and approved work will be for the semester agreed upon with the advisor.

Application Process Timeline:

- Independent Study proposals are due in mid to late September. Applications may be submitted at any time during this window.
- The Course Proposal Committee will receive proposals on a rolling basis during this time.
 - *The advising teacher may be expected to respond to questions during this time.*
- Students and teachers will be notified of the proposal decision on a rolling basis.
- Students must register for their Independent Study with the counselor once accepted.

Student Expectations

- Solicit the support/help of a teacher advisor.
- The student will complete the [Independent Study Application](#).
 - A statement of purpose with clearly defined goals (established with advising the teacher).
 - An outline/overview of the reading, experiment, project, or creative production that will be pursued.
 - A schedule or timeline of the dates and times for completion (no later than end of the semester).
 - In conjunction with the advising teacher, create a timeline for evaluation.
- Be self motivated and independent with minimal supervision and assistance required.

Expectations for the Approval of Independent Study Projects

- The advising teacher will establish clear learning targets (expectations) and a timeline as a means for evaluating a student's progress.
- The student will be responsible for sharing a summary of their learning via a project for this course to their advising teacher and an assigned administrator (at minimum).
- The advising teacher must write a summative evaluation providing an assessment of the student's achievement at the end of the semester to the principal. This information will be provided to all advising teachers, as examples, upon approval. Grades are reported as "Pass." Students who do not complete their project will not have a grade recorded or maintained.

Section 504 of the Rehabilitation Act and Americans with Disabilities Act

Lake Forest High School provides an appropriate education for all students with disabilities and prohibits any discrimination against students on the basis of their disability. A student with a disability who has a mental or physical impairment which substantially limits one or more major life activities and needs special education or related aids and services is entitled to a free appropriate public education through a Section 504 Plan. Eligibility is determined through identification and evaluation procedures specified in Section 504 of the Rehabilitation Act.

A free appropriate public education under Section 504 means the provision of regular or special education and related aids and services designed to meet the needs of a student with a disability as adequately as the needs of students without disabilities are met.

While all students with disabilities who have IEPs under the Individuals With Disabilities Education Act (IDEA) are protected from disability-based discrimination under Section 504, not all qualified Section 504 students meet eligibility requirements under the IDEA.

For additional information, about Section 504 or IDEA evaluations, eligibility determinations, or services, please contact the student's counselor or the Director of Special Education.

Families in Transition/McKinney-Vento Act – Homeless Students

"Homeless" as such term is defined under Federal (the McKinney-Vento Act, 42 U.S.C. 11431) and Illinois (the Illinois Education for Homeless Children Act, 105 ILCS 45/1-1, or IEHCA) laws. Under both Illinois and federal law, school districts have an affirmative duty to identify homeless families within the district. More information about the McKinney Vento Act can be found on the ISBE website linked [here](#).

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible student") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records. Under the Illinois School Student Records Act ("ISSRA"), the right to inspect and copy records must be provided within 10 business days after the day the District's Records Custodian receives a written request, unless that timeline is extended as permitted by the ISSRA. Parents or students who wish to inspect or copy their child's education records should submit a request to the District's Records Custodian, Dr. Patrick Sassen at psassen@lfschools.net, or 847-582-7363.

The District official will make arrangements for access and notify the parent/guardian or eligible student of the time and place whether the records may be inspected, or (b) if a copy of the record(s) has been requested, to provide the copy within the required timeline.

2. The right to request an amendment of a student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA and the ISSRA.

A parent or eligible student who wishes to amend their child's or their education record that they believe is inaccurate or misleading, should write the District's Records Custodian and clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA and the ISSRA.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise the parent or eligible student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent to disclosures of personally identifiable information (PII) contained in the education records, except to the extent that FERPA or ISSRA authorize disclosure without consent.

*One exception that permits disclosure without consent is disclosure to school or District employees or officials with legitimate administrative or educational interests in the students. A school official is typically a person employed by the District in an administrative, supervisory, academic, or support staff position (including law enforcement personnel and health staff); a person or company with whom the District has contracted (such as an attorney, auditor, or collection agent); or a person serving on the Board of Education.

A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

Upon request, the District discloses education records without consent to the records custodian of another school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for the purposes of the student's enrollment or transfer. For additional information about when PII in a student's education records may be disclosed without consent, contact the District's Records Custodian, Dr. Patrick Sassen at psassen@lfschools.net, or 847-582-7363.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Note: Directory information may be disclosed without prior notice or consent unless the parent or eligible student notifies the Records Custodian in writing, before October of the current school year, that they do not want any or all of the directory information disclosed. Directory information includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Student Records Policy

Lake Forest High School has adopted a Student Records Policy consistent with the Illinois School Student Record Act of 1975. The Student Record is comprised of a Permanent Record and a Temporary Record.

The Permanent Record contains basic identifying information (including the student's name and address, birth date and place, and gender, and parents' names and addresses), academic transcript (including, grades, graduation date, and grade level achieved), attendance record, results of college entrance exams, health record, record of release of Permanent Record information, and other limited information. The Permanent Record is maintained for sixty years.

The Temporary Record contains such items as health-related information, accident reports, disciplinary information, family background information, achievement and aptitude test scores, teacher anecdotal records, reports of psychological and other evaluations, special education records, records associated with plans developed under Section 504 progress reports, schedule changes, written recommendations for college, honors and awards received, record of Release of Temporary Record Information, and other information. The Temporary Record is maintained for five years. Complete copies of the Student Records Policy are available in the office of the Registrar.

Special Education Programs & Services

Lake Forest High School District 115 provides a full continuum of services and placement for students found eligible to receive special education services under the IDEA. We are committed to providing a rigorous and supportive environment to assist all students with developing the academic, social, emotional, vocational, and life skills needed for post-secondary opportunities. The continuum of services and placements includes, but is not limited to, support in the general education environment, specialized instructional courses at Lake Forest High School or other public or private special education schools approved by the Illinois State Board of Education to serve students with disabilities, as well as related services that students may require to benefit from their special education. A significant focus of the Special Education Department is to assist students with disabilities in becoming independent, effective self-advocates in the least restrictive environment that is appropriate to meet their individual needs.

Lake Forest High School District 115 coordinates and maintains specific procedures for referral, evaluations, program and placement. Special education and related services for IDEA-eligible students are provided as outlined within a student's Individualized Education Plan (IEP).

Eligibility

Students of the District may be found eligible for special education services under the following categories:

- Autism | Deaf-Blindness | Deafness | Emotional Disability | Hearing Impaired | Intellectual Disability | Multiple Disabilities | Orthopedic Impairment | Other Health Impairment | Specific Learning Disability | Speech or Language Impairment | Traumatic Brain Injury | Visual Impairment

Special Education Services and Placement

Students found eligible for special education and related services under the IDEA may be served within a variety of educational settings. Services and placement are determined at an IEP conference based on a student's individual needs. Educational Services and placements may include: Supplemental aids and services in the general education setting, Support within General Education (Co-Taught, Supplementary Aids and Services, Co-Facilitation), Resource (Learning Strategies), Instructional Courses, Educational Life Skills, Transition Program (District 18-22 Program), NorthShore Academy (Public Day School), Private Day Residential School, or Home or Hospital Services.

Students with disabilities who do not qualify for an IEP may qualify for services under Section 504 of the Rehabilitation Act of 1973 if the child: (i) has a physical or mental impairment that substantially limits one or more major life activities; (ii) has a record of a physical or mental impairment; or (iii) is regarded as having a physical or mental impairment.

Any parent, staff member, or student may request an evaluation to determine a student's potential special education services. Written requests should be directed to the student's counselor. Additional information is available by contacting the student's counselor or the Director of Special Education.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

NCAA ELIGIBILITY RULES AND ACADEMIC REQUIREMENTS

In response to the COVID-19 pandemic, the NCAA temporarily eased initial eligibility requirements by removing standardized testing. This change will now become a permanent policy for students starting college full-time from the 2023-2024 academic year onward.

This means the NCAA will no longer require standardized testing as part of the eligibility criteria.

Your academic eligibility is based on two factors:

Core Course Requirement: You'll need to pass 16 approved NCAA Core Courses during your high school years. Exact requirements vary slightly between D1 and D2 schools.

Core Course GPA: Your GPA will be calculated based on your performance in core courses, not your entire high school transcript. The NCAA provides a core course worksheet to help, but we recommend you meet with your high school counselor too.

Did You Know? 75% of college student-athletes typically meet NCAA academic minimums. Just because you are a good student doesn't guarantee academic eligibility. Surprisingly, every year, student-athletes with 3.5+ GPAs and honors courses are declared academically ineligible due to not meeting one of the following NCAA eligibility requirements.

Although the NCAA isn't making the SAT or ACT mandatory, you may still need to take them. Some colleges continue to expect these scores for admission and specific scholarships may request them too. It's a good idea to check what each college and scholarship requires to make sure you meet all the criteria.

NCAA AMATEURISM REQUIREMENTS

Your amateur status is determined by following NCAA amateurism rules, which are in place to ensure that student-athletes do not receive compensation or benefits that could jeopardize their amateur status. Students who are enrolling at a D1 or D2 school for the first time must obtain a final amateurism certification before becoming eligible to participate in college sports.

Examples of situations that may impact a prospective student-athlete's amateur status include:

- Having received prize money (beyond participation reimbursement).
- Signing contracts or receiving benefits from agents.
- Receiving money for promoting products or services.
- Making money using their athletic ability or fame.
- Delaying full-time collegiate enrollment to compete in organized sports.

The new NIL (Name, Image, and Likeness) rules allow college athletes to earn money from endorsements and promotions while remaining amateurs. However, it's important to understand these rules, including state laws, to ensure you maintain your eligibility.

NCAA DIVISION 1 ELIGIBILITY REQUIREMENTS

For high-school athletes enrolling in college full-time in 2023-24 and beyond:

- Complete 16 core courses using pass/fail grades:
- English: 4 years
- Math (Algebra 1 or higher): 3 years

- Natural/Physical Science (Including 1 year of lab, if offered): 2 years
- Social Science: 2 years

Additional Courses

- English, Math or Science: 1 year
- English, Math, Sciences, Foreign Language, Comparative Religion or Philosophy: 4 years

Core Course Progression:

- You must complete 10 core courses by the beginning of senior year, or seventh semester. Among these 10, seven must be in the subjects of English, math or natural/physical science. This is known as the 10/7 rule.
- Earn a core course GPA of 2.3 or higher
- Graduate high school
- Receive final certification on your amateurism status via the NCAA Eligibility Center

Once you enter your senior year, the grades you've received in your core courses are "locked in" and cannot be changed. If you're currently a junior in high school, it's crucial to keep an eye on your core course count. You might need to take additional courses during the summer between your junior and senior years to meet this requirement.

NCAA DIVISION 2 ELIGIBILITY REQUIREMENTS

For high-school athletes enrolling in college full-time in 2023-2024 and beyond:

- Complete 16 core courses using pass/fail grades:
 - English: 4 years
 - Math (Algebra 1 or higher): 3 years
 - Natural/Physical Science (Including 1 year of lab, if offered): 2 years
 - Social Science: 2 years
- Additional Courses
 - English, Math or Science: 1 year
 - English, Math, Sciences, Foreign Language, Comparative Religion or Philosophy: 4 years
- Earn a core course GPA of 2.2 or higher
- Graduate high school
- Receive final certification on your amateurism status via the NCAA Eligibility Center

NCAA DIVISION 3 ELIGIBILITY REQUIREMENTS

Division 3 schools are responsible for setting their own academic eligibility rules. If you are going to be competing for a D3 institution, or if you are unsure what division level you'll be competing at, you can start with a [free NCAA Profile page](#). If you do decide to pursue a D1 or D2 program, you can always transition to a Certification Account later.

ACADEMIC SUPPORTS

Enriched Study: 0.25 credit

Prerequisites: Recommendation by the Core Team

Course Number: 6521/6522

Grades: 9 10 11 12

The purpose of this voluntary intervention strategy is to provide assistance and support to students in achieving their academic goals. Students will be coached to become more effective learners by working towards goals established by CORE. Students will receive regular feedback from their instructor regarding their goals. Students typically exit from this intervention strategy by achieving their goals and demonstrating the ability to be successful independently. Students may only continue their Enriched Study class as long as they are actively engaged in and committed to their goals. Organization, study skills, and test taking skills are emphasized. Students are reevaluated each semester to determine if Enriched Study is still an appropriate intervention.

English Workshop: 0.5 credit

Prerequisites: Counselor referral

Course Number: 6601/6602

Grades: 9 10 11 12

Students whose native language is other than English will integrate skills that emphasize reading comprehension, written skills, oral communication, and vocabulary building in their academic courses. Students will apply effective study skills, build self-advocacy, and focus on executive functioning.

Scout Seminar: 0.25 credit

Prerequisites: None

Course Number: 6581/6582

Grade: 9

This course is designed to support freshman students in their academic transition to high school and to foster their sense of belonging and connectedness. In the environment of a structured study hall, a certified staff member will serve as a mentor and advocate for students. Students will learn executive functioning skills including organization, study skills, and test taking skills. A classroom teacher will mentor students to help them set and achieve their academic goals by implementing and reflecting upon the strategies learned in this course. The classroom teacher will be an advocate for each student and help them find needed academic support and extracurricular opportunities to participate in the school community. Students will also receive enrichment in college readiness skills.

Strategic Math 1: 0.5 credit

Prerequisites: Administrator Referral

Course Number: 6551/6552

Grades: 9 10 11 12

This course is recommended for the entire year, but can be taken for one semester, based on a student's needs. This course provides identified students with intensive, targeted algebraic and numeracy instruction in order for them to be more successful mathematics students. Students will focus on practices that will allow them to reason abstractly and quantitatively through problems successfully through whole class, small group, and individual instruction. Additionally, students will take part in pre-teaching, foundational skills assessment and development, as well as a skill fluency, in order to help accelerate their mathematical learning. Those who enroll in the course will participate in learning skills related to expressions and equations, seeing structure in expressions, and reasoning with/creating equations.

Strategic Math 2: 0.5 credit

Prerequisites: Administrator Referral

Course Number: 6571/6572

Grades: 9 10 11 12

This is a semester-long support course, but can be taken for both semesters based on the student's needs. This course provides support for students who want to achieve higher levels of algebraic understanding in a second year Algebra course. The students will focus on both developing fluency in targeted algebraic skills as well as expanding their strategies for implementing these skills. These skills range from (but are not limited to) interpreting the structure of an expression to writing expressions in equivalent forms to solve problems. Similar to Strategic Math 1, students will take part in pre-teaching, foundational (algebra) skills assessment and development, as well as develop (algebra) skill fluency, in order to help accelerate their mathematical learning in a second year Algebra course taken in tandem.

Strategic Reading 1: 0.5 credit

Prerequisites: Administrator or Reading Specialist Referral

Course Number: 6501/6502

Grades: 9 10 11 12

Students recommended for this course have identified decoding gaps that will be targeted specifically through a research-based intervention program. Consultation and data collection through the reading specialist, psychologists, or other individuals will guide placement decisions for this course.

This general education credit intervention course provides identified students with intensive, targeted word learning and reading instruction in order for them to be more successful readers and writers in their academic courses. Students will focus on word recognition and decoding skills, vocabulary expansion, reading fluency, and spelling skills through targeted approaches, which could include whole class, small group, or individualized instruction. This course will be offered as a year-long lab experience (students meeting with a reading specialist on a flexible, mutually agreed-upon schedule) or as a year-long classroom experience. The course structure is determined by the reading specialist's assessment of students' needs.

Strategic Reading 2: 0.5 credit

Prerequisites: Administrator or Reading Specialist Referral

Course Number: 6511/6512

Grades: 9 10

This semester-long support course is designed for identified students seeking to achieve higher levels of comprehension of complex texts. The students develop content-area reading strategies, set personal reading goals, and then map their progress toward achieving those goals; they also spend time building vocabulary and word knowledge, practice note-taking skills, and increase their reading stamina. The teacher assesses each student's needs at the beginning of the course and designs lessons to meet the needs of all in the class. Some class time will be spent looking at special circumstances for reading, such as ACT or other standardized tests.

Students may enroll for 1 semester or 2 semesters for general education credit each semester. Students are regularly asked to check in with the teacher regarding their reading in other courses to reflect on what strategies they are using most effectively.

Strategic Reading 3 Laboratory: .25 credit

Prerequisites: Strategic Reading 1 or 2 and Reading Specialist or Administrator Referral

Course Number: 6531/6532

Grades: 10 11 or 12

Strategic Reading 3 Lab builds on skills and habits of mind that students have acquired in Strategic Reading 1 or Strategic Reading 2. Students enrolled in this lab experience will meet with a reading specialist on a flexible, mutually agreed-upon schedule during part of their study hall (or Learning Strategies course if applicable) to continue building reading skills and strategies or to build writing skills related to reading tasks within their academic courses. Students and specialists will set quarter goals individually and monitor student progress toward those goals. Students can be working on a variety of skill sets or habits of mind related to reading: comprehension strategy work, fluency, writing about text (i.e., analysis essays or DBQ's), word attack strategies, note-making or annotating for understanding, or other meaning-making activities to support work in their core academic classes.

Students in this course will have completed Strategic Reading 1 or Strategic Reading 2.

Work Study Internship: 0.5 credit or 1.0 credit

Prerequisites: None

Course Number: 6311/6312

Grades: 11 12

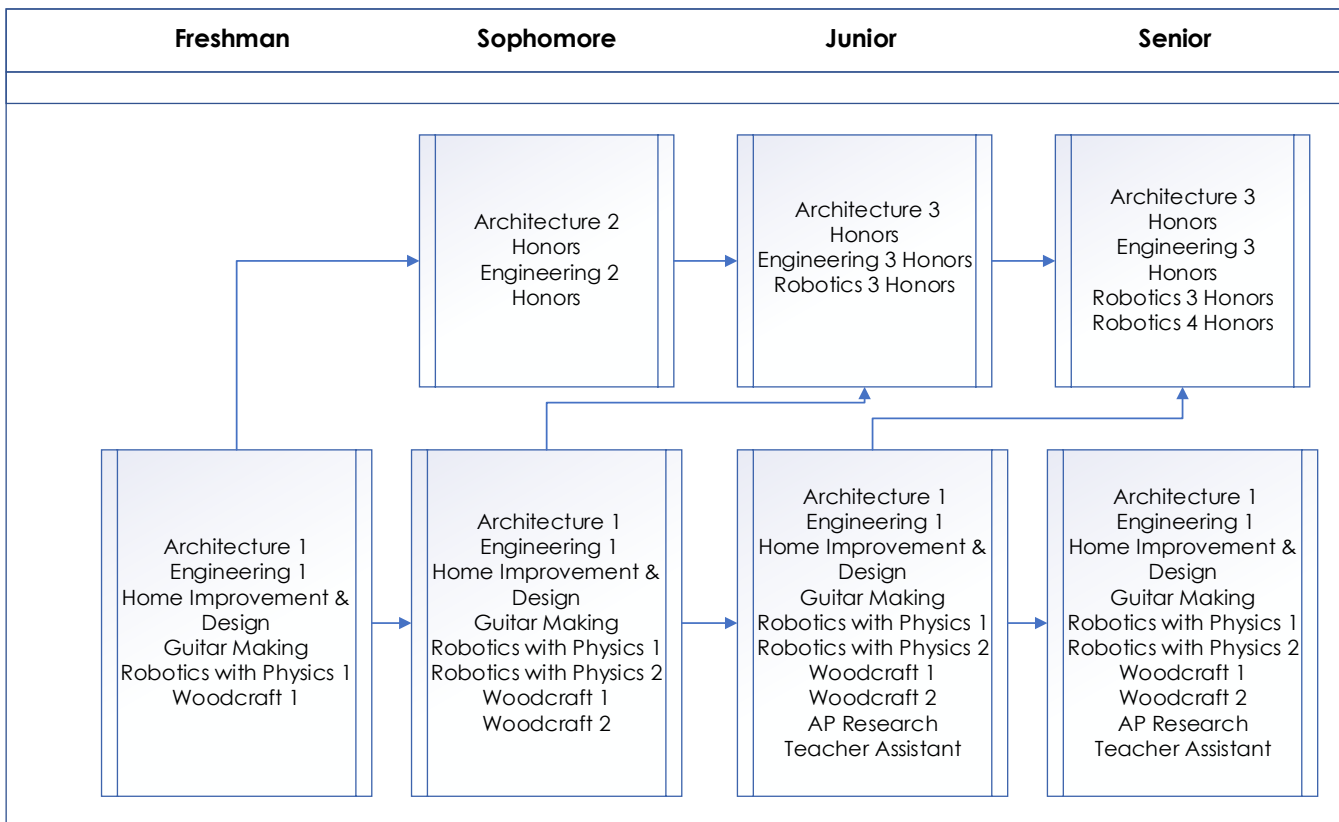
Work Study Internship offers students the opportunity to earn high school credit for competitive employment. Students will need to complete an application and an interview as part of the internship expectations. Students will be required to meet and complete assignments at least two times per month during the school day to monitor and assist with maintaining competitive employment. Students will be assisted in finding and maintaining a competitive job in the community related to their transition plan. The amount of credit is determined by the number of hours worked with a maximum of 2 credits per year. Ten hours of weekly paid competitive employment earns 0.5 credit per semester. Twenty hours of weekly paid competitive employment earns 1.0 credit per semester.

CAREER PATHWAYS

The Career Pathway department represents many of the unique experiential learning possibilities at LFHS within New Media, Business and Applied Tech. Students can start their journey to find their passion as a Freshman in Entrepreneurship, Woodshop, Architecture, Engineering, New Media, and many more. These hands-on electives provide students with relevant experiences right away in a variety of unique, professional spaces around the school. We encourage students to explore their interests in a variety of spaces, taking advantage of as many amazing offerings within Business, Applied Tech and New Media as possible over their four years at the High School.

APPLIED TECHNOLOGY

Through our Applied Tech classes our students discover how impactful their hands and minds can be as they create meaningful and professional work through a relevant project-based curriculum. Students engage a variety of tools, skills and knowledge to stretch themselves creatively while taking on real world problems. The goal is for students to work effectively as individuals, and within a team, to be strong members of our community while building an array of problem-solving skills.



Architecture 1: 0.5 credit

Prerequisites: None

Course Number: 5701/5702

Grades: 9 10 11 12

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

Architecture 2 Honors: 1.0 credit

Prerequisites: CAD Architecture 1

Course Number: 5730

Grades: 10 11 12

An extension of CAD Architecture 1, this course focuses on the working representations of basic floor plans, presentation drawings, and floor plan portfolios using the most recent form of Auto CAD and Architectural 3D. Topics include building codes, reading blueprints, designing commercial buildings, client additions, 3D perspectives, and construction technology.

Architecture 3 Honors: 1.0 credit

Prerequisites: CAD Architecture 2

Course Number: 5760

Grades: 11 12

In this continuation of CAD Architecture 1 and 2, students gain a broader understanding of the role of an architect through research, responsibility, and in-depth study of working floor plans. Topics include working floor plans, detail plans, client portfolios, door and window schedules, cost estimates, material lists, and scale models.

Engineering 1: 0.5 credit

Prerequisites: None

Course Number: 5601/5602

Grades: 9 10 11 12

In this program students will gain an understanding of careers in engineering and how to prepare. Students will learn basic and advanced principles associated with design, and engineering using advanced Computer Aided Drafting software and 3D printing technology.

Engineering 2 Honors: 1.0 credit

Prerequisites: CAD Engineering 1

Course Number: 5610

Grades: 10 11 12

Students apply both basic and advanced principles associated with design and engineering as they work through several engineering design problems that require research and calculation for prototypes developed in class. Students use advanced CAD software, civil engineering simulation software, 3-D Printers, and prototype development. Engineering topics to be explored include mechanical, civil, electrical, aeronautical, marine, thermal, and automotive.

Engineering 3 Honors: 1.0 credit

Prerequisites: CAD Engineering 2 Honors

Course Number: 5770

Grades: 11 12

In this course students are free to propose a design problem of their choice. The problem should focus on one major field of study such as mechanical, civil, or electrical engineering and apply those concepts within the design and testing of the solution. Students will work throughout the semester to design and develop their solution following the 8-step design loop.

Home Improvement and Design: 0.5 credit

Prerequisites: None

Course Number: 5781/5782

Grades: 9 10 11 12

This course covers a variety of topics including the safe use of tools, electrical house wiring, home maintenance and repair, principles of real estate, construction techniques, drywall installation/repair, plumbing, the use of fastening and measuring devices, interior finishing, and decorating design principles. This course may be repeated for credit.

Woodcraft 1: 0.5 credit

Course Number: 5801/5802

Prerequisites: None

Grades: 9 10 11 12

Woodcraft 1 is designed for the student who wants to gain skills in the fabrication of wooden furniture and other items made of wood. Topics include safety in the use of woodworking machines and hand tools, simple joinery and gluing, and surface preparation and finishing. Students are required to design and build a table as their first project, with the option of additional free choice projects as time allows.

Woodcraft 2: 0.5 credit

Course Number: 5811/5812

Prerequisites: Woodcraft 1

Grades: 10 11 12

In Woodcraft 2, students develop more complex woodworking skills. Project emphasis is on complex joinery and panel door construction.

Guitar Making and Technique: 0.5 credit

Course Number: 5561/5562

Prerequisites: None

Grades: 9 10 11 12

This course is an interdisciplinary offering from the Applied Technology and Music departments. Students will make and learn to play their own electric guitar. Lab activities which integrate concepts and ideas from science, technology, engineering, art, and mathematics are part of this curriculum. This course satisfies 0.5 of the 1 elective credit graduation requirement.

Robotics 1 with Physics 1: 1.0 credit (0.5 Science/0.5 Applied Tech)

Course Number: 5870

Prerequisites: None

*NCAA Grades: 9 10 11 12

This STEAM course is an interdisciplinary offering from the Applied Technology and Science Departments. In this year-long course, students will consider robotics from both a theoretical and applied perspective. A major focus of the course will be building, coding and programming robots to complete particular tasks. This course will require students to utilize science concepts such as the laws of motion, velocity and acceleration, force, weight, energy transfer, work, power and simple machines. Through hands-on lab experiences, students will apply and reinforce ideas from mechanics and mathematics, as well as learning new ideas from technology and engineering. Students will earn 0.5 Applied Technology credit and 0.5 Science credit for this course.

Robotics 2 with Physics 2: 1.0 credit (0.5 Science/0.5 Applied Tech)

Course Number: 5880

Prerequisites: Robotics with Physics 1

*NCAA Grades: 10 11 12

This STEAM course is an interdisciplinary offering from the Applied Technology and Science Departments, and builds on the experience and learnings of Robotics with Physics 1. In this year-long course, students will go beyond the mechanics they learned in Robotics with Physics 1 to electricity, circuits, and magnetism. Students will complete lab experiences to apply and reinforce ideas from science, mathematics, coding and programming. Students will also utilize engineering design problem solving to create solutions to complex problems. Students will earn 0.5 Applied Technology credit and 0.5 Science credit for this course.

Robotics 3 Honors: 1.0 credit

Course Number: 5930

Prerequisites: Robotics with Physics 1 and 2

Grades: 11 12

In this course students are free to propose a design problem or problems of their choice. The problem(s) should focus on the field of Robotics and Technology integrating Robotic design, coding, programming, 3D design, CNC machinery, and graphic design. These concepts will then be applied to design, testing, and redesign of a Robotic solution following the 8-step design loop.

Robotics 4 Honors: 1.0 credit

Course Number: 5890

Prerequisites: Robotics with Physics 1, 2 and 3

Grades: 11 12

In this course students will propose a high-level design problem or problems of their choice. The problem(s) should integrate Robotic design, coding, programming, 3D design, CNC machinery, and graphic design. Concepts will

be applied to design, testing, and redesign of a Robotic solution following the 8-step design loop. Students in this course will also mentor and lead other robotics students with their project experience and knowledge.

AP Research: 1.0 credit

Course Number: 6620

Prerequisite: AP Seminar in grades 10 or 11

Grades: 11 12

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words and a presentation with an oral defense. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students should register for AP Research within the Academic Department that will be the focus of their academic work. Furthermore, the availability of this research opportunity is dependent upon both student interest and the availability of a Lake Forest High School faculty member to mentor the research project.

Teacher Assistant: 0.25 credit

Course Number: 4860

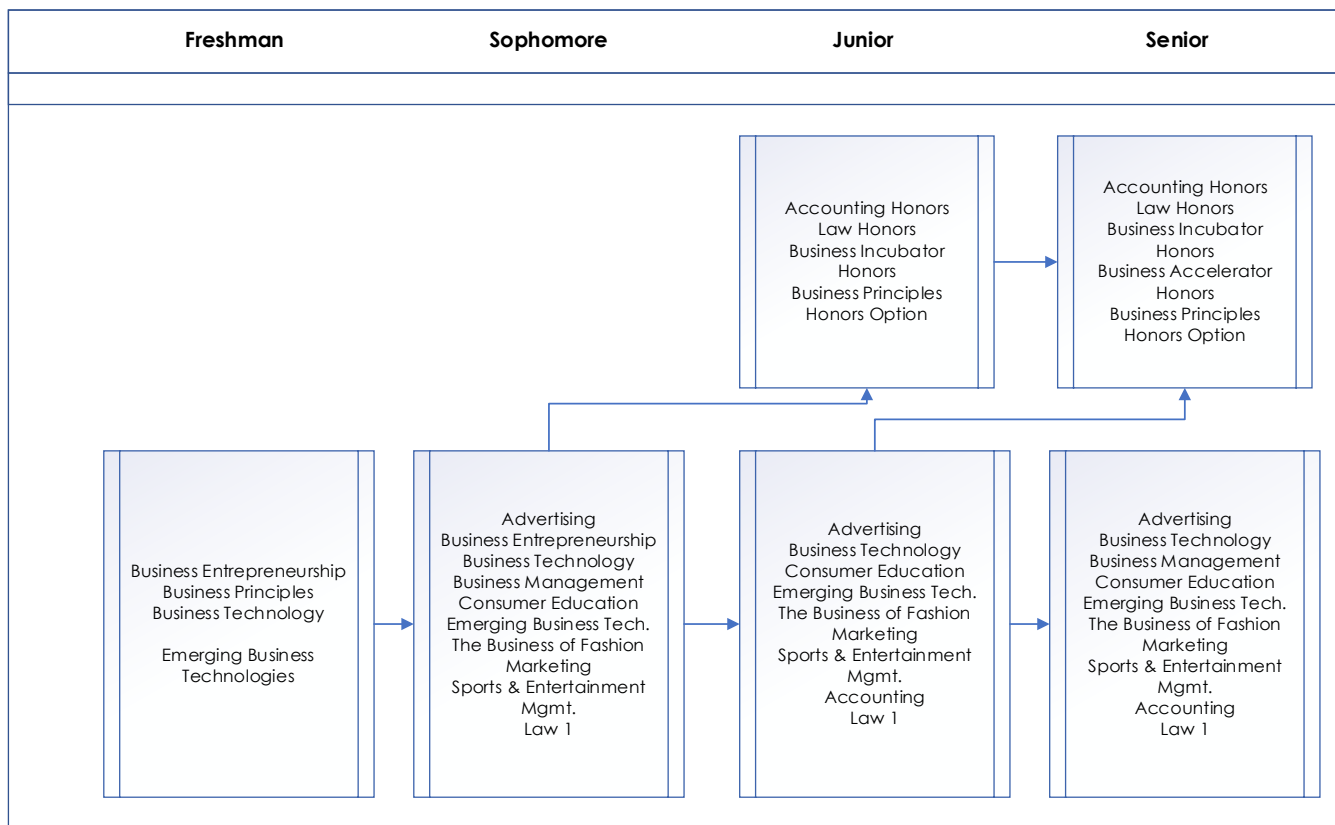
Prerequisites: An application and a teacher recommendation are required. Limit 2 per class

Grades: 11 12

This course is designed to expose students to a wide variety of educational classroom responsibilities. Students will be assigned duties by their teacher, including providing students with extra assistance in a small or large group setting, leading classroom activities, and giving support where needed.

BUSINESS

The Business department offers relevant, experiential courses based on project based learning that develop critical thinking, collaboration and financial literacy skills that are essential for the current and future job market. Students can begin their journey in multiple Business related Career Pathways, exploring Entrepreneurship, Law, Accounting, Marketing and Personal Finance. Students can engage in Dual Credit and Honors courses in all of these Pathways to better prepare them for their professional journey. Experiential learning is at the core of all of our curriculum and our local and national partnerships give students the unique opportunity to seek, validate and understand their next steps more concretely while at the High School.



Advertising: 0.5 credit

Prerequisite: None

Course Number: 5071/5072

Grades: 10 11 12

This course is a unique opportunity for students to dive into a highly competitive area of business that is only touched on in our other classes. Students in Advertising will look at the psychology behind consumerism as well as the different strategies used in all forms of media including print, television, radio, and social media. Students will leave the class with an understanding of the strategies advertisers use to reach and persuade consumers to consume. This project-based class covers topics such as the history of advertising, understanding demographics, the elements of advertising, the power of a tag line and product positioning and placement.

Business Entrepreneurship: 0.5 credit

Prerequisites: None

Course Number: 5011/5012

Grades: 9 10 11

This course provides students with a broad understanding of entrepreneurship, stock market investments, business operations, and the skills required to successfully create and manage an organization. Emphasis through the first

six weeks will focus on the qualities of an entrepreneur, the different forms of ownership, and the stock market. The remaining time provides students with an actual business workshop where they administer a business, elect officers, issue stock, and conduct daily business activities.

Business Management: 0.5 credit

Course Number: 5211

Prerequisites: None

Grades: 10 11 12

This course is designed to give students an understanding of the fundamentals of business and will help prepare them for post-secondary studies and careers in a business environment. Students learn the foundations of business management theories, strategies, and processes. Students develop an awareness of global changes and their impact on business, and they develop skills in decision making, communication, motivating teams, leadership, strategic planning, organizational design, and the interdependence of different business functions. There is an emphasis on teamwork and producing work that addresses authentic business problems using documentaries, news programs, business case studies, and student-driven research.

Emerging Business Technologies: 0.5 credit

Course Number: 5082

Prerequisites: None

Grades: 9 10 11 12

In this course, students will learn about the significant role of computers and technology in the workplace and society. Students will be introduced to concepts addressing best practices for creating a digital presentation, how to collect, analyze, and disaggregate data, build websites, and learn basic coding and programming principles. This hands-on course is for students wanting to learn the basics of productivity software, including word processing, surveys, spreadsheets, and presentation software, using both the Google and Microsoft platforms. Students who take this course will learn specific skills that will help them in all courses taken at LFHS, future courses in higher education, and in all jobs in the workplace.

Business Incubator Honors: 1.0 credit

Course Number: 5490

Prerequisites: None

Grade: 11

This course is designed to get students excited about becoming true entrepreneurs. Students create and fully develop their own product and service. Real-world entrepreneurs and business experts from the community serve as coaches and mentors to guide student teams through the process of ideation, Business Model Canvas development, and market research. Over the course of the year, students learn about marketing, finance, market sizing, channel development, how to run experiments on their Business Model Canvas, customer segmentation, pricing, web development, and legal aspects of running a business. First semester concludes with students conducting a Minimum Viable Product presentation to the LFHS Foundation Incubator Board in order to secure funding to test their product. Second semester will focus on the development of their business idea in order to gear up for Pitch Week. Pitch Week fires up the entrepreneurial spirit by putting student teams in front of actual investors to pitch their product/service idea with the possibility of being awarded funding that will help turn their business plans into reality during their senior year. This course meets the Consumer Education requirement.

Business Accelerator Honors: 1.0 credit

Course Number: 5540

Prerequisite: Business Incubator Honors/Department Approval

Grade: 12

The Business Accelerator course is a course that students can only enroll in if they receive funding to implement the business they created in the Business Incubator Course. Focus in this course is on scaling the business that was pitched to investors at the end of the Business Incubator Course. Students will run their business for the full school year. Areas of importance include, incorporating the business, project/time management, opening a business bank account and managing funds, conducting quarterly investor presentations, developing a marketing plan, developing a sales playbook, working with financials of the business and an accounting management system, acquiring customers, doing presentations to potential customers, website development, production management, prototype development, and fully running the business that was created in the Business Incubator Program.

Business Principles: 0.5 credit (dual credit option)

Course Number: 5400

Grades: 9 10 11 12

Prerequisite: Students need to meet the College Reading and Writing requirement. They can do that by having three semesters of a 3.0 unweighted GPA, having a PSAT or SAT score of 470 or above, or they can take the DSP ([a link to a guide that explains the Directed Self-Placement process](#))

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

Dual Credit: Students will have the option to earn a 100-level college course credit from College of Lake County (Business 121- 3 credit hours). This option will require registration but **NO payment**.

Accounting: 0.5 credit

Course Number: 5422

Grades: 10 11 12

Prerequisites: None

Accounting is the financial language of business. This course provides students with a solid foundation in accounting by addressing the accounting theory and function of a basic business accounting system. Emphasis is on the complete accounting cycle, as well as preparation and analyzation of financial statements. This course prepares students who plan to study business in college.

Accounting Honors: 1.0 credit (dual credit option)

Course Number: 5430

Grades: 11 12

Prerequisites: None

This course is designed to give students a rigorous curriculum in accounting along with many of its applications in personal finance, personal investing (stocks and real estate), and business finance. Students use a college text, and the course replicates the first year of college accounting; this course can help guide students in their post-secondary education choices. Students study the basic accounting cycle, sole proprietorship accounting, accounting for payroll systems, the accounting cycle for a merchandizing corporation, and accounting for special procedures, such as plant assets, depreciation, and inventories. Accounting Honors provides a much more in-depth study of accounting than the one semester accounting course.

Dual Credit: Students will have the option to earn college course credit, predicated on a partnership with an accredited college/university. This option will require registration and an additional payment. This information will be given to students in the first week of the course.

Personal Finance: 0.5 credit (honors option)

Course Number: 5331/5332

Grades: 10 11 12

Prerequisites: None

Financial wealth creation and preservation are explored through curriculum topics such as consumer action, financial and resource decision making, the economy and consumer related advertising, as well as disciplined savings and investing, the magic of compounding, budgeting, saving websites and apps, extreme couponing, stocks, mutual funds, exchange traded funds, and real estate. Additional topics include credit and credit cards, income taxes, buying cars, insurance, and fraud. It is the most financially comprehensive course to fulfill the Consumer Education requirement for graduation as it prepares students for an independent financial life.

The Business of Fashion: 0.5 credit

Course Number: 5301

Grades: 10 11 12

Prerequisites: None but it is recommended to be taken in conjunction with Fashion Design & Construction

In The Business of Fashion, students will be exposed to the many evolving facets of the fashion industry in order to help them understand the scope of different fashion careers available. A variety of topics will be explored, often through the lens of group collaboration and projects. These topics will include: the history of fashion, aesthetics, marketing and branding, ethical fashion, the significant role of social media influencers, and forecasting trends.

Law: 0.5 credit (dual credit option)

Course Number: 5411/5412

*NCAA Grades: 10 11 12

Prerequisite: Students need to meet the College Reading and Writing requirement. They can do that by having three semesters of a 3.0 unweighted GPA, having a PSAT or SAT score of 470 or above, or they can take the DSP ([a link to a guide that explains the Directed Self-Placement process](#))

This course gives students a better understanding of our legal system by covering the study of criminal law. Topics include rights of an accused person after arrest, pretrial steps, trial procedures, search and seizure, defenses, gangs, bodily harm, property damage guns, alcohol, crime classes, and punishments. As part of the study of federal and Illinois jurisdictions and court systems, students take a field trip to a Cook County jail and criminal courts. This course fulfills the Consumer Education requirement.

Law Honors: 1.0 credit

Course Number: 5480

Prerequisites: None

*NCAA Grades: 11 12

Law Honors provides a comprehensive introduction to our legal system. The four areas of concentration are constitutional law, civil law, criminal law, and consumer law. Constitutional law is taught using case law with topics including the rights of an accused person after arrest, search and seizure, and student rights. Using both textbooks and Illinois statutes, students gain a better understanding of the different kinds of crime in Illinois and how the criminal law process works. Other areas of study include the federal and state court systems and the attributes of the United States trial process. This course fulfills the Consumer Education requirement.

Marketing: 0.5 credit (honors option, dual credit option)

Course Number: 5222

Prerequisites: None

Grades: 10 11 12

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

Sports and Entertainment Management: 0.5 credit

Course Number: 5231/5232

Prerequisites: None

Grades: 10 11 12

This is a one semester course that will provide an introduction into the multi-faceted sports and entertainment industry. Fundamental business skills including leadership and management, finance, law, and corporate sponsorship will be explored through the entertainment lens. Students will finance new stadiums and venues, create feasibility analyses, establish licensing and sponsorship goals for events, and determine legal consequences of copyright and trademark infringement. A variety of mediums will be used to explore the industries, and students will have ample freedom in choosing passion projects within each area of study. Instructional strategies include case studies, guest speakers- and guest Skype speakers- and field experiences. Second semester freshman may take this course, but only after having taken Business Entrepreneurship in first semester.

Teacher Assistant: 0.25 credit

Course Number: 4860

Prerequisites: An application and a teacher recommendation are required. Limit 2 per class

Grades: 11 12

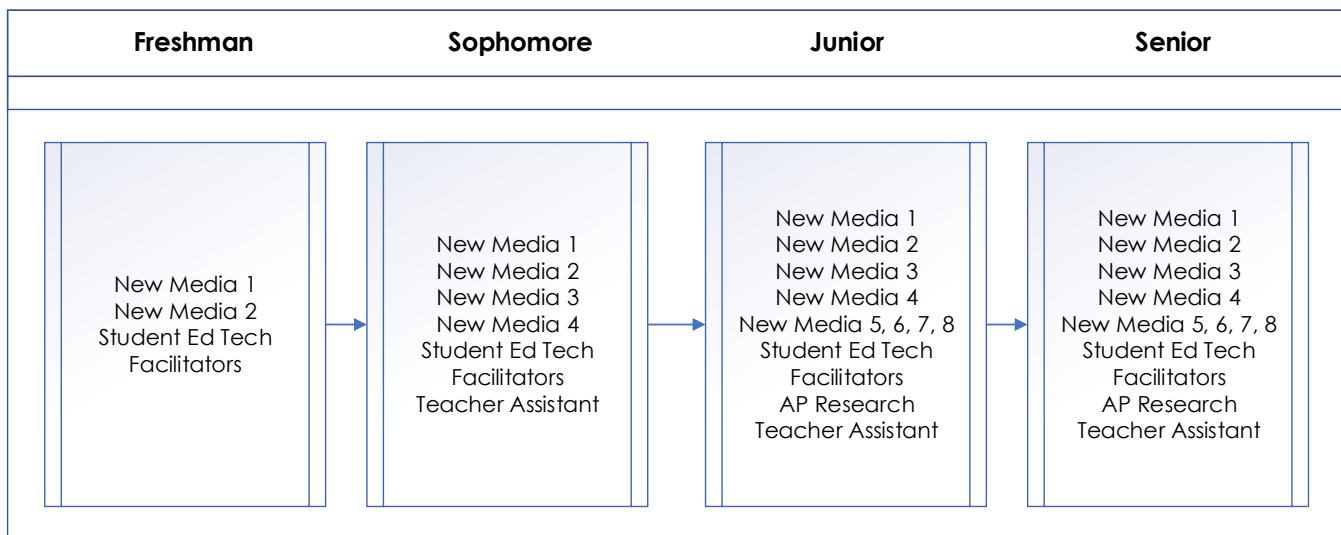
This course is designed to expose students to a wide variety of educational classroom responsibilities. Students will be assigned duties by their teacher, including providing students with extra assistance in a small or large group setting, leading classroom activities, and giving support where needed.

NEW MEDIA

New Media offers students the opportunity to learn by doing the professional video storytelling process. Students create content that is dynamic and meaningful for their specific audience. Essential skills are taught through experiential learning within a creative community that is built on collaboration fueled by peer engagement. Students learn by failing quickly through a creative process that builds confidence through quality reps.

Students learn to utilize professional tools with the help of advanced students who serve as teaching assistants, and engaging, relevant and customizable projects that challenge the individual student based on their prior knowledge and experience.

Students can take the class for one through eight semesters, earning Dual College Credit for the first 2 Semesters. Earned Honors credit is an option during all 8 semesters based on rigor, additional drafts, outside of class engagements and being a TA for their peers.



New Media 1: (dual credit option + earned honors)

Course Number: 6501/6502

Prerequisites: Teacher recommendation

Grades: 9 10 11 12

Students learn how content is produced for social media, film and TV. Freshman through Seniors start out by learning the language of visual storytelling by critically watching recently produced professional films or television series. Next, they start to replicate the process by learning the writing process, how to use cameras and edit with Final Cut Pro. Students learn as a group, but at their own pace through a collaborative relationship with a Teaching Assistant, a fellow student who provides real-time support to answer all of their questions and challenges. Students have the opportunity to learn how to use the Smartphone camera better, as well as professional DSLR and Cinema cameras through hands-on learning. Students will complete 3-5 projects in the first semester, including a Personal Video Reflection that reflects their learning and growth throughout the four months.

(New) Dual Credit: Students will have the option to earn a 100-level college course credit from College of Lake County (Digital Media & Design 111- 3 credit hours). This option will require registration but **NO payment**.

New Media 2: 0.5 credit (dual credit option + earned honors)

Course Number: 6061/6062

Prerequisites: New Media 1

Grades: 9 10 11 12

Students develop production and storytelling skills through more complex projects that rotate over a four-year cycle; new projects are developed from relevant standards set by the top Film and New Media programs in the nation. All projects follow a professional workflow process, with a pre-production ideation process emphasis on professional script writing and refined through an iterative production critique process. This begins with an instructor rough cut, peer rough draft, class draft critique and final posting to the class website, monitors around the school and possibly on the school website. Projects are designed for students to complete with minimal time outside of class. Students grow in all aspects of the productions process, including organization, responsibility with deadlines, independent work, and collaborating as part of a team. Students also serve as mentors to the first semester students by helping them learn the camera equipment and software. Outstanding students can take on advanced projects that focus on writing, directing, cinematography, producing, and editing. These are designed to prepare student's portfolios for application to top film and New Media schools.

Dual Credit: Students will have the option to earn a 200-level college course credit from College of Lake County (Digital Media & Design 233- 3 credit hours). This option will require registration but **NO payment**.

New Media 3: 0.5 credit

Course Number: 6211/6212

Prerequisites: New Media 2

Grades: 10 11 12

Students develop production and storytelling skills through more complex projects by analyzing television programs, short documentaries, and film with special attention to shot selection, editing, camera position, and character development. As students learn to utilize the communication avenues provided for them with newly developed video and audio technologies, they create messages that impact a wide audience as they cultivate a desire to produce meaningful video. Projects build in difficulty throughout the semester, emphasize different elements of the production process, and serve as the underpinnings for a final project reflecting their interest in television, documentary video, or film.

New Media 4: 0.5 credit

Course Number: 6221/6222

Prerequisites: New Media 3

Grades: 10 11 12

Working independently and in teams, students create taped video productions of Lake Forest High School activities including school assemblies, concerts, plays, and special events. The focus is on mastering pre-production planning, production shooting, and post production editing. By working together, students encourage one another to create meaningfully artistic video that moves their audience. Each group or individual project will emphasize one aspect of the production process in a professional presentation.

New Media 5 (6231/6232), 6(6241/6242), 7(6251/6252), 8(6260/6262): All Earned Honors

Course Number: Listed by Course

(3 hours of College of Lake County Dual College credit)

Grades: 11 12

Prerequisites: New Media 4, 5, 6, 7

Students develop production and storytelling skills through more complex projects that rotate over a four year cycle. Each Semester, new projects are offered that focus on different essential skills developed from relevant standards set by the top Film and New Media programs in the nation. All project prompts are then individualized to each student's next level of challenge. All projects follow a professional workflow process, with a pre-production ideation process emphasis on professional script writing and refined through an iterative production critique process. Prompts rotate focus between professional and creative projects providing students with a balance of team based challenges and creative freedom. Consistent project prompts like the opening 2 minute personal story project, Talent Show comedy, anatomy of a scene and the final Spring independent project provide students with benchmark projects to build towards each year while building and demonstrating new skills along the way.

Teacher Assistant: 0.5 credit

Course Number: 4860

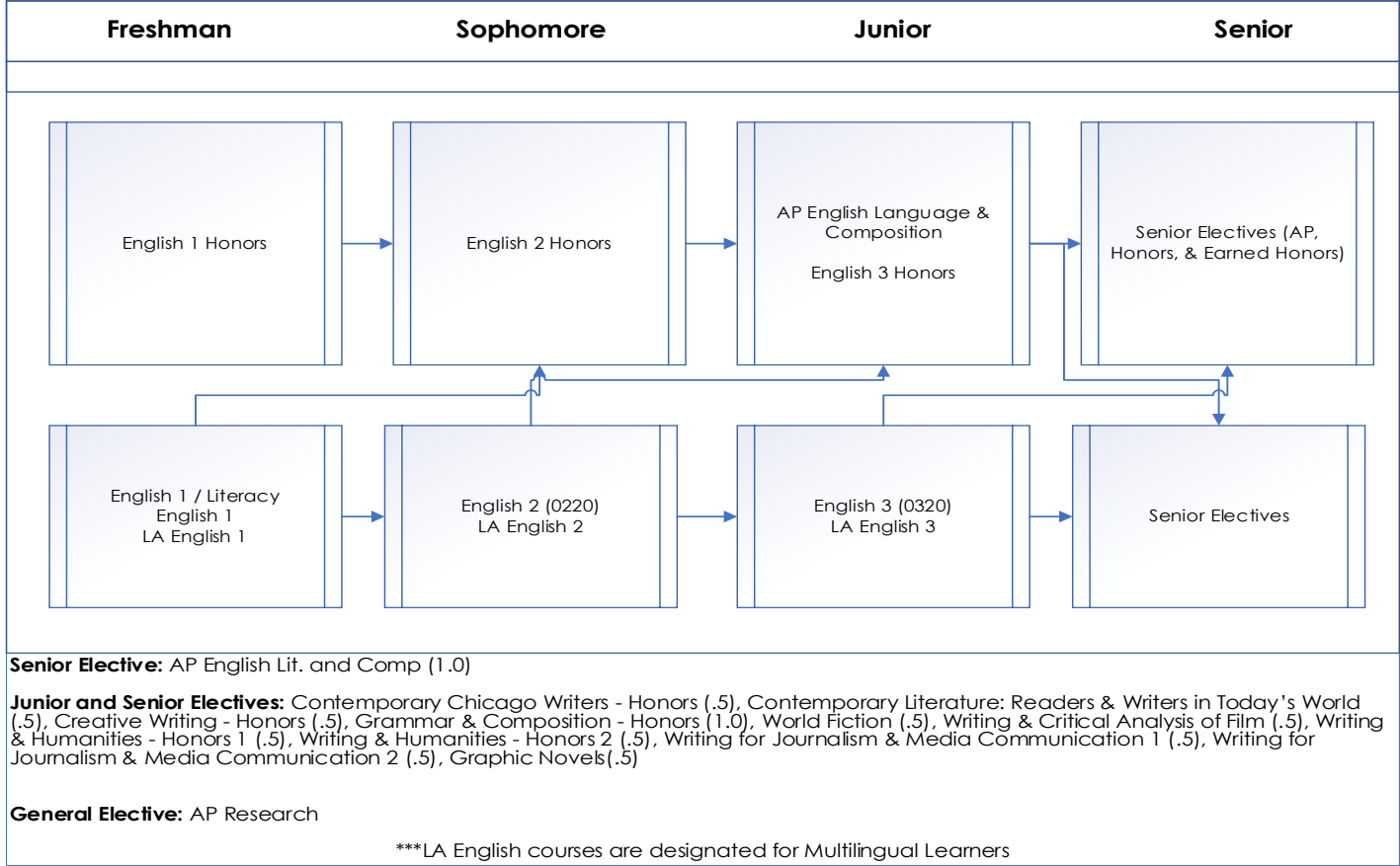
Prerequisites: An application and teacher recommendation are required. Limit 2 per class.

Grades: 11 12

This course is designed to expose students to a wide variety of educational classroom responsibilities. Students will be assigned duties by their teacher, including providing students with extra assistance in a small or large group setting, leading classroom activities, and giving support where needed.

ENGLISH

The English Department strives to create an environment and a curriculum that will foster life-long reading, writing, and learning for all students. All freshman, sophomore, and junior courses share common elements and approaches, even as the literature selections and thematic strands of study may vary from course to course. Shared Literature is the study of required texts at each grade level with the inclusion of literature reflecting multicultural and diverse perspectives. Reading Workshop rounds out the students' reading experience, offering the opportunity to pursue titles and authors of their own choosing. Analysis Writing springs from the literature and reflects student growth in critical thinking and writing competency over time. Writing Workshop is a student-centered writing program focusing on self-selected topics and offering instruction in writing technique and regular feedback from peer and teacher audiences. In addition to other forms of assessments, students produce a culminating portfolio, an authentic demonstration of their growth over time.



English 1: 1.0 credit

Prerequisites: None

Course Number: 0110

*NCAA Grade: 9

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

English 1/Literacy: 1.0 credit

Prerequisites: Concurrent enrollment in English

Course Number: 0150

*NCAA Grade: 9

This course focuses on improving literal and inferential reading comprehension for all reading-based courses, acquiring and applying an academic vocabulary, developing strategies to build stamina, organization, and argument in writing, advancing speaking and listening skills in small and large group discussion, and cultivating problem-solving strategies and resilience in learning situations. Students are assessed and evaluated throughout the year to determine progress made in their reading, writing, and speaking and listening skills. The classroom format utilizes direct instruction, discussion, independent learning, and collaborative work.

English 1: 1.0 credit

Prerequisites: None

Course Number: 0120

*NCAA Grade: 9

This course introduces students to rich and varied examples of Western literature that focus on universal themes of character and experience. A variety of texts and genres, some of them multicultural in nature, will provide the basis for student discussion and written analysis of the literature, with an emphasis on sentence, paragraph, and essay structure. A Writing Workshop program focusing on developing the student as a writer/storyteller will supplement the literature component. Integrated into this study are writing, speaking, and performance experiences designed to strengthen competency in these skills and enhance literary appreciation. Participation in regular Reading Workshop encourages reading fluency, personal choice and accountability, and the enjoyment of self-selected titles.

English 1 Honors: 1.0 credit

Prerequisites: None

Course Number: 0130

*NCAA Grade: 9

This course introduces students to the origins of literary forms and motifs in Western literature. Students examine stories from the Bible, focusing on its literary qualities, and Shakespearean drama, exploring either *Romeo and Juliet* or *Julius Caesar*. These required units of study will be augmented by a selection of additional contemporary, traditional, and multicultural texts chosen by the teacher. Throughout the course students learn the importance of structure when interpreting literary forms and note the recurrence of archetypal characters, experiences, and themes. They develop their ability to think critically and employ this skill in their writing as well as in class discussions and oral presentations. Creative and analytical writing are supplemented by a Writing Workshop program that encourages and guides the student towards development of a personal writing voice. In addition, Reading Workshop offers students the opportunity to explore reading through self-selected titles.

English 2: 1.0 credit

Prerequisites: None

Course Number: 0220

*NCAA Grade: 10

This course centers on the question of "What is the American experience?" It provides students with an overview of American literature, focusing on the importance of the individual in society, the relationship of the individual to society, and the complexities of the American experience. A selection of required texts in various genres, as

well as a multicultural text, gives students the opportunity to explore these themes from varying perspectives throughout the year. Students develop writing skills through analytical papers and a workshop-centered creative writing program. They gain experience in public speaking through the preparation and presentation of a persuasive speech. Through Reading Workshop, students pursue independent reading choices. A Special Education version of this course is available by IEP team decision.

English 2 Honors: 1.0 credit

Prerequisites: None

Course Number: 0230

*NCAA Grade: 10

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

English 3: 1.0 credit

Prerequisites: None

Course Number: 0320

*NCAA Grade: 11

In this course students examine the following central questions: "What does it mean to be human, and what is the best way to live?" Novels, short stories, plays, and poetry - spanning a variety of literary traditions - provide students the opportunity to explore these questions from different perspectives. The course focuses on listening and speaking skills through group reading, informal class discussions, and multimedia presentations. Through explicit analytical writing instruction, students continue to develop skills in formulating arguable claims, selecting effective evidence, and organizing coherent arguments. The students' study of personal writing through the Writing Workshop component of the class enhances their understanding of organization, unity, precision of expression, and the development of a writer's voice. In Reading Workshop, students develop independent reading tastes while exploring diverse genres and writing styles. A Special Education version of this course is available by IEP team decision.

English 3 Honors: 1.0 credit

Prerequisites: None

Course Number: 0330

*NCAA Grade: 11

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

AP English Language and Composition: 1.0 credit

Prerequisites: None

Course Number: 0340

*NCAA Grade: 11

In this course students analyze the rhetorical and stylistic tools of a broad range of writers, examining not only what they argue but how they argue it. Students compare the strategies and techniques that particular authors employ to achieve their purpose and then utilize those methods as models for their own compositions. Writing in a variety of modes – narrative, argumentative, expository, and analytical – the students use the recursive writing process to develop highly analytical, cohesive, and effective essays, achieved through the Writing Workshop structure. The students learn to write confidently and purposefully without relying on a formulaic methodology; rather, they develop a voice and a structure appropriate to the purpose, audience, and subject of the writing. Furthermore, the different forms of visual media serve as another source for the study of rhetoric. Students recognize the arguments inherent within photographs, films, paintings, advertisements, and pamphlets and

consider the strategies behind those arguments. Overall, this course is designed to sharpen the students' analytical skills, make them more aware of author's stylistic and rhetorical choices, and strengthen their own writing abilities. Students are expected to take the Advanced Placement Exam as part of this course.

AP English Literature and Composition: 1.0 credit

Prerequisites: English 3 Honors or AP Language & Composition

Course Number: 0790

*NCAA Grade: 12

In this year-long course, students learn to approach literary criticism primarily through the close-reading method of analysis. The course begins with *Beowulf*, a classic hero myth providing a view of law, morality, and good and evil that will serve as a backdrop for the remaining literature of the course. This first text also introduces the course's essential question, "What is truth in literature?" Following *Beowulf*, students study texts selected by their teacher from the list below, including representative European and American plays, novels, essays, short stories, and poems. Challenging works are covered each semester as the class develops and investigates central themes. In conjunction with the reading and class discussion, significant value is placed on writing: both analytical and creative essays are emphasized, and both in-class and out-of-class writing are practiced. Additional assignments include reading quizzes, tests, oral and written projects, and presentations. The texts for the course may include, but are not limited to, the following titles: *Beowulf*, *Hamlet*, *Madame Bovary*, *Crime and Punishment*, *Heart of Darkness*, *Catch-22*, *Beloved*, *The Great Gatsby*, *The Things They Carried*, *Joseph Andrews*, *Pygmalion*, *The Metamorphosis*, *Story and Structure*, and *Sound and Sense*. Students are expected to take the Advanced Placement Exam as part of this course.

Contemporary Chicago Writers Honors: 0.5 credit

Prerequisites: English 3 Honors, AP Language & Composition, or English

Course Number: 0762

*NCAA Grades: 11 12

This course examines Chicago writers from diverse ethnic backgrounds. Students learn about Chicago writers' relationships with their urban space and study how that relationship informs the art and message of the writing. Students gain an appreciation for diversity as they explore through various texts and multi-media Chicago's literary voice and identity and the impact of culture, politics, sociology, and history upon them. They also examine the "text" of the city's physical space and the difference between "space" and "place." Class-projects, critical and creative essays, oral reports, and in-class exams are among the course assessments.

Contemporary Literature: Readers and Writers in Today's World: 0.5 credit

Prerequisites: English 3 or concurrent enrollment in English 3

Course Number: 0501/ 0502

*NCAA Grades: 11 12

This course gives students the opportunity to explore authors of their own choice in a reading/writing environment that focuses on contemporary topics in literature and in the real world. For one of the text selections, the class will collectively choose a novel to read and discuss in order to have a shared literary experience. The literature serves as a springboard to conversations that the students will have as members of highly analytical reading communities. Students who choose the Earned Honors credit pathway will be expected to take a leadership position in classroom discussions, engage in additional readings and resources, and/or design an additional classroom experience or project.

Creative Writing Honors: 0.5 credit

Prerequisites: A minimum grade of "B" in the first semester English 3 or English 3 Honors, AP Language & Composition

Course Number: 0751/0752

*NCAA Grades: 11 12

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

Grammar and Composition Honors: 1.0 credit

Course Number: 0770

Prerequisites: English 3 Honors, AP Language & Composition, or English 3

*NCAA Grades: 11 12

Grammar and Composition Honors is for students who wish to study grammar in the context of a composition class, thus enhancing both the grammar and the composition aspects of the class. This class is for anyone planning to enter the business or professional world before or after college. Students will improve their writing proficiency by learning to recognize problems of structure and clarity in their own writing. The course will concentrate on how students can acquire a wider knowledge of sentence patterns and structures by acquainting students with numerous examples of writing styles. This approach allows students to become more adept at crafting sentences. Through ongoing teacher-student conferences and continual essay writing, students improve their command of English grammar by applying grammar principles to the compositions that will constitute their writing portfolios.

Graphic Novels in Literature: 0.5 credit

Course Numbers: 0771/0772

Prerequisites: English 3 or concurrent enrollment in English 3

Grades: 11 12

This course explores the unique world of graphic novels, where art and text combine to create powerful narratives. Students will analyze the visual and literary elements of this genre, enhancing their reading, writing, and critical thinking skills. The selected graphic novels highlight diverse perspectives and address compelling themes like trauma, loss, resilience, and identity. Students will broaden their worldview and deepen their understanding of how storytelling continues to evolve in the 21st century, preparing them for the wider scope of modern literature. Students who choose the Earned Honors pathway will be expected to take a leadership position in classroom discussions, engage in additional readings, and design an additional classroom experience or project.

Speech: 0.5 credit

Course Number: 0522

Prerequisites: English 3 or concurrent enrollment in English 3

*NCAA Grades: 11 12

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

World Fiction: 0.5 credit

Course Number: 0741

Prerequisites: English 3 or concurrent enrollment in English 3

*NCAA Grades: 11 12

This course focuses on discussion and analysis of fiction written by authors from around the world. Students will study three novels throughout the semester. Organized in a seminar format, the course is directed by student interest. Students learn how to examine literary works from various critical perspectives with an emphasis on inquiry. The shared literature discussions encourage both small and large group collaboration. A variety of films, music, poetry, and short stories supplement the examination of the texts. Students create cultural exploration experiences to gain further understanding of the geographic locations represented in each novel. Assessment is project-based, requiring either a creative or an analytic writing component, as well as a presentation piece. Students taking World Fiction for Earned Honors credit are expected to assume leadership roles during shared literature discussions, small group collaborations, and cultural explorations. With this additional responsibility, students who choose the Earned Honors credit opportunity will learn to initiate inquiry, research supplemental materials, and encourage sharing amongst classmates.

Writing and Critical Analysis of Film: 0.5 credit

Course Number: 0551/0552

Prerequisites: English 3 or concurrent enrollment in English 3

Grades: 11 12

This course is designed for students who wish to study film as a medium of art. The course text, *Understanding Movies*, allows students to investigate techniques of filmmaking such as photography, mise-end-scene, movement, editing, sound, acting and directing. Students hone argumentative writing skills and become close

readers of the "texts" of film through completing assignments such as analysis essays, film reviews, journal responses, and storyboards. Students view a range of classic and contemporary films in order to develop an understanding of and appreciation for film as a form of art. Students who take Film for an Earned Honors credit will be expected to engage in independent projects, including a research-based "Directors Project." Additional assessments might include film comparison essays, independent study of additional textbook chapters, a film ideology study, a film review blog, or other independent projects arranged between the teacher and the student. Students who choose the Earned Honors credit pathway will have opportunities to share and engage all students in the class in their learning.

Writing and Humanities Honors 1: 0.5 credit

Course Number: 0721

Prerequisites: A minimum grade of "A" in English 3 or "B" in English 3H, AP Language & Composition

*NCAA Grades: 11 12

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

Writing and Humanities Honors 2: 0.5 credit

Course Number: 0722

Prerequisites: A minimum grade of "A" in English 3 or "B" in English 3H, AP Language & Composition

*NCAA Grades: 11 12

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

Writing for Journalism & Media Communications 1: 0.5 credit

Course Number: 0641/0642

Prerequisites: English 3 or current enrollment in 3H, or AP Language & Composition

Grades: 11 12

Through the analytic study of contemporary journalistic texts and media, students study the fundamentals of journalistic style and the ethics of journalism: accuracy, objectivity, authenticity, and appropriateness. As an extension and further application of the writing skills they've acquired in English 1, 2, and 3, they also gain practical knowledge of and experience in media communications. Students create story assignments; gather, report, and edit news; conduct interviews; employ a wide range of research techniques; and create original written media for the online student publication, the *Forest Scout*. Students taking the course for Earned Honors credit have additional writing and project requirements during the semester. This course may be taken for one semester only.

Writing for Journalism & Media Communications 2: 0.5 credit

Course Number: 0671/0672

Prerequisites: Journalism 1

Grades: 11 12

Students will continue their study of journalism and their exploration of genres such as broadcasting and photojournalism. Possible topics include investigative reporting, web-based journalism, coverage of global and national issues, research techniques, and independent study. Students who are interested in podcasting will have the opportunity to analyze audio storytelling topics and themes; conduct interviews; write compelling narrative arcs; discover and analyze human interest stories; and create and engineer original audio productions. Students edit the *Forest Scout* and continue to hone their own writing expertise as they confer with and mentor newer members of the newspaper staff. Students taking the course for Earned Honors credit have additional writing and project requirements during the semester.

Language Acquisition English 1: 2.0 credits

Prerequisites: ACCESS Reading/Writing/Composite score in range 1.0 to 1.9

Course Number: 0170

Grades: 9 10 11 12

This is a two-period course designed for students who are early in the process of acquiring English language proficiency. Students will focus on developing their reading, writing, listening, and speaking skills while simultaneously engaging in the essential questions aligned with the English I course (0120). Students will gain competency in basic vocabulary and grammar structures, engage in the ideas and understandings emerging from traditional and modern literature and texts, and begin mastering basic sentence structures initially and end by writing two-to-three paragraph essays.

Language Acquisition English 2: 2.0 credits

Prerequisites: ACCESS Reading/Writing/Composite score in range 2.0 to 2.9

Course Number: 0270

Grades: 9 10 11 12

This is a two-period course designed for students who are building on their skills as intermediate language learners. Students will focus on developing their reading, writing, listening, and speaking skills while simultaneously engaging in the essential questions aligned with the English 2 course (0220). Students will expand upon established competencies in vocabulary and grammar structures; engage in the ideas and understandings emerging from traditional and modern literature and texts; and further develop sentence, paragraph, and essay structures in order to improve written communication.

Language Acquisition English 3: 2.0 credits

Prerequisites: ACCESS Reading/Writing/Composite score in range 3.0 to 5.0

Course Number: 0370

Grades: 9 10 11 12

This is a two-period course designed for students who will refine their skills as advanced language learners. Students will focus on developing their reading, writing, listening, and speaking skills while simultaneously engaging in the essential questions aligned with the English 3 course (0320). Students will demonstrate more sophisticated and refined competencies in vocabulary and grammar structures; speak at close to 100% in the target language of English; write multi-paragraph essays reflecting a variety of writing styles; and advance their listening and speaking skills by utilizing Socratic seminars, debates, and oral presentations.

Teacher Assistant: 0.25 credit

Prerequisites: An application and a teacher recommendation are required. Limit 2 per class

Course Number: 4860

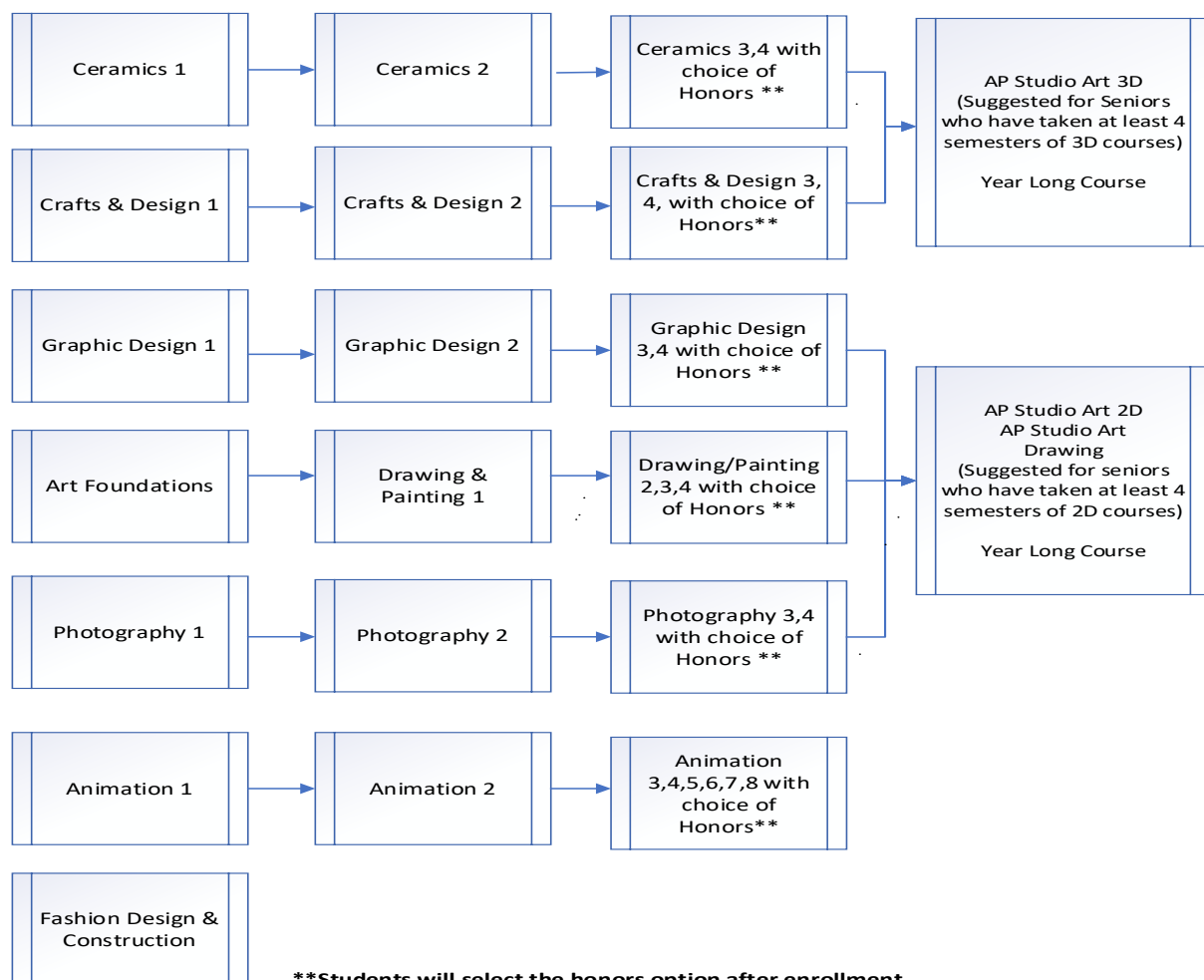
Grades: 11 12

This course is designed to expose students to a wide variety of educational classroom responsibilities. Students will be assigned duties by their teacher, including providing students with extra assistance in a small or large group setting, leading classroom activities, and giving support where needed.

FINE AND PERFORMING ARTS

VISUAL ARTS

Through creating, evaluating, critiquing, and articulating ideas, students grow in appreciation and understanding of their own and other artists' work. Art classes offer students the opportunity to develop creative problem-solving skills. As a department, we hope to facilitate aesthetic appreciation and artistic development in students who choose art as enrichment, as well as in students who choose art as a career. Students create digital portfolios of their accomplishments in each course.



AP Studio Art: Drawing: 1.0 credit

Course Number: 7500

Prerequisites: Minimum of 4 art classes, including at least one Level 2 or above.

Grades: 11 12

AP Studio Art is a college-level class for serious, self-directed, and highly motivated art students. The Drawing section of AP Art focuses on mark-making using a variety of media and is appropriate for the student whose style is expressive, regardless of the 2-D medium. Students should expect to spend a minimum of 4-6 hours outside of class each week planning, researching, and creating artwork. Students are also expected to produce summer assignments prior to the start of the school year. In place of a written exam, students submit a portfolio of artwork and accompanying writing.

AP Studio Art: 2-D Design: 1.0 credit

Course Number: 7510

Prerequisites: Minimum of 4 art classes, including at least one Level 2 or above.

Grades: 11 12

AP Studio Art is a college-level class for serious, self-directed, and highly-motivated art students. The 2-D Design section of AP Art is for the student whose artistic output largely deals with compositional organization, regardless of media. Students should expect to spend a minimum of 4-6 hours outside of class each week planning, researching, and creating artwork. Students are expected to produce 3 summer assignments prior to the start of the school year. In place of a written exam, students submit a portfolio of artwork and accompanying writing.

AP Studio Art: 3-D Design: 1.0 credit

Course Number: 7520

Prerequisites: Minimum of 4 art classes, including at least one Level 2 or above, all from the 3D offerings:

Grades: 11 12

Ceramics, Crafts, Fashion

AP Studio Art is a college level class for serious, self-directed, and highly motivated art students. Students should expect to spend a minimum of 4-6 hours outside of class each week planning, researching, and creating artwork. Students are expected to sketch during the summer prior to the start of the school year. In place of a written exam, students submit a portfolio of artwork and accompanying writing.

Animation 1: 0.5 credit

Course Number: 6071/6072

Prerequisites: None

Grades: 9 10 11 12

In this semester-long class, Animation students will learn the history and technique of animation through stop motion and 2D computer animation. Students will participate in critiques of their work and contemporary animation.

Animation 2: 0.5 credit

Course Number: 6081/6082

Prerequisites: Animation 1

Grades: 9 10 11 12

During this semester-long class, students will build upon their 2D computer animation skills. Students will explore character development and be introduced to 3D modeling using professional software.

Animation 3: 0.5 credit (honors option)

Course Number: 6101/6102

Prerequisites: Animation 2

Grades: 10 11 12

In this semester-long class, students will explore advanced animation and modeling techniques using stop motion and a variety of softwares.

Animation 4: 0.5 credit (honors option)

Course Number: 6121/6122

Prerequisites: Animation 3 and instructor approval

Grades: 10 11 12

This semester-long course is for students interested in advanced animation techniques. Students may work in their choice of animation software and will develop project ideas in collaboration with the instructor.

Animation 5, 6, 7, 8: 0.5 credit (honors option)

Course Number: 6121/6122

Prerequisites: Animation 4, 5, 6, or 7 and instructor approval

Grades: 11 12

This semester-long course is for students interested in advanced animation techniques. Students work in their choice of animation software and will develop project ideas in collaboration with the instructor. Students take on the challenge of independent research, project development, and project execution.

Art Foundations: 0.5 credit

Course Number: 7011/7012

Prerequisites: None

Grades: 9 10 11 12

This semester-long course is designed to give students a foundation in drawing and painting. Students will explore projects in other disciplines such as ceramics, photography, graphic design, and animation.

Ceramics 1: 0.5 credit

Course Number: 7101/7102

Prerequisites: None

Grades: 9 10 11 12

During this semester-long course, students will create functional pottery both by hand and on the potter's wheel. Embellishment methods such as graffito, stamping, relief carving, and piercing are enhanced by underglaze and glazing techniques.

Ceramics 2: 0.5 credit

Course Number: 7161/7162

Prerequisites: Ceramics 1

Grades: 9 10 11 12

In this semester-long course, students begin to form their personal style by building upon concepts and techniques learned in ceramics. Skill and craftsmanship on the potter's wheel is stressed in the creation of a variety of functional forms.

Ceramics 3: 0.5 credit (honors option)

Course Number: 7171/7172

Prerequisites: Ceramics 2

Grades: 10 11 12

In this semester-long course, students have increased proficiency; which enables them to create more complex forms. Emphasis shifts to developing personal style, while continuing to improve technical skill. Students choose from hand building, wheel throwing, and/or sculpting.

Ceramics 4, 5, 6: 0.5 credit (honors option)

Course Number: 7181/7182

Prerequisites: Ceramics 3, 4 or 5

Grades: 10 11 12

In this semester-long course, students will continue their studies by developing a personal curriculum and an area of interest. Students continue to develop their portfolios and refine their work as they establish a strong voice through evaluation of their artistic strengths and weaknesses. Students take on the challenge of independent research, project development, and project execution.

Crafts and Design 1: 0.5 credit

Course Number: 7001/7002

Prerequisites: None

Grades: 9 10 11 12

This semester-long class explores creativity through the use of traditional Craft. Examples of units may include glass, bookmaking, fibers, metals, and jewelry. Students may explore new technologies for traditional Crafts.

Crafts and Design 2: 0.5 credit

Course Number: 7361/7362

Prerequisites: Crafts and Design 1

Grades: 9 10 11 12

During this semester-long class, students will create increasingly more complex works of art while developing their personal style. Emphasis is placed on fine craftsmanship and composition.

Crafts and Design 3: 0.5 credit (honors option)

Course Number: 7005/7006

Prerequisites: Crafts and Design 2

Grades: 10 11 12

In this semester-long course, students have increased proficiency, which enables them to create more complex compositions. Emphasis shifts to developing personal style, while continuing to improve technical skill. Students have the option to take this course with honors.

Crafts and Design 4: 0.5 credit (honors option)

Course Number: 7007/7008

Prerequisites: Crafts and Design 3

Grades: 10 11 12

In this semester-long course, students will continue their studies by developing a personal curriculum and an area of interest. Students continue to develop their portfolios and refine their work as they establish a strong voice through evaluation of their artistic strengths and areas of growth. Students take on the challenge of independent research, project development, and project execution. Students have the option to take this course with honors.

Drawing and Painting 1: 0.5 credit

Course Number: 7041/7042

Prerequisites: Art Foundations

Grades: 9 10 11 12

This semester-long course explores the composition of artwork through a variety of drawing and painting projects. This allows students to refine the realistic drawing and painting skills learned in Art Foundations. Students create projects using media such as watercolor, acrylic, graphite, colored pencil, and Procreate for iPad.

Drawing and Painting 2: 0.5 credit (honors option)

Course Number: 7051/7052

Prerequisites: Drawing and Painting 1

Grades: 10 11 12

During In this semester-long class, students begin to develop their personal style by building upon their drawing and painting skills with a variety of media. This course allows students to continue mastering drawing and painting techniques with an emphasis on the personal expression of ideas and storytelling.

Drawing and Painting 3: 0.5 credit (honors option)

Course Number: 7043/7044

Prerequisites: Drawing and Painting 2

Grades: 10 11 12

In this semester-long class, students have increased proficiency, which enables them to create more complex compositions. Emphasis shifts to developing personal style, while continuing to improve technical skill. Students continue to work in many drawing and painting media with the expectation that projects are larger in size and scope.

Drawing and Painting 4: 0.5 credit (honors option)

Course Number: 7057/7058

Prerequisites: Drawing and Painting 3

Grades: 11 12

In this semester-long class, students will continue their studies in drawing and painting media through more ambitious projects. Students continue to develop their portfolios and refine their work as they establish a strong voice through evaluation of their artistic strengths and weaknesses.

Fashion Design & Construction: 0.5 credit

Course Number: 7131/7132

Prerequisite: None, but is recommended to be taken in conjunction with Business of Fashion

Grades: 9 10 11 12

This semester-long course is for students interested in fashion design. Students will be exposed to the full experience of creating fashion from concept to production. Students will focus on illustration and surface pattern design, understanding anatomy and proportions of the human figure, as well as fashion photography, fashion design history and basic constructions. Emphasis is placed on hands-on textile creation with original designs based on influential designers, sustainability, or current fashion trends.

Graphic Design 1: 0.5 credit

Prerequisites: None

Course Number: 7201/7202

Grades: 9 10 11 12

This semester-long course will focus on teaching students a variety of professional software including Photoshop, Illustrator and Procreate. In this class, students produce both fine art pieces as well as commercial pieces. Projects covered include infographics, Pop Art, poster design, Surrealism, and sticker-making.

Graphic Design 2: 0.5 credit

Prerequisites: Graphic Design 1

Course Number: 7321/7322

Grades: 9 10 11 12

In this semester-long course, students further develop computer-generated artistic skills. Branding and corporate identity projects, promotional graphics, animated GIFs, laser cutter projects, and interior illustration make up the Graphic Design 2 curriculum.

Graphic Design 3: 0.5 credit (honors option)

Prerequisites: Graphic Design 2

Course Number: 7341-7342

Grades: 10 11 12

In this semester-long course, students will create infographics, font books, laser cut LED lights (that they program), and poster or logo design for a live client such as Little Scouts, Ravinia, or the Illinois Tollway.

Graphic Design 4: 0.5 credit (honors option)

Prerequisites: Graphic Design 3

Course Number: 7311/7312

Grades: 10 11 12

Students in this semester-long class have a firm foundation in professional design softwares and use of tools such as the laser cutter and vinyl cutter. Students can expect to do more conceptually-rooted projects such as story-telling graphics, as well as projects for clients around the school (ex: posters to advertise events, the graduation program cover, etc.). In addition, they will create more ambitious, complex projects such as food truck designs, infographics, and graphics for live clients such as Little Scouts, Ravinia, the Illinois Tollway, and others.

Photography 1: 0.5 credit

Prerequisites: None

Course Number: 7401/7402

Grades: 9 10 11 12

In this semester-long course, students will use digital cameras to create images including stop action, blurred motion, light writing, double exposures, UV portraiture and studio portraiture. Students do NOT need their own camera.

Photography 2: 0.5 credit

Prerequisites: Photography 1

Course Number: 7421/7422

Grades: 9 10 11 12

Students in this semester-long course will continue their skill-building in taking photos and editing. Students create advanced projects in night photography, studio portraiture, reflections, projections and UV lighting. In addition, traditional 35mm film processing and darkroom developing are covered.

Photography 3: 0.5 credit (honors option)

Prerequisites: Photography 2

Course Number: 7431/7432

Grades: 10 11 12

This semester-long course is for the student who is passionate about advancing their photography skills using more sophisticated techniques in both taking photos and editing. Students explore other methods of image capture, such as special lenses and filters and taking photos around a concept to creatively pursue their vision. In addition, traditional 35mm film processing and darkroom developing are covered.

Photography 4: 0.5 credit (honors option)

Prerequisites: Photography 3

Course Number: 7411/7412

Grades: 11 12

Students in this semester class have a firm foundation in digital and analog photography. Students will create some of their own projects, determine their own learning objectives, go through several rounds of critique and prepare their own work for display. Students will be expected to continue their learning through research and tutorials.

Teacher Assistant: 0.25 credit

Course Number: 4860

Prerequisites: An application and teacher recommendation are required; limit 2 per class

Grades: 11 12

This semester course is designed to expose students to a wide variety of educational classroom responsibilities. Students will be assigned duties by their teacher, including providing students with extra assistance in a small or large group setting, leading classroom activities, and giving support where needed.

Honors Level Courses: 0.5 credit

Course Number: Listed by Course

Grades: 9 10 11 12

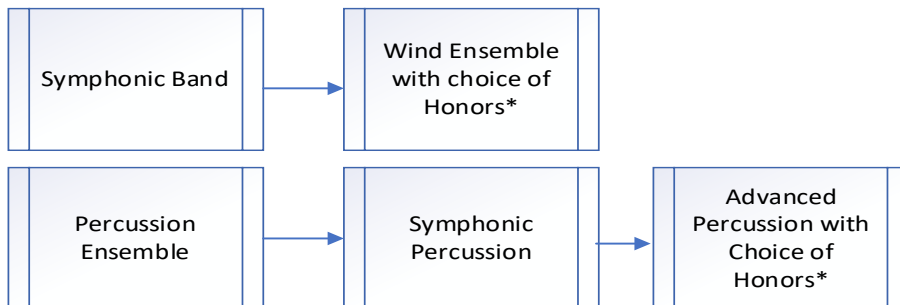
Animation 3 Honors (6111/6112), Animation 4 Honors (6124/6125), Animation 5 Honors (6131/6132), Animation 6 Honors (6144), Animation 7 Honors (6147), Animation 8 Honors (6154), Ceramics 3 Honors (7191/7192), Ceramics 4 Honors (7183/7184), Crafts and Design 3 Honors (7005/7006), Crafts and Design 4 Honors (7007-7008), Drawing and Painting 2 Honors (7085/7086), Drawing and Painting 3 Honors (7055/7056), Drawing and Painting 4 Honors (7057/7058), Graphic Design 3 Honors (7381/7382), Graphic Design 4 Honors (7391/7392), Photography 3 Honors (7443/7444), Photography 4 Honors (7413/7414).

To receive honors credit, students are required to create additional projects outside of class and may be required to document this process. The exact process for each honors credit will be documented in the course syllabi. The students will select the honors credit after course enrollment.

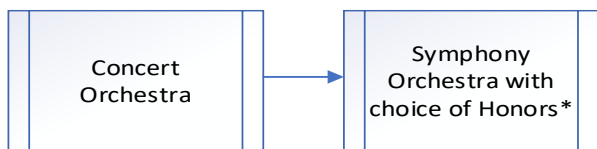
MUSIC

It is the mission of the Lake Forest High School Music Department to offer the highest quality performing ensembles and classes. We strive to instill responsibility, leadership, musicianship, self-discipline, and professionalism through daily rehearsals and performances while fostering a life-long love for and involvement in music.

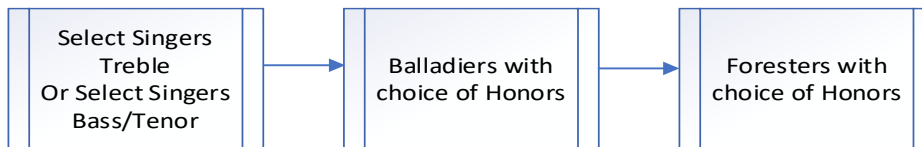
BAND



ORCHESTRA



CHOIR



GENERAL COURSES



*Students will audition for the honors option after enrollment.

AP Music Theory and performance courses are year-long. Performance courses can be taken multiple times.

BAND

Symphonic Band: 1.0 credit

Course Number: 7640

Prerequisites: Experience playing a woodwind or brass instrument

Grades: 9 10 11 12

This is a performing ensemble for intermediate level woodwind and brass instrumentalists. Students expand individual musicianship and playing technique through the study of exercises and quality band literature in a variety of styles. This group performs at community events, all varsity home football games, and four major concerts per year. Private lessons are strongly encouraged and students are expected to practice regularly outside of class.

Wind Ensemble: 1.0 credit (honors option)

Course Number: 7600

Prerequisites: Audition required in March

Grades: 9 10 11 12

This is a performing ensemble for advanced woodwind and brass instrumentalists. Students expand individual musicianship and playing technique through the study of exercises and quality advanced band literature in a variety of styles. Students in this class perform at community events, all varsity home football games, and four major concerts per year in addition to performances with the Symphony Orchestra and/or chamber ensembles. Private lessons are strongly encouraged and this course requires a substantial commitment to practice and extra rehearsals outside of class. Students have the option to take this course for honors credit.

Percussion Ensemble: 1.0 credit

Course Number: 7700

Prerequisites: Experience playing percussion

Grades: 9 10 11 12

This course is for experienced percussionists at all levels who are new to the LFHS percussion program. Fundamental performance techniques for snare drum, timpani, mallets, and accessories are developed, as well as basic music theory and composition skills. Students will perform as a percussion ensemble or with the band at five major concerts and at all varsity home football games as part of the LFHS Drumline. Private lessons are strongly encouraged and students are expected to practice regularly outside of class.

Symphonic Percussion: 1.0 credit

Course Number: 7710

Prerequisites: Audition required in March

Grades: 10 11 12

This course is a performing ensemble for intermediate level percussionists. Students perform with the Symphonic Band, as a percussion ensemble, and at all varsity home football games as part of the LFHS Drumline. There are five major concerts per year. Private lessons are strongly encouraged and students are expected to practice regularly outside of class.

Advanced Percussion: 1.0 credit (honors option)

Course Number: 7720

Prerequisites: Audition required in March

Grades: 10 11 12

This is a performance ensemble for advanced percussionists. Students perform with the Wind Ensemble, Symphony Orchestra, as a percussion ensemble, and at all varsity home football games as part of the LFHS Drumline. This course requires a substantial commitment to practice and extra rehearsals outside of class. Private lessons are strongly encouraged. Students have the option to take this course for honors credit.

ORCHESTRA

Concert Orchestra: 1.0 credit

Course Number: 7800

Prerequisites: Experience playing a stringed instrument

Grades: 9 10 11 12

This course is an intermediate ensemble for string instrumentalists. Students will learn new skills on their instrument while being exposed to many styles and periods of string music. This group performs in 5 major concerts per year.

Symphony Orchestra: 1.0 credit (honors option)

Course Number: 7620

Prerequisites: Audition required

Grades: 9 10 11 12

This course is an advanced ensemble for string instrumentalists. Students are exposed to many styles and periods of instrumental music. Members of the orchestra also have the opportunity to play literature scored for full symphonic orchestra. Students have the option of auditioning for the Honors Program during the first two weeks of the school year.

CHORAL MUSIC

Mixed Chorus: 0.5 credit

Course Number: 7900

Prerequisites: None

Grades: 9 10 11 12

This course meets three days a week for full rehearsals and vocal sectionals (treble and bass voices). Musical note reading, vocal production, conducting, and choral music performances are stressed throughout the year. Mixed Chorus performs five times during the year. No audition is required for Mixed Chorus.

Select Singers (Treble Voices) 1.0 credit

Course Number: 7915

Prerequisites: None

Grades: 9 10 11 12

This introductory course meets four days a week and is designed for students who prefer to sing in their *treble* voices and would like to receive 1 full GPA credit. This class meets during the same period as Mixed Chorus. Students are provided the opportunity to sing more advanced choral literature. No audition is required for Select Singers.

Select Singers (Bass and Tenor Voices) 1.0 credit

Course Number: 7916

Prerequisites: None

Grades: 9 10 11 12

This introductory course meets four days a week and is designed for students who prefer to sing in their *bass and tenor* voices and would like to receive 1 full GPA credit. This class meets during the same period as Mixed Chorus. Students are provided the opportunity to sing more advanced choral literature. No audition is required for Select Singers.

Concert Choir: 1.0 credit

Course Number: 7920

Prerequisites: Audition required

Grades: 10 11 12

This chorus is dedicated to the performance of quality choral literature. Advanced skills in sight singing, vocal fundamentals, and music reading are stressed. The group performs several times a year.

Balladiers: 1.0 credit (honors option)

Course Number: 7940

Prerequisites: Audition required

Grades: 10 11 12

This treble chorus performs choral literature of the highest quality, stressing performances of all types and styles of music. Advanced skills in sight singing, musical reading, vocal production, and choral performances are stressed throughout the year. Balladier Singers perform several times a year.

Foresters: 1.0 credit (honors option)

Course Number: 7960

Prerequisites: Audition required

Grades: 11 12

This chorus is dedicated to singing the highest quality choral literature. The Forester Singers perform several concerts a year. Members are encouraged to participate in vocal contests, choral festivals, and music tours. Students have the option of auditioning for the Honors Program during the first two weeks of the school year.

GENERAL MUSIC

Music Composition and Songwriting 1: 0.5 credit

Course Number: 7871/7872

Prerequisites: None

Grades: 9 10 11 12

During this semester long course, you will learn how to write songs and instrumental music and about the basics of music recording and production. You will learn how to use Sibelius, the industry standard of music notation, and other music technology along with music theory to improve music writing skills. No prior experience in writing, playing, or singing is required.

Music Composition and Songwriting 2: 0.5 credit

Course Number: 7891/7892

Prerequisites: Music Composition and Songwriting 1 or AP Music Theory

Grades: 9 10 11 12

This course builds upon the skills learned in Music Composition and Songwriting 1. Students will continue writing music with more focus on skills related to their personal music style. The semester will culminate with a project of recording or performing a song or piece the student has written.

AP Music Theory: 1.0 credit

Course Number: 7880

Prerequisites: Ability to read basic music notation

Grades: 10 11 12

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

Guitar Making and Technique: 0.5 credit

Course Number: 5561/5562

Prerequisites: None

Grades: 9 10 11 12

This course is an interdisciplinary offering from the Applied Technology and Music departments. Students will make and learn to play their own electric guitar. Lab activities which integrate concepts and ideas from science, technology, engineering, art, and mathematics are part of this curriculum. This course satisfies 0.5 of the 1.0 elective credit graduation requirement.

Guitar Technique & Musicianship: 0.5 credit

Course Number: 7762

Prerequisites: None

Grades: 9 10 11 12

This second semester class teaches musicianship through playing guitar. Previous music or guitar experience is helpful but not required. Emphasis is on the development of technique, sight reading, understanding music notation, and expressive performance. Nylon string classical guitars are provided; students should have a guitar at home for practice. The skills and knowledge learned in class will be applied to a variety of musical styles. This course may be repeated and is intended to address multiple skill levels.

Music Teacher Assistant: 0.5 credit

Course Number: TA761/TA762

Prerequisites: Teacher recommendation and personal interview

Grades: 11 12

TA responsibilities will include assisting with sectionals, conducting at performances and assisting in the daily activities of the ensemble. Any student interested must be at the highest level of the Choral, Band, or Orchestra program. Potential students will be interviewed by the director of the respective area of interest and selected into the TA program by the Music Department faculty.

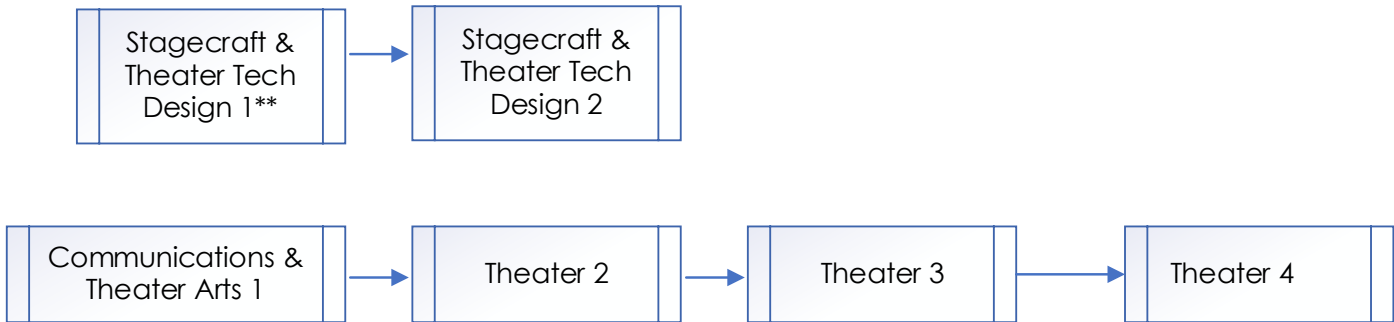
Advanced Percussion Honors (7730), Balladiers Honors (7950), Foresters Honors (7970), Symphony Orchestra Honors (7630), Wind Ensemble Honors (7610)

Auditions for the Honors Program are held during the first two weeks of the school year. Students must meet all the curricular requirements for the regular class. They also will have additional performances and written assignments. This is a rigorous course of study and only musicians of the highest caliber will be selected. Students are required to take private lessons and should expect to dedicate a substantial amount of time to practice outside the school day and to meeting the honors requirements.

THEATER

Through the study and production of theater, students will work on performance and technical skills, while also building skills such as teamwork, dynamic presentation, problem-solving, time-management, and many other skills valued across all professions. Through our classes, we hope to build and nurture creative expression and individuality among our students. As a department, we hope to develop individuals who are aesthetically aware, artistically disciplined, and adept in the performing arts, while also promoting creative thinking, building cognitive skills, and boosting self-confidence.

THEATER COURSE OFFERINGS



****In order to gain dual-credit, students must be at least second-semester sophomores and will select the dual-credit option after enrollment. All classes are semester-long.**

****All courses provide an honors option. Students will select the honors option after enrollment.**

Communications & Theater Arts 1: 0.5 credit (Honors Option)

Course Number: 6310

Prerequisites: None

Grades: 9 10 11 12

In this one-semester course, students will explore public presentation and acting skills through engaging activities and theater games. Focused on universal skills like self-awareness, adaptability, verbal and nonverbal communication, poise, and collaboration, the course covers voice, improvisation, movement, character study, and ensemble work. Beyond the stage, students develop communication and presentation skills applicable to various subjects and professional settings. Completing the course opens doors to advanced theater classes and higher-level extracurricular opportunities.

Theater 2, 3, 4: 0.5 credit (Honors Option)

Course Numbers: 6321/6322, 6331/6332, 6335/6336

Prerequisites: Communications & Theater Arts 1 (and completion of prior levels for enrollment in Theater 3 and 4)

Grades: 9 10 11 12

This advanced theater course is designed to build upon skills learned in Communications & Theater Arts 1 and progress through increasingly sophisticated acting, performance, and design techniques. Each course incorporates elements of design related to performance, with an emphasis on preparing students for more advanced roles in productions, as well as student director opportunities.

Students advance through a rotating 3-year curriculum. The rotation incorporates diverse acting techniques (e.g., Stanislavsky, Meisner, or Hagan), performance styles (e.g., Shakesperian acting, group interpretation, or acting for TV/Film), and play studies (e.g., period, ensemble, or contemporary plays). This rotation ensures students are always gaining new information and not repeating curriculum. These courses are ideal for students interested in deepening their theatrical knowledge and performance abilities. Students may opt to earn honors credit through additional presentation and/or performance work.

Stagecraft and Theater Tech Design 1: 0.5 credit (Honors Option)

Course Number: 6451/6452

Prerequisites: None

Grades: 9 10 11 12

This semester course will give students an overview of stagecraft, the study of technical theater. This course will introduce students, both novice and experienced, to a practical approach in both technical and production aspects of theater. Students will learn the skills needed to construct scenery, hang and focus lighting instruments, create and program sound instruments, and a variety of other techniques. This class is production oriented, and students will have opportunities to participate in the creation of sets for LFHS theater productions.

Stagecraft and Theater Tech Design 2: 0.5 credit (Honors Option)

Course Number: 6461/6462

Prerequisites: Stagecraft and Theater Tech Design1

Grades: 9 10 11 12

This semester course will further explore stage craft and tech set design with an emphasis on deconstructing a script to determine best practices for scene, light, and sound design. Students will continue to develop the skills needed to construct scenery, as well as learn design skills for lighting and sound to enhance performances. Students will apply this knowledge to set, lights, and sound for a LFHS school performance. Like Stagecraft and Theater Tech Design 1, this class is production oriented and students will have opportunities to participate in the creation of sets for LFHS theater productions.

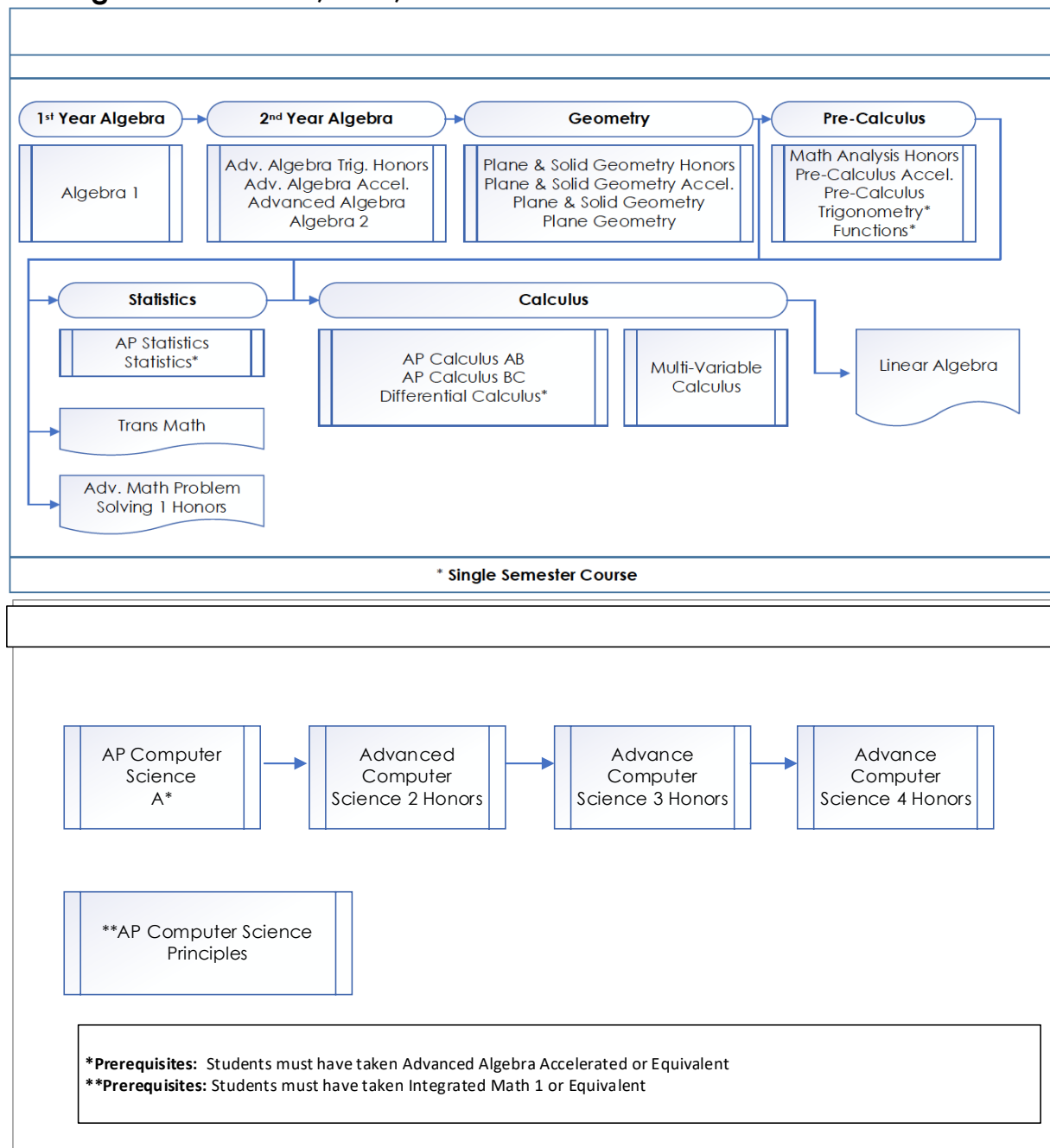
Dual Credit: Dual credit will be recorded in a College of Lake County transcript in your name; a grade and three hours of credit will be recorded. There is no guarantee of the credit being accepted by other colleges.

Articulation: Student must have a grade of B or higher to receive three hours credit when and if the student registers at the College of Lake County.

MATHEMATICS

The Mathematics Department of Lake Forest High School prepares students for an increasingly technological world while concentrating on the following core areas: applying mathematics to solve problems, communicating mathematical ideas, logical reasoning, and using technology as a tool to solve mathematical problems. We will maintain learning environments and classroom situations in which students can practice and improve in the above endeavors.

For graduating classes of 2025, 2026, 2027



For graduating classes of 2028 and beyond

Possible Mathematics Course Sequence

	Computer Science Pathways*		Mathematics Pathways			
9th Grade	AP Comp Sci A	AP Comp Sci P	Integrated Math 1	Advanced Algebra Accelerated (AAA)	Advanced Algebra Trig. Honors (AATH)	Plane and Solid Geometry Honors (PSGH)
10th Grade	Adv Comp Sci 2	AP Comp Sci A	Integrated Math 2	Plane and Solid Geometry Accelerated (PSGA)	Plane and Solid Geometry Honors (PSGH)	Math Analysis Honors (MAH)
11th Grade	Adv Comp Sci 3	Adv Comp Sci 2	Integrated Math 3	Precalculus Accelerated (PCA)	Math Analysis Honors (MAH)	AP Calculus BC
12th Grade	Adv Comp Sci 4	Adv Comp Sci 3	Group I) Options	Group II) Options	Group III) Options	Group IV) Options

*The Computer Science Pathway is an elective pathway meant to accompany (if desired) coursework in the Mathematics Pathways.

<i>Group I</i>	<ul style="list-style-type: none"> • AP Statistics • AP Computer Science Principles • AP Computer Science A • Transition Math • Pre-Calculus (if bridge taken)
<i>Group II</i>	<ul style="list-style-type: none"> • AP AB Calculus • AP Statistics • AP Computer Science Principles • AP Computer Science A
<i>Group III</i>	<ul style="list-style-type: none"> • AP BC Calculus • AP Statistics • AP Computer Science Principles • AP Computer Science A • Linear Algebra
<i>Group IV</i>	<ul style="list-style-type: none"> • Multivariable Calculus • AP Statistics • AP Computer Science Principles • AP Computer Science A • Linear Algebra

Math 1: 1.0 credit

Prerequisites: None

Course Number: 1010

Grade: 9

This course is designed for students who require instruction and practice of the basic computation skills necessary for algebra. The major emphasis is to develop and reinforce skills in performing the four arithmetic operations on whole numbers, fractions, and decimals. Math 1 also includes a comprehensive study of the metric system,

informal geometry, statistics, and basic consumer applications of earning, spending, borrowing, and investing money. Successful completion of this course provides the necessary preparation for success in Math 2 and/or Algebra 1.

Math 2: 1.0 credit

Prerequisites: None

Course Number: 1020

Grade: 10

This course is designed for the student who has completed Math 1 and is not yet ready for the abstractions of Algebra 1. Math 2 is taught in non-sequential units that focus on real world applications. Topics include: estimation, rounding, calculator skills, following and giving directions, formula usage, tables and charts, statistics, problem solving, probability, measurement, and geometric constructions. Successful completion of this course provides the necessary preparation for success in Algebra 1.

Advanced Algebra Accelerated: 1.0 credit

Prerequisites: Student has mastered Algebra 1.

Course Number: 1360

*NCAA Grade: 9

This second-year algebra course is for freshmen who have mastered the concepts of Algebra 1 in middle school. It includes study of real and complex numbers, sequences and series, and algebraic work and graphical transformations with a variety of mathematical functions (linear, quadratic, polynomial, radical, exponential, and logarithmic). Students will learn to visualize functions through graphing on the coordinate plane manually, with graphing calculators, and with computer applications such as Desmos. Successful completion of this course will satisfy the prerequisite for enrollment in Plane and Solid Geometry Accelerated. Note: A student who would like to take PSGH instead of PSGA should successfully complete the summer trig ladder course.

Advanced Algebra Trigonometry Honors: 1.0 credit

Prerequisites: Student has mastered Algebra 1

Course Number: 1380

*NCAA Grade: 9

This course is a second-year algebra course designed for freshmen who are very advanced in their study of mathematics. The content is similar to Advanced Algebra Accelerated but with increased emphasis on proof and analytical methods. Considerable time is spent on Trigonometry through the lens of their being a class of periodic functions. Trigonometric identities are also studied. Problem solving is a major component of this course. Successful completion of this course will satisfy the prerequisite for enrollment in Plane and Solid Geometry Honors.

Integrated Math 1: 1.0 credit

Prerequisites: None

Course Number: 1150

*NCAA Grade: 9

Students who take this first-year course should have mastered basic arithmetic skills and working with the symbols of mathematics, and should have some experience in the concept of a variable. Areas of study are organized around patterns seen across algebra, geometry, statistics, and data science, emphasizing problem solving throughout, and with an emphasis on college readiness skills (as measured by standardized assessments such as the ACT/SAT/etc.). The students will explore data and relationships using technology such as the graphing calculator, graphing applications, spreadsheets, and Python. Successful completion of this course will satisfy the prerequisite for enrollment in Integrated Math 2.

Integrated Math 2: 1.0 credit

Prerequisites: Integrated Math 1 or Equivalent

Course Number: 1152

*NCAA Grades: 9 10

Building upon the foundation of Integrated Math 1, this second-year course deepens students' understanding of algebra, geometry, statistics, and data science while introducing new mathematical concepts such as quadratic relationships, systems of equations, and transformations of shapes and graphs. Key areas of study include patterns, area and measurement, sequences, series, and matrices, as well as logic and proof to develop critical thinking skills. Students will explore mathematical relationships using tools like graphing calculators, spreadsheets, and Python, emphasizing problem-solving, modeling, and connections across mathematical domains. Integrated Math 2 fosters skills essential for success in higher-level mathematics courses and standardized assessments (e.g., ACT/SAT). Successful completion of this course will satisfy the prerequisite for enrollment in Integrated Math 3. A special education version of this course is available by IEP decision.

Plane Geometry: 1.0 credit

Course Number: 1200

Prerequisites: Algebra 2

*NCAA Grades: 10 11 12

This course covers traditional geometry topics through observation, measurement, intuition, and induction. Students are also introduced to the methods of deductive proof. Topics studied include the language of geometry, reasoning and introduction to proofs, parallel and perpendicular lines, congruent triangles, quadrilaterals, similarity, trigonometry, polygons, and volume. Successful completion of this course will satisfy the prerequisite for enrollment in the senior elective courses: Trigonometry and/or Functions and/or Statistics and/or Secondary Math Topics. A Special Education version of this course is available by IEP team decision.

Plane and Solid Geometry: 1.0 credit

Course Number: 1220

Prerequisites: Advance Algebra

*NCAA Grade: 11

This course covers traditional Euclidean geometry topics with emphasis on deductive proofs. Included are some topics from three-dimensional geometry, transformations and constructions with compass and straightedge. Coordinate geometry topics are covered to show an alternative approach to studying the content of geometry. Successful completion of this course will satisfy the prerequisite for enrollment in the senior elective courses: Trigonometry and/or Functions and/or Statistics. A student who would like to take Differential Calculus should take both Trigonometry and Functions during semester 1 senior year to allow taking Differential Calculus during semester 2 senior year; a student needs to have had a study of trigonometry and a course involving limits as well as a deeper understanding of functions are both needed before a calculus course is taken.

Plane and Solid Geometry Accelerated: 1.0 credit ●

Course Number: 1230

Prerequisites: Advanced Algebra Accelerated

*NCAA Grades: 9 10

This course is for the student who has successfully completed Advanced Algebra Accelerated; students will utilize content knowledge from that course. It covers traditional Euclidean geometry topics with emphasis on deductive proofs, transformations and constructions with compass and straightedge, as well as topics from three-dimensional geometry. Coordinate geometry topics are also used to show an alternative approach to studying the content of geometry. Successful completion of this course will satisfy the prerequisite for enrollment in Precalculus or Precalculus Accelerated. Note: A student who would like to take Math Analysis Honors instead of Precalculus Accelerated should successfully complete the summer trig ladder course.

Plane and Solid Geometry Honors: 1.0 credit ●

Course Number: 1240

Prerequisites: Advanced Algebra Trigonometry Honors

*NCAA Grades: 9 10

In addition to the topics covered in Plane and Solid Geometry Accelerated, this course includes the Laws of Sines and Cosines, advanced compass constructions, various methodologies for proofs, and enrichment topics. Proofs relying on a variety of theorems and involving complex chains of reasoning are emphasized. Problem solving techniques are emphasized and projects assigned. Successful completion of this course will satisfy the prerequisite for enrollment in Math Analysis Honors.

Precalculus: 1.0 credit ●

Course Number: 1400

Prerequisites: Plane and Solid Geometry

*NCAA Grades: 11 12

This course prepares students to take a calculus course. Topics include applications of polynomial, rational, exponential, logarithmic and trigonometric functions, as well as properties, graphs, complex numbers, sequences, and series. The graphing calculator is used extensively as both an instructional and a problem-solving tool. This course satisfies the prerequisite for the semester senior electives: Differential Calculus and/or Statistics **or** for the year-long course AP Statistics.

Precalculus Accelerated: 1.0 credit ●

Course Number: 1420

Prerequisites: Advanced Algebra or Plane & Solid Geometry Accelerated

*NCAA Grades: 11 12

In addition to all the topics discussed in precalculus, this class also discusses convergence and divergence of series, all graphs and properties of conic sections, applications of functions, limits, and an introduction to calculus. Successful completion of this course will satisfy the prerequisite for enrollment in AP Calculus AB and/or AP Statistics.

Math Analysis Honors: 1.0 credit ●

Course Number: 1460

Prerequisites: Plane and Solid Geometry Honors

*NCAA Grades: 10 11

The first semester of this course is an intensive precalculus course, and the second half is a full semester of calculus. This class reviews and extends topics covered in previous math courses. New topics include an in-depth study of elementary functions and their limits, vector analysis, polar coordinates and polar equations, mathematical induction, as well as derivatives of polynomial, logarithmic, trigonometric and exponential functions. Successful completion of this course will satisfy the prerequisite for enrollment in AP Calculus BC.

Transitional Mathematics – Quantitative Literacy & Statistics: 1.0 credit ●

Course Number: 1800

Prerequisites: Algebra 1, Algebra 2, Plane Geometry

Grade: 12

This year long course provides the fundamentals of necessary topics for students preparing for college and is for students who have successfully completed Algebra 1, Algebra 2, and Plane Geometry. This course is specifically designed for students who are seeking to further increase their ability to be college and career ready in mathematics. The areas of study include Algebra, functions, and modeling as they apply to linear, polynomial, rational, and exponential expressions, equations, and functions. Student achievement is measured using project-based activities along with traditional math assessments. Upon successful completion of the course, with a grade of C or better, LFHS seniors are then eligible to receive guaranteed placement at any Illinois community college to pursue a general education or technical mathematics pathway.

Advanced Mathematical Functions: 0.5 credit ●

Course Number: 1411/1412

Prerequisites: Plane Geometry or Plane and Solid Geometry

*NCAA Grade: 12

This course is designed for seniors who successfully completed Plane Geometry or Plane and Solid Geometry the previous year. Topics include applications of quadratics, polynomial, rational, exponential, and logarithmic functions, as well as properties of graphs through transformations. The graphing calculator is used extensively as both an instructional and a problem-solving tool. Students will also consider limits as they relate to piecewise functions, rational functions, and end behavior of polynomials.

A student who takes and successfully completes this semester course on functions as well as the semester course in trigonometry will be well prepared to take a calculus course in college or to take Differential Calculus second semester of their senior year (if both functions and trigonometry are taken first semester of senior year). A student who takes and successfully completes this semester course on functions as well as the semester course in statistics will be well prepared to take an introductory college level statistics course.

Trigonometry: 0.5 credit

Course Number: 1431/1432

Prerequisites: Plane Geometry or Plane and Solid Geometry

*NCAA Grade: 12

This course is designed for seniors who successfully completed Plane Geometry or Plane and Solid Geometry the previous year. The topics of this course in trigonometry include angles, triangles, trigonometric ratios, solving triangles, radian measure, arc length and area of a sector applications, the unit circle, graphs of trigonometric functions, trigonometric identities, solving trigonometric equations, and the Law of Sines and the Law of Cosines. *Students who have taken and received credit for Pre-calculus or Pre-calculus Accelerated are not eligible for this course because the Pre-calculus courses include the content of the Trigonometry class.*

A student who takes and successfully completes this semester course of trigonometry as well as the semester course on functions will be well prepared to take an introductory calculus course or to take Differential Calculus second semester of their senior year (if both functions and trigonometry are taken first semester of senior year).

Statistics: 0.5 credit ●

Course Number: 1571/1572

Prerequisites: Plane Geometry or Plane and Solid Geometry

*NCAA Grade: 12

(A student in this class might have taken Precalculus the previous year, but it is not a prerequisite.)

In this non-calculus-based study of statistics, students are exposed to broad conceptual themes: exploring and displaying data, planning studies, probability, and, depending on available time, statistical inference. Specific topics include: exploring data using graphs, two-way tables, measures of center and spread, producing data through sampling and experiments, scatterplots, regression analysis, residuals, the correlation coefficient, binomial probability, normal distributions, and, as time allows, sampling distributions, tests of significance and/or confidence intervals. The course also includes reading of news articles or investigating other pieces of media that contain data and/or statistics, and formulating questions and comments based on our understanding of statistics. The course includes multiple labs and projects where students apply and/or demonstrate their learning in addition to traditional assessments. Note: This course, unlike the AP Statistics course, does not contain enough content for a student to be prepared to take the AP Statistics Exam.

Differential Calculus: 0.5 credit ●

Course Number: 1531/1532

Prerequisites: Pre-calculus or Advanced Mathematical Functions **and** Trigonometry

*NCAA Grade: 12

This course is intended for students who have knowledge of algebra, geometry, trigonometry, and analysis of functions. This course discusses all of the major content of differential single-variable calculus. Topics include functions, graphs, limits, continuity, the Intermediate Value Theorem, the Mean Value Theorem, derivatives, and applications of derivatives (extrema, concavity, curve sketching, optimization, related rates). Students will make use of a graphing calculator and other applicable mathematical tools found online. Students should anticipate working in an academic environment where they present problem solutions. Note: This course does not contain integral calculus nor enough content for a student to be prepared to take the AP Calculus AB exam.

AP Calculus AB: 1.0 credit ●

Course Number: 1540

Prerequisites: Pre-calculus Accelerated

*NCAA Grades: 11 12

This course is intended for students who have a thorough knowledge of algebra, trigonometry, and analytic geometry. Topics include functions, graphs, limits, continuity, the Intermediate Value Theorem, the Mean Value Theorem, derivatives, applications of derivatives, antiderivatives, the Fundamental Theorem of Calculus, separable differential equations, slope fields, and applications of integration including area and volume. Students are expected to take the Advanced Placement exam as part of this course, and they may earn college credit depending on their AP exam score and institution.

AP Calculus BC: 1.0 credit ●

Course Number: 1560

Prerequisites: Math Analysis Honors

*NCAA Grades: 11 12

This course encompasses all of the topics in Calculus AB that were not included in Math Analysis Honors, along with the additional topics of vector functions, parametric equations, a rigorous definition of limit, complex integration techniques, areas bounded by polar curves, differential equations, and a thorough study of sequences and series including series convergence. The content of Calculus BC is designed to qualify students for placement and one semester of credit beyond that granted Calculus AB. Students are expected to take the Advanced Placement exam as part of this course, for which they will earn a BC score as well as an AB subscore, and they may earn college credit depending on their AP exam score and institution.

AP Statistics: 1.0 credit ●Prerequisites: Completion of or concurrent enrollment in Pre-calculus/Pre-calculus Accelerated

Course Number: 1580

*NCAA Grades: 11 12

In this non-calculus-based study of statistics, students are exposed to four broad conceptual themes: exploring data, planning studies, probability and simulation, and statistical inference. This course is highly recommended for all students planning to study business, economics, or any science field after high school, either natural sciences or social sciences. Students are encouraged to take AP Statistics and Calculus (either AP or non-AP) simultaneously. Students are expected to take the Advanced Placement exam as part of this course, and they may earn college credit depending on their AP exam score and institution.

Multivariable Calculus Honors: 0.5 credit ●

Prerequisites: AP Calculus BC or equivalent

Course Number: 1601

*NCAA Grade: 12

Multivariable Calculus is a third semester of calculus for students who have successfully completed AP Calculus BC or its equivalent, and includes but is not limited to the topics of non-rectangular coordinate systems, partial differentiation, multiple integration, Jacobians, and vector calculus.

Advanced Topics in Math Honors: 0.5 credit ●

Prerequisites: Multivariable Calculus

Course Number: 1662

NCAA Grade: 12

Building on the concepts of multivariable calculus, this course challenges students to apply the calculus of higher dimensions and principles of linear algebra to a variety of problems in science and business. Students use computer software to discover and demonstrate relevant theory and concepts, in addition to engaging in problem-based learning activities.

Linear Algebra and its Applications Honors: 1.0 credit ●

Prerequisites: Math Analysis Honors or AP Calculus AB or departmental approval

Course Number: 1810

NCAA Grades: 10 11 12

This course includes, but is not necessarily limited to, the study of systems of linear equations, matrix algebra, determinants, vectors and vector spaces, eigenvalues and eigenvectors, orthogonality and least squares, symmetric matrices and quadratic forms and their applications in the fields of statistics, probability, and economics.

AP Computer Science Principles: 1.0 credit

Prerequisites: Integrated Math 1 or equivalent

Course Number: 1740

*NCAA Grades: 10 11 12

This course provides a potential gateway to further study in Computer Science for students who may not be comfortable starting with a full programming class such as AP Computer Science A or it can be a parallel selection to support the background of a student concurrently in a different Computer Science course. Students in this class must be concurrently enrolled in a core math class.

The skills and content of this course include computational thinking practices, connected computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating with data and information, algorithms, programming, the Internet, and global impact.

AP Computer Science A: 1.0 credit

Prerequisites: Advanced Algebra Accelerated or equivalent

Course Number: 1730

*NCAA Grades: 10 11 12

This course follows the College Board guidelines for AP Computer Science A. Topics include: problem solving, object-oriented programming and data structures with emphasis on design, documentation, and testing of programs. Students are expected to take the Advanced Placement Exam as part of this course and may earn college credit depending on their AP score.

Advanced Computer Science 2 Honors: 1.0 credit

Prerequisites: AP Computer Science A or significant programming experience

Course Number: 1760

*NCAA Grades: 11 12

Taken after AP Computer Science, this course discusses advanced data structures including stacks, queues, linked lists, and trees. Advanced algorithms are analyzed. Design, documentation, and testing of programs are emphasized.

Advanced Computer Science 3 Honors: 1.0 credit

Course Number: 1770

Prerequisites: Advanced Computer Science Honors

*NCAA Grade: 12

Taken after Advanced Computer Science Honors, this year of Computer Science is entirely project-based. Students will continue their study of computer science in an area of their interest.

Advanced Computer Science 4 Honors: 1.0 credit

Course Number: 1780

Prerequisites: Advanced Computer Science 3 Honors

*NCAA Grade: 12

Taken after Advanced Computer Science 3 Honors, this year of Computer Science, fundamentally through a student-directed learning model, addresses topics in Artificial Intelligence, Machine Learning, Neural Networks, and Databases.

Advanced Mathematics Problem Solving 1 Honors: 1.0 credit ●

Course Number: 1260

Prerequisites: Completion of Plane & Solid Geometry Accelerated or equivalent

Grades: 10 11 12

This year-long course is a mathematics elective for students who want to improve their mathematical problem-solving skills and expand the breadth of their mathematical knowledge. Students will solve a variety of routine and non-routine mathematics problems, as well as preparing for and participating in national mathematics competitions. These problems will ask students to apply their prior mathematical knowledge from the standard high school math sequence, and students will have an opportunity to learn new mathematical ideas from the areas of number theory, combinatorics, and advanced geometry. This course is not designed to replace any course in the standard mathematics sequence and should be taken in addition to, not in the place of, a typical mathematics course. This course can be taken once; a student who enjoyed the class could consider taking AMPS II.

Advanced Mathematics Problem Solving 2 Honors: 1.0 credit ●

Course Number: 1270

Prerequisites: Completion of Advanced Mathematics Problem Solving I

Grades: 11 12

This year-long course is a mathematics elective only for students who have already taken Advanced Mathematics Problem Solving I (AMPS I), and builds upon the student's understandings from that course. This course is not designed to replace any course in the standard mathematics sequence and should be taken in addition to, not in the place of, a typical mathematics course.

Teacher Assistant: 0.25 credit

Course Number: 4860

Prerequisites: An application and a teacher recommendation are required. Limit 2 per class

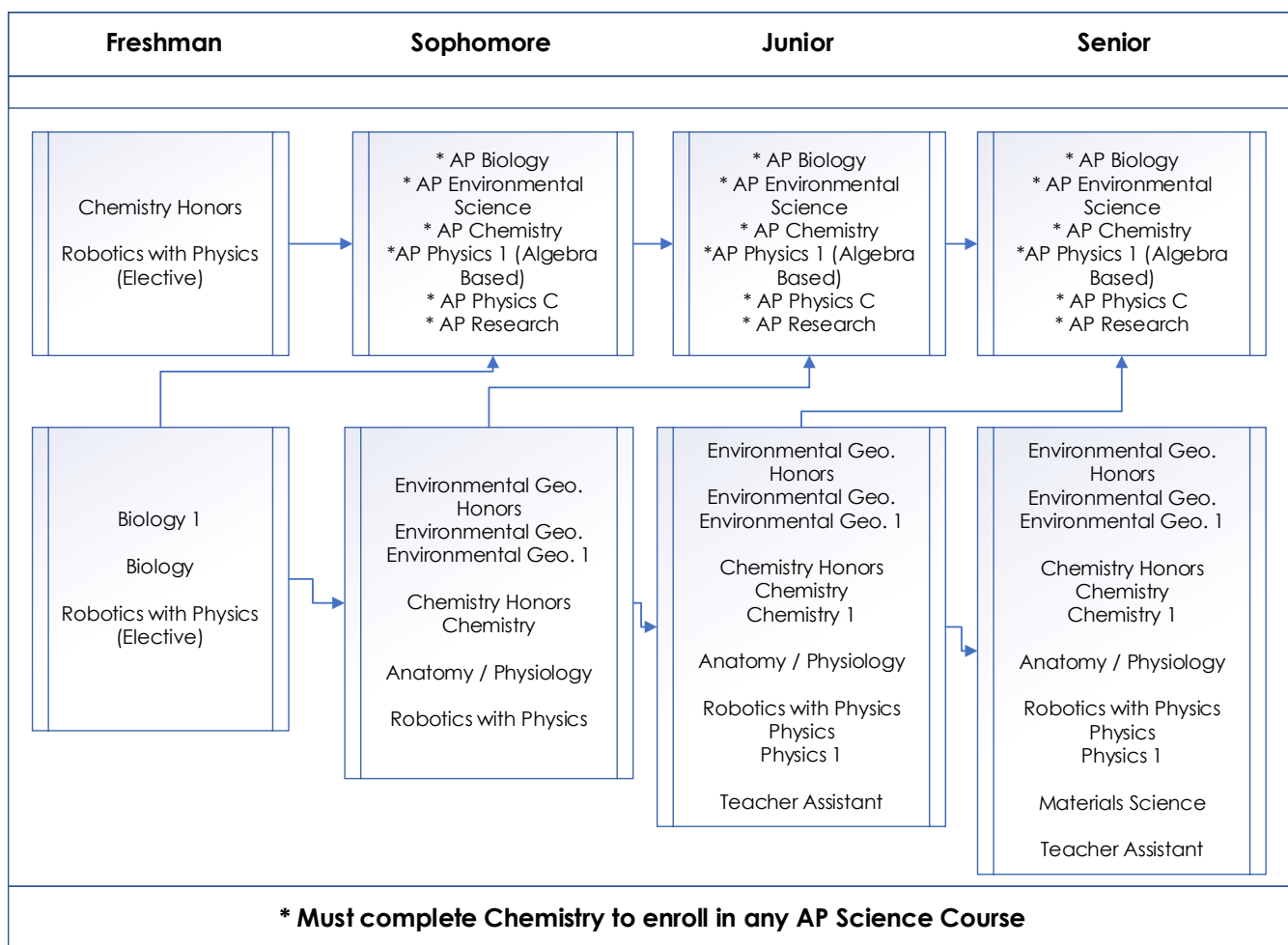
Grades: 11 12

This course is designed to expose students to a wide variety of educational classroom responsibilities. Students will be assigned duties by their teacher, including providing students with extra assistance in a small or large group setting, leading classroom activities, and giving support where needed.

Note: Courses marked with a ● require a graphing calculator. For classes without that marking, a non-graphing calculator is adequate. Students with financial challenges who need assistance obtaining a graphing calculator should talk with their math teacher or the instructional director of the mathematics department.

SCIENCE

The Science Department encourages students to explore different areas of science over the course of their academic careers in order to develop a well-rounded understanding of the natural world. All science courses include inquiry-based investigations and labs, hands-on experimentation and modeling, data analysis, and scientific research. Using critical thinking skills and collaborative practices, students integrate processes and concepts in real world contexts of science, technology, engineering, and mathematics (STEM). Each course fosters the development of these STEM skills and competencies to encourage college, career and life readiness and is aligned with the Next Generation Science Standards.



Biology 1: 1:0 credit

Prerequisites: None

Course Number: 3020

*NCAA Grades: 9 10 11

Biology 1 provides a highly differentiated curriculum with a greater degree of structured support in scientific literacy skills. This course emphasizes the following topics: biochemistry, cells, genetics, evolution, plants, animals, and ecology. Students develop the necessary skills to investigate current biological issues. Homework is given

frequently and lab work is extensive, including dissection of some organisms. A Special Education version of this course is available by IEP team decision.

Biology: 1.0 credit

Prerequisites: None

Course Number: 3030

*NCAA Grades: 9 10 11 12

This emphasizes the following topics: biochemistry, cells, genetics, evolution, plants, animals, and ecology. Students develop the necessary skills to investigate current biological issues. Homework is given frequently and lab work is extensive, including dissection of some organisms. A Special Education version of this course is available by IEP team decision.

AP Biology: 1.5 credits

Prerequisites: Chemistry or Chemistry Honors

Course Number: 3080

*NCAA Grades: 10 11 12

This is a college level biology course emphasizing scientific inquiry and reasoning skills. The content of the course is structured around four main themes: evolution, cellular process, genetics and information transfer, and biological interactions. Numerous laboratory activities are included. Students are expected to take the Advanced Placement exam in May.

Criminalistics: .5 credit

Prerequisites: Open to grades 10-12

Course Number: 3603/3604

Are you fascinated with TV shows like CSI, Bones, or Dexter? Do you love listening to true crime podcasts? Then you'll love to learn how it's really done in Criminalistics! Criminalistics is the rigorous application of scientific practices to process physical evidence during criminal investigations. Including new content from life and physical sciences, the course will provide the opportunity to classify and individualize multiple forms of evidence including: fingerprint analysis, questioned document analysis, blood and DNA analysis, and hair and fiber analysis. Real life case studies and the types of forensic techniques used to solve these crimes will be examined in depth during each unit of study. Students will also learn how to process a crime scene, including searching for, documenting and collecting evidence. Note: Due to the nature of this course, some topics discussed are difficult and can trigger emotional responses.

Criminalistics is a one-semester course offered in the science department. There will be extensive hands-on and laboratory activities for students during the course. This course earns elective science credit. It does not fulfill the 2-year science graduation requirement.

Environmental Geoscience 1: 1.0 credit

Prerequisites: None

Course Number: 3100

*NCAA Grades: 10 11 12

This course focuses on current issues in science, the nature of science, human population, recycling and waste, energy in Earth systems, landscape evolution, climate and weather patterns, and human effects on the environment. This course provides a highly differentiated curriculum, with a greater degree of structured support in scientific literacy skills. A Special Education version of this course is available by IEP team decision.

Environmental Geoscience: 1.0 credit

Prerequisites: None

Course Number: 3500

*NCAA Grades: 10 11 12

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

Environmental Geoscience Honors: 1.0 credit

Prerequisites: None

Course Number: 3570

*NCAA Grades: 10 11 12

Environmental Geoscience Honors, is a course designed to familiarize students with their relationship with nature and the world around them. This interdisciplinary course explores the complex relationships between the environment, our health, and the economy. Students will utilize deductive reasoning, computational skill, abstract conceptualization, and an analytical approach to explore the following topics: environmental science, human population, soil, topographic mapping, diminishing water supply and quality, groundwater, mineral resources extraction and consumption, waste and recycling, energy and energy alternatives, atmosphere, and climate change. Students will also investigate an environmental impact study, analyze their findings, and justify their recommendations. In addition, students participate in a local restoration project in conjunction with Lake Forest/Lake Bluff Open Lands Association and the City of Lake Forest.

AP Environmental Science: 1.5 credits

Prerequisites: A summer reading list is a required assignment for of this course.

Course Number: 3170

*NCAA Grades: 10 11 12

This is a college level environmental science course with extensive lab work that also uses field work and projects as an integral part of many of the units of study. Students solve dimensional analysis (factor-label) problems without the use of a calculator. The interrelationships between physical and biologic systems are emphasized throughout the course. Topics of study include energy, the cycling of matter, resource use and degradation, environmental pollution, population studies, global changes and consequences, environmental trade-offs, and decision making. Students are expected to take the AP exam as part of this course.

Chemistry 1: 1.0 credit

Prerequisites: None

Course Number: 3200

*NCAA Grades: 11 12

This course provides a strong background in chemistry while deemphasizing math computation. During first semester, students explore measurement, chemical notation, including elemental and ionic symbols, history of science and technology, atomic structure, energy and fuels, and kinetic theory and gases. During second semester, the curriculum emphasizes more applied chemistry, such as bonding, organic chemistry, polymers, acids, and bases.

Chemistry: 1.0 credit

Prerequisites: A strong Algebra background is highly recommended.

Course Number: 3220

*NCAA Grades: 10 11 12

This course gives students a strong background in chemistry. Topics include modern atomic theory (quantum mechanics), chemical reactions, molecular structure, energy phenomena, the mole concept, chemical kinetics, and equilibrium. Numerous laboratory activities are included.

Chemistry Honors: 1.0 credit

Prerequisites: Advanced Algebra Accelerated or Advanced Algebra Trigonometry Honors

Course Number: 3240

*NCAA Grades: 9 10 11 12

This is an inorganic chemistry course in which students use deductive reasoning, computational skills, and abstract conceptualization. Topics of study include modern atomic theory, the mole concept, chemical periodicity, oxidation/reduction reactions, theories of chemical bonding, chemical energetics and acid base reactions. Numerous laboratory activities are included.

AP Chemistry: 1.5 credits

Prerequisites: Chemistry or Chemistry 1 Honors

Course Number: 3280

*NCAA Grades: 11 12

AP Chemistry is a college level course that addresses topics such as the atom as depicted by quantum mechanics, molecular orbital theory, molecular structure, ligand field theory, reaction kinetics, kinetic molecular theory of gases, solutions, and electrolytes, oxidation/reduction reactions, solubility and equilibrium, electrochemistry, nuclear chemistry, chemical thermodynamics, and extensive treatment of selected topics in organic chemistry and biochemistry. Students participate in extensive laboratory work. Students are expected to take the AP exam as part of this course.

Physics 1: 1.0 credit

Prerequisites: None

Course Number: 3300

*NCAA Grades: 11 12

This course gives students a background in physics through the use of logical deduction and intuition.

Math computation is algebra-based. The course will emphasize demonstration and laboratory experiments that show qualitative relationships that exist in the following topics: mechanics (the laws that govern motion), wave motion, fluids, light, magnetism, static electricity, and basic electrical circuits. Students are also expected to participate in one major group project per year. This course includes a number of STEM (science, technology, engineering and mathematics) activities.

Physics: 1.0 credit

Prerequisites: A strong Algebraic and fundamental geometry/trigonometry skills are highly recommended.

Course Number: 3320

NCAA Grades: 11 12

In this course, students explore the physical principles of the universe, including mechanics (the laws that govern motion), wave motion, fluids, light, magnetism, static electricity, and basic electrical circuits. Labs are employed to further the student's understanding of these topics, and students utilize both algebra and trigonometry to solve problems. Students are also expected to participate in one major group project per year. This course includes a number of STEM (science, technology, engineering and mathematics) activities.

AP Physics 1: Algebra-Based: 1.5 credits

Prerequisites: Chemistry or Chemistry 1 Honors

Course Number: 3330

*NCAA Grades: 11 12

This is a college level algebra-based physics course which incorporates an extensive amount of trigonometry. It focuses on mechanics, fluids, and wave motion. It is taught using lecture, discussion, demonstrations, and laboratory work. The course also has a large writing component and extensive problem solving. Students are expected to take the AP exam at the end of the year.

AP Physics C: Mechanics; Electricity & Magnetism: 1.5 credit

Prerequisites: Chemistry 1 or Chemistry 1 Honors and concurrent enrollment in Calculus

Course Number: 3380

*NCAA Grades: 11 12

This course is an in-depth study of classical Newtonian mechanics, as well as electricity and magnetism. It is similar to the first college physics course taken by engineers or physical science majors and is taught using lecture, discussion, demonstrations, laboratory work, and extensive problem solving. Students are expected to take the AP exam in May.

Anatomy/Physiology – Semester 1: 0.5 credit

Prerequisites: Biology

Course Number: 3061

*NCAA Grades: 10 11 12

Offering a second year of life science, this course is for students who are interested in pursuing a career in medicine, nursing, or medical technology, as well as the student who is interested in gaining an expanded appreciation for the amazing complexity and organization of the human body. Students gain an understanding of the inner workings of our systems and the interactions that keep the body functioning smoothly. The course delves into the anatomy and physiology of major human systems, integrating a focus on the homeostatic mechanisms that guide the balance the body maintains. Through laboratory investigations, internet searches, interactive computer simulation, unique projects, and dissections, students gain an understanding of who we are. In addition, students will apply their knowledge and understanding to case studies of human diseases. *The focus of semester 1 will be on human terminology, biochemistry, tissues, the digestive system, the skeletal system, and blood.* Most students continue to the second semester of this course: Anatomy/Physiology- Semester 2. This course is only offered first semester.

Anatomy/Physiology – Semester 2: 0.5 credit

Prerequisites: Biology

Course Number: 3072

*NCAA Grades: 10 11 12

Students in this course delve further into the systems of the body. This course is for students who are interested in pursuing a career in medicine, nursing, or medical technology, as well as the student who is interested in gaining an expanded appreciation for the amazing complexity and organization of the human body. Students gain an understanding of the inner workings of our systems and the interactions that keep the body functioning smoothly. The course delves into the anatomy and physiology of major human systems, integrating a focus on the homeostatic mechanisms that guide the balance the body maintains. Through laboratory investigations, internet searches, interactive computer simulation, unique projects, and dissections, students gain an understanding of who we are. In addition, students will apply their knowledge and understanding to case studies of human diseases. *The focus of semester 2 will be on the muscular, cardiovascular, respiratory, urinary, and reproductive systems.* In addition, we will visit a medical facility in order to gain real world experience in a clinical setting. It is highly recommended that students in this course first complete Anatomy/Physiology- Semester 1. This course is only offered second semester.

Materials Science – STEAM Inquiry Into Innovation Semester 1: 0.5 credit

Prerequisites: None

Course Number: 3401

*NCAA Grades: 11 12

This is a one-semester lab course with a highly practical, hands-on, multidisciplinary approach to science through the study of major classes of materials. This is a STEAM-based course (Science, Technology, Engineering, Art and Mathematics) which draws from environmental geoscience, biology, chemistry, physics, and engineering to understand the different characteristics of the materials that are present in our society. Students learn through a process of inquiry by designing, building, testing, and redesigning materials to be used in a variety of design challenges. This course will cover the engineering process, plastics and composites, thermal conductivity and electrical circuits.

Materials Science – STEAM Inquiry in Technology Semester 2: 0.5 credit

Prerequisites: None

Course Number: 3402

*NCAA Grades: 11 12

This is a one-semester lab course with a highly practical, hands-on, multidisciplinary approach to science through the study of major classes of materials. This is a STEAM-based course (Science, Technology, Engineering, Art and Mathematics) which draws from environmental geoscience, biology, chemistry, physics, and engineering to understand the different characteristics of the materials that are present in our society. Students learn through a process of inquiry by designing, building, testing, and redesigning materials to be used in a variety of design challenges. This course will cover composites, Newton's laws, protective materials, building design and structures, sports materials and medicine.

Interactive History of Science: 1.0 credit (0.5 Science/ 0.5 Social Studies)

Prerequisites: 2 years of Science

Course Number: 2430

*NCAA Grades: 11 12

May be taken for Earned-Honors credit

This course examines the historical and philosophical underpinnings of science from 500 BC to the 21st century. Students in this course will engage in a number of relevant demonstrations and experiments designed to illustrate key concepts and turning points in the development of science. The course will be designed to be 1) interactive from a participant's viewpoint, and 2) there will be specific and targeted readings accompanied by regular seminar-style discussions. This course may be taken for earned-honors credit.

Teacher Assistant: 0.25 credit

Prerequisites: An application and a teacher recommendation are required. Limit 2 per class

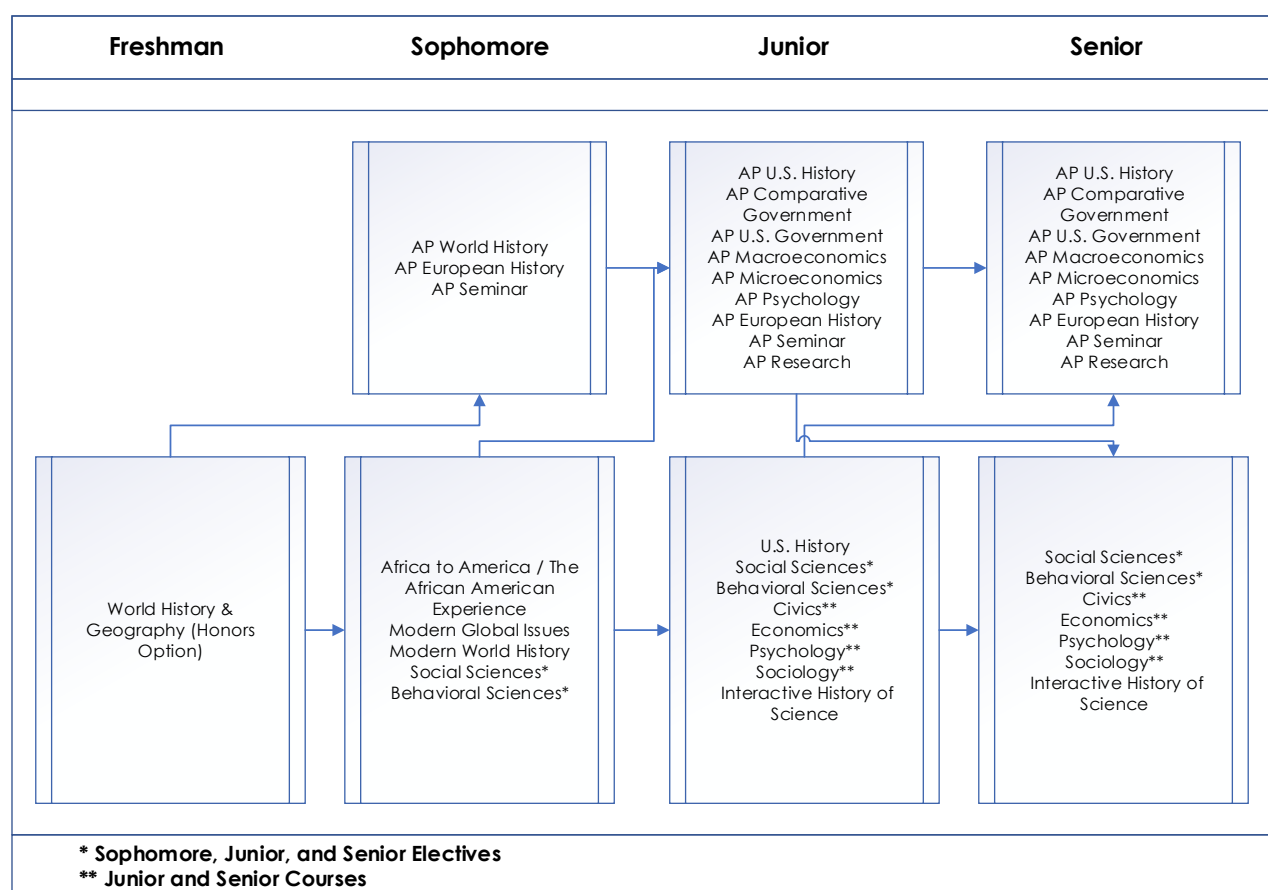
Course Number: 4860

Grades: 11 12

This course is designed to expose students to a wide variety of educational classroom responsibilities. Students will be assigned duties by their teacher, including providing students with extra assistance in a small or large group setting, leading classroom activities, and giving support where needed.

SOCIAL STUDIES

Social Studies courses at Lake Forest High School prepare students to be more fully educated and engaged citizens. To that end, teaching and learning occurs in dynamic, engaging and empowering ways that help students develop the knowledge, skills and dispositions necessary to address the challenging issues that they will confront throughout their lives. The study of history and the social sciences helps students develop knowledge that allows for fuller understanding of patterns of human experience. Our courses also emphasize skills appropriate for today's citizens who are encountering an increasingly interconnected and interdependent twenty-first century world.



World History and Geography: 1.0 credit

Prerequisite: None

Course Number: 2160/2170

*NCAA Grade: 9

This course introduces students to the study of social, economic, political, and cultural patterns and processes that shape the human experience and to the investigation of significant events, developments, and processes of human history. Students develop and use the same skills, practices, and methods used by human geographers and historians. These include analyzing concepts, patterns, and processes in applied contexts, interpreting quantitative and qualitative data represented in texts, maps, tables, charts, images, and landscapes, developing arguments, and effectively using multiple modes to communicate. The course helps students develop knowledge and understanding of government institutions, provides opportunities to engage in simulations of the democratic

process, incorporates discussions of current and controversial issues, and includes civic action projects connected to course content and concepts. World History and Geography may be taken for Honors credit each semester. This course satisfies the Global Studies and Civics requirements. A Special Education version of this course is available by IEP team decision.

Africa to America: 0.5 credit

Prerequisite: None

Course Number: 2001

*NCAA Grades: 10 11 12

This first semester course surveys the early history of the African continent inclusive of the origins of civilizations, development of cultural patterns, the interaction of African civilizations with peoples from Europe and Asia, and a study of geography and its impact on the African continent. Africa to America continues with a study of the transatlantic slave trade and explores such topics and issues as slave culture and life, the experiences of free blacks, contributions of African Americans to early America, the anti-slavery movement, and events leading to the American Civil War. The infusion of African and African American literature, music, and art into western culture completes this comprehensive study of African American history prior to the Civil War. Integration of visual media, literature, and technology with standard textbook sources seeks to challenge and stimulate open discussion and discovery. Various methods of teaching will be used, such as discussion, lectures, seminars, oral reports, simulations, role play, and panel discussions. Student involvement is encouraged as emphasis is placed on student participation, individual research, and the development of critical reading, thinking, and writing skills. This course satisfies the Global Studies requirement.

African American Experience in the Modern Era: 0.5 credit

Prerequisite: Students are encouraged to take the first semester course Africa to America prior to this course

Course Number: 2002

*NCAA Grades: 10 11 12

This second semester course surveys the African American Experience in the modern era. Topics of study include the Civil War, Reconstruction, the Jim Crow Era, the Harlem Renaissance, the history of the civil rights movement, African American participation in global warfare, the issues surrounding affirmative action, and issues concerning American race relations and contemporary African American culture. Comparisons will be studied involving Americans of African, European, Hispanic/Latin, Asian, and Native descent. The infusion of art, literature, music, and technology into the curriculum is used to further enhance the study of the African American and other ethnic experiences in the United States. Use of print materials from texts, periodicals, and newspapers challenge and stimulate open discussion and discovery. Various methods of teaching, such as discussion, lectures, seminars, oral reports, simulations, role play, and panel discussions will be used. Student involvement is encouraged as emphasis is placed on student participation, individual research, and the development of critical reading, thinking, and writing skills. This course satisfies the Social Science requirement.

Modern World History: 1.0 credit

Prerequisite: None

Course Number: 2230

*NCAA Grade: 10

This course (formerly known as World Civilizations 2) examines the development of the world's civilizations since the Age of Exploration. Students explore the significant developments in the political, cultural, religious, intellectual, social, and economic spheres of the human endeavor. The civilizations of Africa, Asia, Europe, and the Americas are viewed both in their respective contexts, as well as within a global framework and the resulting conflicts that have marked the modern age. This course emphasizes active student participation in discussions, group projects, oral and written assignments, and critical thinking skills such as analysis, synthesis, and evaluation. This course satisfies the Global Studies requirement.

Modern Global Issues: 1.0 credit

Prerequisites: None

Course Number: 2030

*NCAA Grades: 10 11 12

This course challenges students to investigate the world beyond their immediate environment. The course is designed to promote global citizenship and competency of the twenty-first century while providing students opportunities to understand world issues from multiple perspectives. The curriculum and instruction for the course is project-based, with an emphasis on student inquiry, problem-solving, research, collaboration, and the ability to communicate learning in multiple formats. Students develop global communication skills and practical

applications of technology for constructive learning, working toward becoming change agents of the future. This course strives to deepen students' understanding of varied global regions, the historical context of our modern issues, and the implications of global decision-making. This course replaces the former area studies courses of Asian Studies, Latin American Studies, Middle Eastern Studies, and Contemporary Issues; students who took one or more of those courses may still take Modern Global Issues. This course satisfies the Global Studies requirement.

AP World History: 1.0 credit

Course Number: 2250

Prerequisite: Students are encouraged to have earned a "B" or better in World History and Geography Honors or "A- "or better in World History and Geography. A summer reading and writing assignment is a required component of this course. *NCAA Grades: 10 11 12

This course focuses on developing students' abilities to think conceptually about world history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history rather than simply memorization of events in the past. During this course students master skills including chronological reasoning, comparison and contextualization, crafting historical arguments from evidence, and historical interpretation and synthesis. This course uses a college-level textbook includes a range of writing exercises – short answer questions, document-based questions, and long essays – that are required by the College Board as part of the Advanced Placement exam. Students are expected to take the Advanced Placement exam as part of this course. This course satisfies the Global Studies requirement.

AP European History: 1.0 credit

Course Number: 2280

Prerequisite: None. Students are encouraged to have earned a "B" or better in World History and Geography Honors or "A- "or better in World History and Geography. A summer reading and writing assignment is a required component of this course. *NCAA Grades: 10 11 12

This course begins at the Renaissance and moves to the contemporary period of European history. A topical approach is used in conjunction with attention to chronology. During this course students master skills including chronological reasoning, comparison and contextualization, crafting historical arguments from evidence, and historical interpretation and synthesis. This course uses a college-level textbook includes a range of writing exercises – short answer questions, document-based questions, and long essays – that are required by the College Board as part of the Advanced Placement exam. Students are expected to take the Advanced Placement Exam as part of this course.

AP Seminar: 1.0 credit

Course Number: 2990

Prerequisites: A summer reading and writing assignment is a required component of this course. *NCAA Grades: 10 11 12

Taught within the context of contemporary affairs, this course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, as well as literary and philosophical texts. Students are also asked to analyze speeches, broadcasts, and personal accounts. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are expected to take the Advanced Placement Exam as part of this course.

United States History: 1.0 credit

Prerequisite: None. U.S. History is recommended for juniors.

Course Number: 2330

*NCAA Grades: 11 12

This course begins with a review of exploration, colonization, and the revolutionary period. This study of pre-Civil War America continues with Constitutional issues, territorial expansion, and sectional differences; building to an analysis of the Civil War and Reconstruction. The first semester concludes with an examination of the transformations in American society brought by immigration, industrialization, and urbanization, as well as the emergence of the United States as a world power. The second semester focuses on the domestic and foreign issues faced during the twentieth and twenty-first centuries including war and depression, economic growth, social change, and dissent. Writing is a significant component of this course which includes a required research paper. Students must pass the state mandated test on the US Constitution, Declaration of Independence, Display of the Flag, and the Illinois Constitution. This course satisfies the US History requirement. A Special Education version of this course is available by IEP team decision.

AP United States History: 1.0 credit

Course Number: 2350

Prerequisite: None. AP U.S. History is recommended for juniors. Students are encouraged to have earned a "B" or better in an Honors or AP section of a social studies course, an "A-" or better in another social studies course. A summer reading and writing assignment is a required component of this course.

*NCAA Grades: 11 12

This course focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. This course uses a college-level textbook and includes a range of writing exercises – short answer questions, document-based questions, and long essays – that are required by the College Board as part of the Advanced Placement exam. It also includes a required research-based paper. Students must pass the state mandated test of the US Constitution, Declaration of Independence, Display of the Flag, and the Illinois Constitution. Students are expected to take the Advanced Placement exam as part of this course. This course satisfies the US History requirement.

Social Sciences: 0.5 credit

Prerequisite: None

Course Number: 2401

*NCAA Grades: 10 11 12

This first semester course provides an introduction to the social sciences as they influence the behavior of citizens in a democratic society. Students will participate in a number of hands-on activities, such as role play, group work, presentations, and simulations. The content for this course is drawn from civics, including government and law, as well as economics that provide the student with the skills and knowledge necessary to be an effective citizen who can participate in our democratic society. Social Sciences is designed for the student who will benefit from additional instruction in critical reading, writing, and/or analytical thinking. This course satisfies the Social Science Consumer Education and Civics requirements. A Special Education version of this course is available by IEP team decision.

Behavioral Sciences: 0.5 credit

Prerequisite: None

Course Number: 2402

*NCAA Grades: 10 11 12

This second semester course emphasizes those branches of the behavioral sciences that provide an analysis of human behavior both in groups and as individuals. This class also includes a number of hands-on activities such as role playing, group work and presentations, and simulations. To help students understand and participate more effectively in our modern world, the content for this course may be drawn from sociology, psychology, anthropology, and/or geography. Behavioral Sciences is designed for the student who will benefit from

additional instruction in critical reading, writing, and/or analytical thinking. This course satisfies the Social Science requirement.

Economics: 0.5 credit

Prerequisites: None

Course Number: 2501/2502

*NCAA Grades: 11 12

This course provides students with an introduction to the study of economic systems, focusing on capitalism and the US economy. Along with current events, students get a "hands-on" look at investing during a stock market simulation which includes competition with teams throughout the country. Students develop knowledge and skills required to be effective, participatory consumers in the US economy; drawing connections between topics and the world around them. This course satisfies the Social Science and Consumer Education requirements.

AP Microeconomics: 0.5 credit

Prerequisites: None. Students are encouraged to have earned a B or higher in a previous social studies course. A summer reading and writing assignment is a required part of this course.

Course Number: 2551

*NCAA Grades: 11 12

This first semester course provides students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary about the nature and functions of product markets and factor markets and of the role of government in promoting greater efficiency and equity in the economy. AP Microeconomics introduces basic economic problems such as supply and demand, unemployment, growth, inflation, business cycles, and the distribution of income. Students are expected to take the Advanced Placement Exam as part of this course. Students who complete the semester of AP Microeconomics must take the semester of AP Macroeconomics to fulfill the Consumer Education requirement. This course satisfies the Social Science requirement.

AP Macroeconomics: 0.5 credit

Prerequisites: AP Microeconomics. Students are encouraged to have earned a B or higher in a previous social studies course. A summer reading list and writing assignment is a required part of this course.

Course Number: 2552

*NCAA Grades: 11 12

This second semester course provides students with a thorough understanding of the principles of economics in examining aggregated economic behavior. Students learn how the measures of economic performance, such as GDP, inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. In addition, students explore the basic analytical tools of macroeconomics, primarily the aggregate demand and aggregate supply model and their application in the analysis and determination of national income. Students also evaluate the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Students have ample opportunities to examine the impact of international trade and international finance on national economies. Various economic schools of thought are introduced as solutions to economic problems are considered. Students are expected to take the Advanced Placement Exam as part of this course. This course satisfies the Social Science requirement. Students who complete the semester of AP Macroeconomics must take the semester of AP Microeconomics to fulfill the Consumer Education requirement.

Civics: 0.5 credit

Prerequisites: none

Course Number: 2681/2682

NCAA Grades: 11 12

This course is a one semester study of key concepts about government and politics challenging students to engage in discussion of current and controversial issues, role-playing activities and simulations, and service learning. The course consciously promotes civic engagement by all students, intentionally focusing on fostering participatory citizenship and placing an emphasis on helping students understand how the fundamental ideals and principles of our democratic society relate to important current problems, opportunities and controversies. This course satisfies the Social Sciences and Civics requirements.

AP Comparative Government & Politics: 0.5 credit

Course Number: 2651

Prerequisite: None. Students are encouraged to have completed U.S. History, and have earned a "B"

*NCAA Grades: 11 12

or higher in a previous Social Studies course. A summer reading and writing assignment is a required component of this course.

This first semester course introduces fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Students successfully completing this course will understand major comparative political concepts, themes, and ideas; have knowledge of important facts pertaining to the governments and politics of China, Britain, Iran, Mexico, Nigeria, and Russia; understand typical patterns of political processes and behavior and their consequences; and be able to compare and contrast political institutions and processes across countries. Classroom simulations of actual legislative and judicial proceedings are conducted. Emphasis is placed on outside reading, research, and writing skills. Students are expected to take the Advanced Placement Exam as part of this course. This course satisfies the Social Science requirement.

AP United States Government & Politics: 0.5 credit

Course Number: 2652

Prerequisite: None. Students are encouraged to have completed U.S. History and have earned

*NCAA Grades: 11 12

a "B" or higher in previous Social Studies course.

This second semester course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the US political landscape. After successful completion of this course, students will know important facts, concepts, and theories pertaining to US government and politics; understand typical patterns of political processes and behavior and their consequences; be able to analyze and interpret basic data relevant to US government and politics; be able to analyze and interpret relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum. Classroom simulations of actual legislative and judicial proceedings are conducted. Emphasis is placed on outside reading, research, and writing skills. Students are expected to take the Advanced Placement Exam as part of this course. This course satisfies the Social Science and Civics requirements.

Sociology: 0.5 credit

Course Number: 2701/2702

Prerequisites: None

*NCAA Grades: 11 12

This course is a one semester introduction to sociology and social problems in American society. The emphasis is placed upon students developing an understanding of sociological perspective and the individual's role in social institutions. This course will investigate different sociological theories and their practical applications, as well as other important sociological concepts such as culture, socialization, and stratification in society. The course addresses issues in society relating to race, gender, and politics, while reinforcing skills of civic discourse and understanding multiple perspectives. Students are required to participate in a civic engagement experience as part of the course, such as community service or government meeting attendance. Assistance will be provided to students for finding a civic engagement experience. Students will use this experience as a way to further investigate social issues pertinent to American society in the 21st century as well as recognize their own ability to shape society through sociological mindfulness. Research projects, outside reading, and active class participation are also required components of the course. This course satisfies the Social Science and Civics requirements.

Psychology: 0.5 credit

Course Number: 2801/ 2802

Prerequisites: None

*NCAA Grades: 11 12

This course is a one semester exploration of subjects studied by behavioral scientists in order to learn how psychology is applied in solving human problems and to experiment, learn, and evaluate methods of research. Students are challenged to relate psychological concepts to their own lives. A variety of instructional strategies

such as lecture and discussion, media presentation, case history analysis, and analytical writing assignments challenge students to become actively involved in the learning process. This course satisfies the Social Science requirement.

AP Psychology: 1.0 credit

Course Number: 2850

Prerequisites: None. Students are encouraged to have earned a "B" or higher in previous Social Studies course.

*NCAA Grades: 11 12

This course involves the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students learn about the methods psychologists use in science and practice. AP Psychology stresses critical thinking, reading, and writing within the context of scientific methodology and questioning. A variety of activities are provided including lectures, reading, discussions, case study analyses, tests, demonstrations, and research projects to aid in the learning of the large amount of material that is covered. Students are expected to take the Advanced Placement exam as part of the course. This course satisfies the Social Science requirement.

Interactive History of Science: 1.0 credit (0.5 Science / 0.5 Social Studies)

Course Number: 2430

(May be taken for Honors credit)

*NCAA Grades: 11 12

Prerequisites: 2 years of Science

This course examines the historical and philosophical underpinnings of science from 500 BC to the 21st century. Students in this course will engage in a number of relevant demonstrations and experiments designed to illustrate key concepts and turning points in the development of science. The course will be designed to be 1) interactive from a participant's viewpoint, and 2) there will be specific and targeted readings accompanied by regular seminar-style discussions. This course may be taken for honors credit.

AP Research: 1.0 credit

Course Number: 6620

Prerequisite: AP Seminar in grades 10 or 11. A summer reading and writing assignment is a required component of this course.

*NCAA Grades: 10 11 12

This course leads students to cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. Students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words and a presentation with an oral defense. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students should register for AP Research within the Academic Department that will be the focus of their academic work. Furthermore, the availability of this research opportunity will not be guaranteed every academic year since it is dependent upon both student interest and the availability of a Lake Forest High School faculty member.

Teacher Assistant: 0.25 credit

Course Number: 4860

Prerequisites: An application and a teacher recommendation are required. Limit 2 per class.

Grades: 11 12

This course is designed to expose students to a wide variety of educational classroom responsibilities. Students will be assigned duties by their teacher, including providing students with extra assistance in a small or large group setting, leading classroom activities, and giving support where needed.

SPECIAL EDUCATION

The following courses provide small group instruction for students with academic and social emotional challenges who are functioning significantly below grade level and who need a modified academic curriculum. Each course is taught by a special education teacher. A student's educational placement in these courses and specific supports are determined at the student's IEP meeting.

MATH

Instructional Math 1: 1.0 credit

Course Number: 8120

Prerequisite: Student must have an IEP and be recommended through the IEP process

Grades: 9 10 11 12

This is a year long course that individualizes curriculum to teach, reinforce, and apply basic arithmetic skills and operations to increase algebra readiness. Each student will have an opportunity to become more proficient in math computation and problem solving using a computer-based program to prepare them for Algebra. This course will teach algebraic concepts through practical, real-life, and work place scenarios. Topics usually include basic math computation, measurement, algebraic relationships, geometry, one-step equations, using formulas, graphing, and basic statistics (probability and statistics). Students may enroll each year they are eligible and the course is repeatable.

ENGLISH

Instructional English 1: 1.0 Credit

Course Number: 8100

Prerequisite: Student must have an IEP and be recommended through the IEP process

Grade: 9

This full-year course provides instruction for freshman students to strengthen skills in reading comprehension, vocabulary, speaking, and analytical writing. The essential question of the English 1 course is how does storytelling and story seeking help us discover who we are? This theme is explored throughout the writing and reading portions of the course. Writing instruction will focus on identifying and exploring writing topics, developing strategies for descriptive writing ("show, don't tell"), developing well-structured sentences, paragraphs, and essays through participation in Writing Workshop and shared literature components of the course. This course will employ strategies for proofreading and correcting grammar and sentence structure. Course placement is determined by the student's Individualized Education Plan (IEP). This course may be repeated.

Instructional English 2: 1.0 Credit

Course Number: 8109

Prerequisite: Student must have an IEP and be recommended through the IEP process

Grade: 10

This full-year course provides instruction for sophomore students to strengthen skills in reading comprehension, analyzing literature, vocabulary, speaking, and analytical writing. English 2 focuses on the experiences of the individual in American society, while exploring the self-discovery that emerges from the struggle for self-definition. Students consider how individuals define themselves and their place in the context of home, the larger community, and society as a whole. Writing instruction will focus on identifying and exploring writing topics, developing strategies for descriptive writing ("show, don't tell"), developing well-structured sentences, paragraphs, and essays through participation in Writing Workshop and shared literature components of the course. Students will focus on identifying claim statements related to theme and supported by evidence from the text. This course will employ strategies for proofreading and correcting grammar and sentence structure. Course placement is determined by the student's Individualized Education Plan (IEP). This course may be repeated.

Instructional English 3: 1.0 Credit

Course Number: 8110

Prerequisite: Student must have an IEP and be recommended through the IEP process

Grade: 11

This full-year course provides instruction for junior students to identify and explore literary techniques and terms in literature, to examine and use active reading strategies, and to strengthen writing skills, all while exploring the theme of the Writer's Voice. Writing instruction will focus on identifying and exploring writing topics, developing strategies for analytical writing, writing for a variety of purposes and audiences in different genres and forms, and developing well-structured sentences, paragraphs, and essays. Reading instruction will focus on applying literary terms to literature, such as William Shakespeare's *Macbeth*. Students will build their knowledge and ability in reading and writing through participation in the Reading Workshop, Writing Workshop, and Shared Literature components of the course. Course placement is determined by the student's Individualized Education Plan (IEP). This course may be repeated.

Instructional English 4: 1.0 Credit

Course Number: 8119

Prerequisite: Student must have an IEP and be recommended through the IEP process

Grade: 12

This full-year course provides instruction for senior students to further explore and apply literary techniques and terms in literature, to reinforce and build active reading strategies, and to hone writing skills, all while exploring the theme of the Fate vs. Free Will. Writing instruction will focus on identifying and exploring writing topics, developing strategies for analytical writing, writing for a variety of purposes and audiences in different genres and forms, and developing well-structured sentences, paragraphs, and essays. Reading instruction will focus on applying literary terms and the course theme to a variety of literature. Students will build their knowledge and ability in reading and writing through participation in the Reading Workshop, Writing Workshop, and Shared Literature components of the course. Course placement is determined by the student's Individualized Education Plan (IEP). This course may be repeated.

Instructional Reading: 1.0 credit

Course Number: 8160

Prerequisite: Student must have an IEP and be recommended through the IEP process

Grades: 9 10 11 12

This reading course will provide students with reading instruction emphasizing decoding and encoding skills and is taught by a special education teacher. Through research-based interventions focused on structured reading activities, students will gain skills in the areas of vocabulary, phonological awareness, phonics, fluency, reading comprehension, basic writing and spelling skills. Activities will involve direct instruction, small group, whole group and computer-based instruction as well as exposure to narrative and non-narrative materials. Course placement is determined by the student's Individualized Education Plan (IEP). This course may be repeated.

SUPPORT CLASSES

Learning Strategies: 0.5 credit

Course Number: 8481/8482

Prerequisites: IEP team recommendation

Grades: 9 10 11 12

Learning Strategies class provides academic and social emotional support, monitors work completion, and utilizes research-based interventions to accelerate academic, social emotional and executive functioning skills. Beyond the traditional support provided for academic courses including accommodations identified in the IEP, the Learning Strategies teacher helps students address his/her identified areas of need(s) outlined in the IEP. The special education teacher utilizes research-based interventions and online resources to improve student's abilities in the areas of reading comprehension, math problem solving, written expression and/or executive functioning as identified in the IEP. Academic interventions are administered weekly (approximately 45-80 minutes per week) as well as assessed via progress monitoring tools monthly to evaluate effectiveness of instruction. District 115 uses a variety of research-based interventions, teaching methodologies, and supports in order to improve the academic, behavioral/emotional, and/or functional skills that have been shown to be valid through one or more research studies. As a team, students, parents, teachers, and case managers monitor

homework completion, executive functioning skills, self-advocacy skills, and mastery of learning targets to ensure students are studying, completing homework, and using school resources outside of the Learning Strategies class. A student's educational placement and specific services are determined by the student's IEP Team. Students enrolled less than three days per week in Learning Strategies will not receive credit.

Vocational Education: 0.5 credit

Prerequisite: IEP recommendation

Course Number: 8201/8202

Grades: 9 10 11 12

This course is designed to provide students the opportunity to learn the skills necessary for seeking, applying, and maintaining employment. Students will have an opportunity to enhance their application of practical knowledge based on an assessment of their individual needs. Activities include but are not limited to: completing job application forms, reading and answering job openings, preparing for job interviewing, computing paychecks, and completing employee/employer tax forms. Additionally, the course will also focus on teaching soft workplace skills including employee/employer responsibilities, effective job behavior, labor unions, and safety on the job. Students will be given the opportunity for self-evaluation and career exploration in an effort to match their abilities and interests to realistic vocational goals. Students have the option to take a double-period class for a more robust, hands-on, work experience. The student's interests and abilities are considered when selecting appropriate vocational training experiences. This course fulfills the State of Illinois Consumer Education requirement.

Independent Living and Citizenship: 1.0 credit

Prerequisite: IEP recommendation

Course Number: 8351/8352

Grades: 9 10 11 12

This course is specifically designed to support the school's strategic plan by fostering the core values of adaptability, citizenship, communication, confidence, critical thinking, and empathy. This course prepares students for life beyond high school, equipping them with practical skills, a sense of social responsibility, and the ability to navigate an ever-changing world as informed, compassionate, and active citizens. Students will engage in a curriculum that emphasizes financial literacy (wants and needs, budgeting, banking, credit management), basic household management (cooking, cleaning, home safety), effective communication and conflict resolution and safety, healthy relationships, and an understanding of civic duties (basic government and the political spectrum, basic rights, voting, community service, and responsibilities). The course will help students understand their role in a democratic society and fulfills the State of Illinois Social Science and Consumer Education requirements.

Education and Life Skills Academic: 0.5 credit

Prerequisite: IEP recommendation

Course Number: 8371/8372

Grades: 9 10 11 12

This course is designed to teach core academic requirements in math and reading through individual and small group instruction with an emphasis on practical application to life.

Work Study Internship: 0.5 credit or 1.0 credit

Prerequisite: IEP recommendation

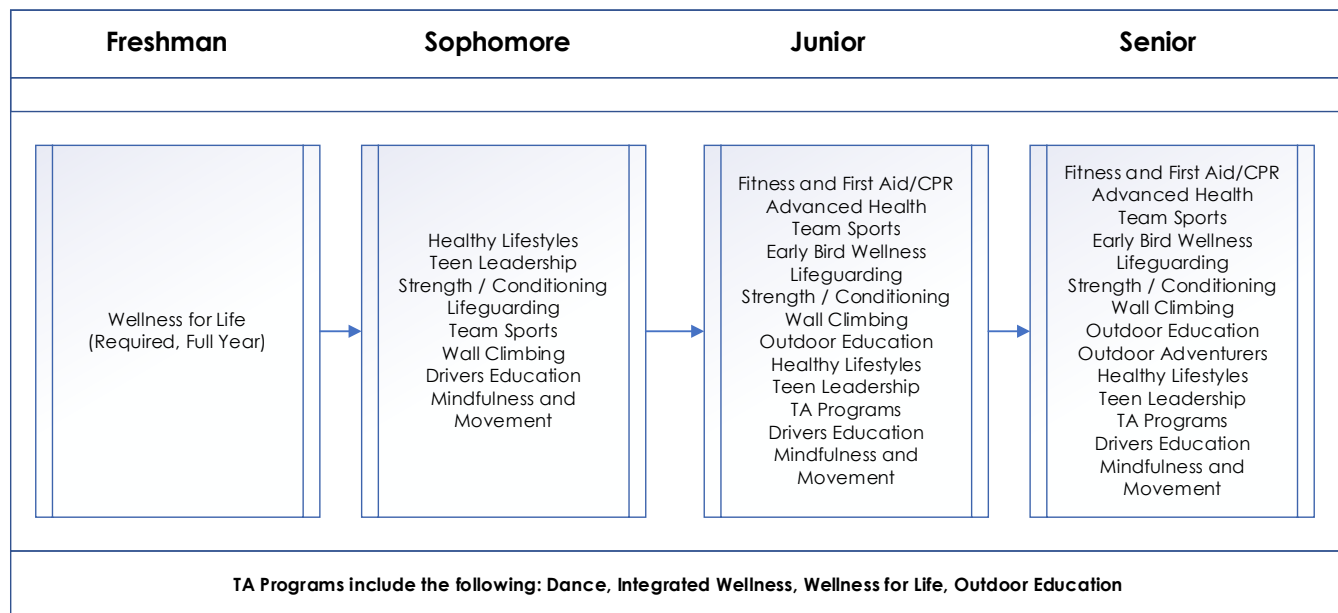
Course Number: 8301/8302

Grades: 10 11 12

Work Study Internship offers students with IEPs the opportunity to earn high school credit for competitive employment. Students will need to complete an application and an interview as part of the internship expectations. Students will be required to meet and complete assignments at least two times per month during the school day to monitor and assist with maintaining competitive employment. Students will be assisted in finding and maintaining a competitive job in the community related to their transition plan. The amount of credit is determined by the number of hours worked with a maximum of 2 credits per year. Ten hours of weekly paid competitive employment earns 0.5 credit per semester. Twenty hours of weekly paid competitive employment earns 1.0 credit per semester.

WELLNESS

The Lake Forest High School Wellness Department is committed to guiding students in their pursuit of a healthy lifestyle through activities and information that promote life-long habits of physical and emotional well-being.



Fitness and First Aid/CPR (dual credit) 0.125 credit

Course Number: 9251/9252

Prerequisites: None

Grades: 11 12

This course combines improving student's physical fitness and learning First Aid & CPR. A typical week will include 3 sessions of physical activity and 2 sessions of First Aid and CPR. The First Aid and CPR portion will follow the prescribed curriculum created by the American Heart Association. Students successfully completing the course will earn 2 college credits from the College of Lake County. The fitness aspect of the course will attempt to optimize physical competence in all ten areas of fitness: endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy.

Integrated Wellness: 0.125 credit

Course Number: 9161/9162

Prerequisites: Teacher recommendation

Grades: 9 10 11 12

This course provides a diversified program of exercise with activities designed to meet the goals of individual students as assisted by peer mentors. Encouraged by their peers, students participate in team and individual sports, adventure education, fitness, rhythmic, and aquatics activities.

Integrated Wellness Teacher Assistant: 0.125 credit

Course Number: 9163/9164

Prerequisites: Teacher recommendation, application, and personal interview.

Grades: 11 12

Integrated Wellness Teacher Assistants work with students in special education four days per week as peer mentors. Direct student interaction will include individual, group, and team activities. Physical requirements mirror those of a regular physical education program and are adapted according to each student's individual needs. Special emphasis is placed on social interaction, independence, and self-confidence.

Mindset and Movement: 0.125 credit

Prerequisites: None

Course Numbers: 9515/9516

Grades: 10 11 12

This semester length course will incorporate a variety of movement practices, including yoga, dance, and mindful walking, allowing students to experience firsthand how different modalities can enhance mental clarity, emotional resilience, and physical fitness. Additionally, students will learn tools for setting personal goals, overcoming mental barriers, and cultivating a positive mindset that supports sustained physical activity.

By the end of the course, participants will not only have a deeper understanding of the mind-body connection but also the skills to implement effective movement strategies that promote mental health and well-being. Ideal for anyone interested in fitness, psychology, or personal development, "Mindset and Movement" encourages a transformative journey towards a healthier, more balanced lifestyle.

Outdoor Education: 0.125 credit

Prerequisites: Outdoor Ed., student application and ODE Teacher recommendation

Course Number: 9301/ 9302

Grades: 11 12

In this semester course students will experientially learn about themselves, others, and the environment. Activities may include cycling, cooking, climbing, rappelling, riflery, cross-country skiing, kayaking, rollerblading, and initiative games. Field experience will be optional with space limitations considered. A fee will be assessed to those attending field trips. Outdoor Education may be taken only once. This course may not be waived.

Outdoor Education Teacher Assistant: 0.125 credit

Prerequisites: Outdoor Ed., application, personal interview, and teacher recommendation

Course Number: 9303/9304

Grades: 11 (Semester 2) 12

Teachers assign daily tasks to their Outdoor Education Teaching Assistant that include set up, clean up, peer leadership, demonstration, and taking attendance. Teaching Assistants model behaviors that contribute to the positive classroom environment. Field trip attendance is expected. This course may not be waived.

Outdoor Adventures: 0.125 credit

Prerequisites: Outdoor Ed., student application and ODE teacher recommendation

Course Number: 9352

Grade: 12

Many of the activities taught in Outdoor Education will be enhanced in this second semester course. Additional activities include an extensive snowshoe project, kayaking, marksmanship, cooking, biking, orienting, personal reflection, and cardiovascular conditioning. There will be two optional field experiences: an overnight trip to a high ropes course with limited space considerations and a trap and skeet shooting field trip. A course fee will be applied to help cover cost of materials. This course may not be waived.

Strength and Conditioning: 0.125 credit

Prerequisites: None

Course Number: 9241/9242

Grades: 10 11 12

Students will be instructed in basic lifting techniques for both free and machine weights, as well as strength training and cardiovascular conditioning for which pre- and post-tests will be administered. These activities may include running, swimming, biking, and circuit training.

Team Sports/Fitness: 0.125 credit

Prerequisites: None

Course Number: 9141/9142

Grades: 10 11 12

Students in Team Sports/Fitness participate in cooperative activities which may include soccer, flag football, volleyball, basketball, softball, eclipse ball, floor hockey, badminton, and ultimate Frisbee.

Team Sports/Fitness EB: 0.125 credit

Prerequisites: None

Course Number: 9151/9152

Grades: 10 11 12

This semester class meets from 7:25 - 8:10 a.m. on Monday, Tuesday and Friday and from 7:25 – 8:45 a.m. on Thursdays. Students in Team Sports/Fitness will participate in cooperative activities which may include soccer, flag football, volleyball, basketball, softball, eclipse ball, floor hockey, and badminton. Two days a week students will participate in fitness-based activities which may include weight training and cardio training.

Teen Leadership/Teacher Assistant Training: 0.125 credit

Course Number: 9401/9402

Prerequisites: Teacher recommendation

Grades: 10 11

Teen Leadership is designed to prepare students for success in future pursuits in and beyond high school.

The course follows a student manual and comprehensive Course Leader's Guide including activities, handouts, and daily lessons. Intended for high school sophomores and first semester juniors, students learn the necessary skills in positively presenting themselves, constructive interactions with others, creative thinking, and taking responsibility for their actions. Illinois State Standards of Social/Emotional Learning are met within the context of this course. In addition, they will make 6-7 speeches throughout the semester. The practical skills taught in Teen Leadership will help any student make the transition to serving as a Wellness Teacher Assistant and be successful after their graduation from LFHS.

Wall Climbing: 0.125 credit

Course Number: 9261/ 9262

Prerequisites: None

Grades: 10 11 12

In this semester class students will develop basic skills needed to safely climb, descend, and belay. The first quarter focuses heavily on individual goal setting, and the second quarter emphasizes creating effective groups for cooperative learning. Fitness concepts and cardiovascular conditioning may be put into practice 2 days per week. Wall climbing may be taken once each year. This course may not be waived.

American Red Cross Lifeguard Training Course: 0.125 credit

Course Number: 9421/ 9422

Prerequisite: None

Grades: 10 11 12

Successful completion of this course by the participants can yield a certification that includes at the highest level an: **American Red Cross Lifeguard Training Certification that also includes certification in First Aid and CPR for the Professional Rescuer/AED that is valid for 2 years.** Course Purpose

- To provide entry-level lifeguarding participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services personnel arrive and take over
Class size - @ 18 – 20 participants
- Qualifying swim skill test required prior to acceptance for the course done by appointment
 - 300-yard swim a combination of front crawl and breaststroke
 - 2 minutes of treading water without using hands and arms
 - Timed swim/submersion & towing skills @ 20-yard swim, 10 ft. surface dive to retrieve 10lb. brick and tow it back to start, exit water at wall (no ladder) in under 1 minute 40 seconds.

If a participant cannot accomplish all that is required for this highest certification there are other certifications that they may be able to attain within the semester of study:

- **Shallow Water Lifeguarding – with First Aid, CPR for the Professional Rescuer/AED**
- **Standard First Aid with CPR for the Professional Rescuer/AED**
- **CPR for the Professional Rescuer/AED**
- **Basic Water Rescue**

HEALTH

Health education provides a learning environment which fosters personal growth with exploration and understanding of current health topics as they apply to the student's total well-being. Health classes provide a forum for open discussion on personal topics. The curriculum in Health classes also meets state-mandated content objectives.

Wellness for Life: 1.0 credit

Course Number: 9020

Prerequisites: None

Grade: 9

This year long course meets the state's requirement for health and physical education credit; it also provides a unique opportunity for freshmen to integrate into the LFHS community. Students explore all four dimensions of health: physical, mental, emotional, and social. The class uses a pro-active approach which incorporates executive functioning skills, orientation to the building resources, social/emotional wellness, and leadership skill building. Through interactions with counselors, social workers, and deans, students begin to develop relationships with adults at LHFS that will support them. Upperclassmen provide important leadership and transitional support. Students will also participate in fitness-based activities which may include weight training, cardio training, and cooperative activities which may include soccer, flag football, volleyball, basketball, softball, eclipse ball, floor hockey, and badminton. Illinois State Standards of Social/Emotional Learning are met within the context of this course.

Wellness for Life Teaching Assistant: 1.0 credit

Course Number: 9029

Prerequisites: teacher recommendation, application, and personal interview

Grades: 11 12

Students are assigned daily tasks by the teacher that may include set up, clean up, peer leading, demonstration, and attendance. Students must be willing to model behaviors that contribute to the positive classroom environment. Direct student interaction will include individual, group, and team activities. Emphasis will be placed on social interaction, independence and self-confidence. Application and teacher recommendation required.

Advanced Health: 0.5 credit

Course Number: 9031/9032

Prerequisites: None

Grades: 11 12

This is a special one semester course offered to college-bound students in which the curriculum both challenge and enhance student awareness of strategies and prevention regarding their personal health with a focus on college and life beyond high school. Topics include self and social awareness, social responsibility, sexual responsibility, drug education, nutrition, fitness, and life beyond high school. Additional activities include health promotion and the baby project. This course may only be taken once and counts towards your grade point average. This course may not be waived.

Healthy Lifestyles: 0.5 credit

Course Number: 9461/9462

Prerequisites: None

Grades: 10 11 12

This course combines health concepts and fitness. A typical week will include 3 sessions of physical activity and 2 sessions of health classroom. Students will be allowed to assist in the selection of some of the health topics studied in class. Typically, classroom sessions cover self-perception, confidence, mental health, body image, nutrition, and stress management. Part of the nutrition unit includes a healthy cooking project. Illinois State Standards of Social/Emotional Learning are met within the context of this course. Activity sessions include team building, rollerblading, walking, biking, yoga/relaxation techniques, etc. This course may not be waived. This course may only be taken once.

DRIVER EDUCATION

Driver Education provides instruction for effective driving skills. Students learn to identify driving risks and improve their individual decision making as they become safe and defensive drivers.

Driver Education: 0.25 credit

Course Number: 9551/9552

Prerequisites: Date of birth

Grades: 9 10 11 12

This course fulfills the State of Illinois requirement of 30 hours of classroom instruction and 6 hours of behind-the-wheel driving experience. **There is a \$350 fee associated with the Behind-the-Wheel portion of this course.**

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

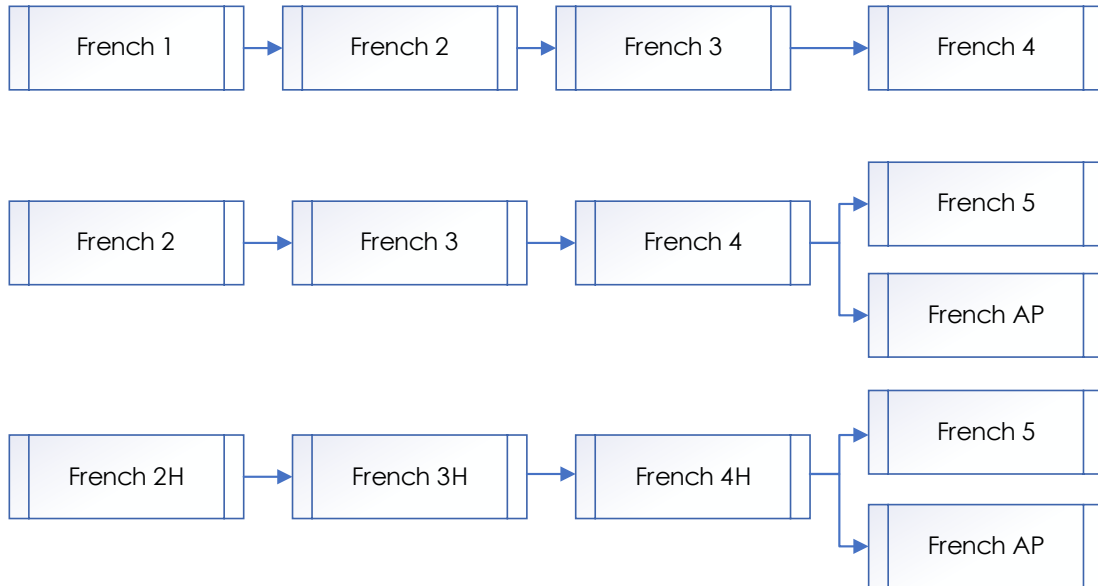
During Behind-the-Wheel instruction, students receive 6 hours of actual on-the-street driving to develop basic driving skills. Students also learn to read and interpret the traffic scenes they encounter on the road. Instruction is given in a vehicle equipped with a dual control brake by a certified instructor. The Lake Forest High School Driver Education program participates in the Cooperative Licensing Program endorsed by the Secretary of State. There is a fee associated with the Behind-the-Wheel portion of this class.

WORLD LANGUAGE

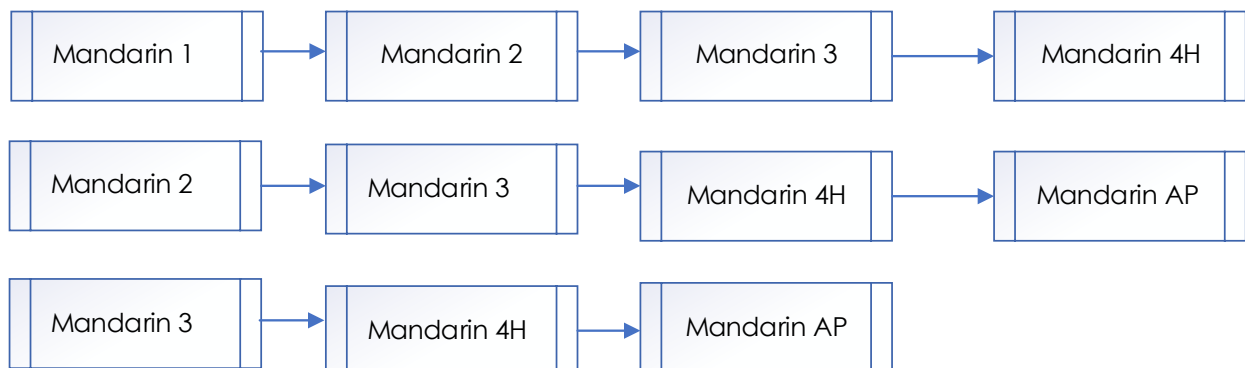
"In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies." - College Board

Modern Languages Sequencing:

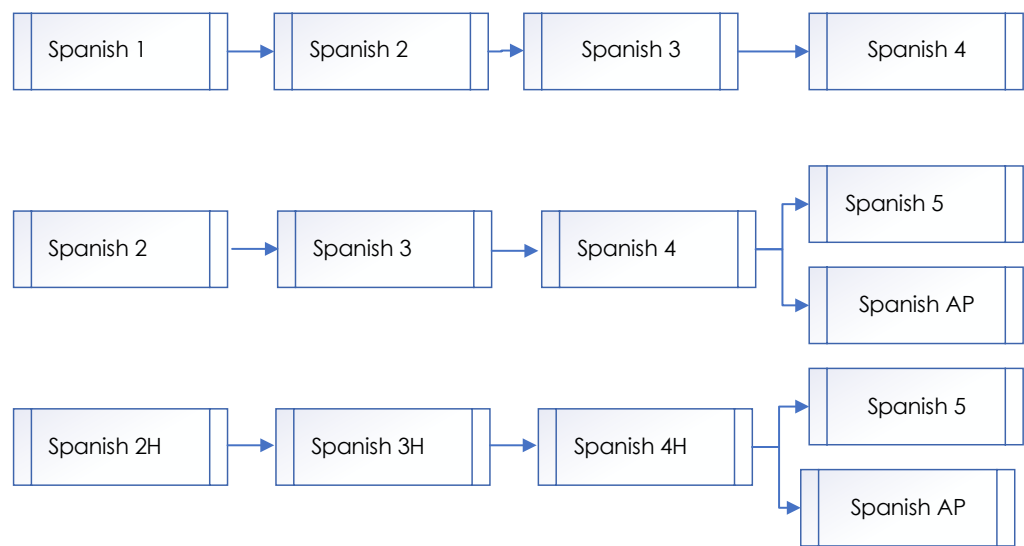
French



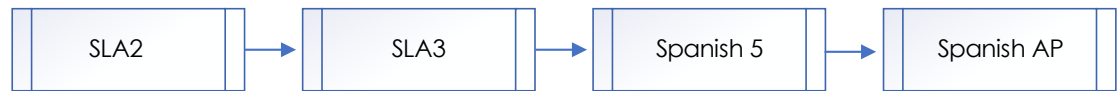
Mandarin



Spanish

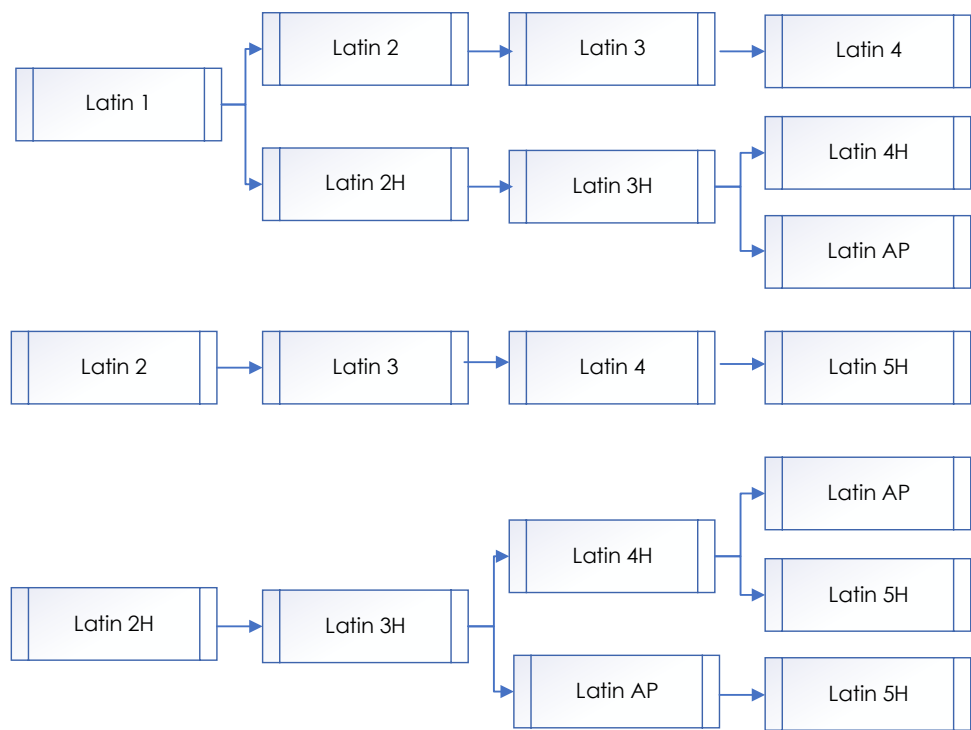


Spanish Language Arts



Classical Language Sequencing

Latin



MODERN LANGUAGES

French 1: 1.0 credit

Prerequisites: None

Course Number: 4020

*NCAA Grades: 9 10 11 12

This course is for beginners and introduces students to the fundamental communication skills in French. Students will communicate interpersonally and via presentations using practiced vocabulary and structures learned in the language both in oral and written form, interpret short reading and listening from authentic materials, and compare cultural information to that of their own culture. Class participation and daily preparation is required. This course is taught primarily in the target language.

French 2: 1.0 credit

Prerequisites: French 1 and teacher recommendation

Course Number: 4040

*NCAA Grades: 9 10 11 12

This course initially reviews the content and skills presented in the introductory course. Communication is more complex because students are exposed to a wide vocabulary in authentic resources. Students begin to narrate past and present experiences, describe, compare and contrast ideas. Students focus on cultural comparison as they develop oral, listening, reading comprehension, and writing skills. Class participation and daily preparation is required. This course is taught primarily in the target language.

French 2 Honors: 1.0 credit

Prerequisites: French 1 course or middle school teacher or teacher recommendation

Course Number: 4060

*NCAA Grades: 9 10 11 12

This course initially reviews the content and skills presented in the introductory course. Communication is more complex because students are exposed to a wide vocabulary in authentic resources. Students narrate past and present experiences, describe, compare and contrast ideas. Students focus on cultural comparison as they develop oral, listening, reading comprehension, and writing skills. Students will be expected to show mastery of grammar concepts. Class participation and daily preparation is required. This course is taught primarily in the target language.

French 3: 1.0 credit

Prerequisites: French 2

Course Number: 4100

*NCAA Grades: 10 11 12

This course begins with a review of the previous content and skills and then moves on to higher level grammatical structures. More advanced vocabulary and higher-level authentic resources are introduced. This course further develops oral, listening, reading comprehension, and writing skills. Class participation and daily preparation is required. This course is taught almost exclusively in the target language.

French 3 Honors: 1.0 credit

Prerequisites: French 2 Honors or teacher recommendation

Course Number: 4120

*NCAA Grades: 10 11 12

This course begins with a review of the previous content and skills and then moves on to higher level grammatical structures. More advanced vocabulary and higher-level authentic resources are introduced. Class sessions will be designed to maximize student-speaking time and increase proficiency. Students will have the opportunity to prove their growth in language production by demonstrating their proficiency in the three modes of communication. Class participation and daily preparation is required. This course is taught almost exclusively in the target language.

French 4: 1.0 credit

Prerequisites: French 3

Course Number: 4160

*NCAA Grades: 11 12

This course reviews and expands upon all content and skills previously learned with a focus on oral and written communication across the three time periods. New vocabulary is introduced through authentic literary and non-fiction texts, along with other media in the target language used to compare cultural norms and values. This course further develops oral, listening, reading comprehension, and writing skills. Class participation and daily preparation is required. The course is taught almost exclusively in the target language. During this course, students will take the qualifying exam for the Seal of Biliteracy.

French 4 Honors: 1.0 credit

Prerequisites: French 3 Honors or teacher recommendation

Course Number: 4180

*NCAA Grades: 11 12

This course reviews and expands upon all content and skills previously learned with a focus on oral and written communication. New vocabulary is introduced through authentic materials, along with other media in the target language used to compare cultural norms and values. This course further develops oral, listening, reading comprehension, and writing skills. Class sessions will be designed to maximize student-speaking time and increase proficiency. Students will have the opportunity to prove their growth in language production by demonstrating their proficiency in the three modes of communication. Class participation and daily preparation is required. This course is taught almost exclusively in the target language. During this course, students will take the qualifying exam for the Seal of Biliteracy.

French 5: 1.0 credit

Prerequisites: French 4 or teacher recommendation

Course Number: 4200

*NCAA Grades: 11 12

This course will use French film as the basis of study. The students will synthesize their knowledge from previous courses to improve their interpersonal and interpretive skills through speaking, reading, listening and writing. The core objective is for students to grow as speakers and learners of French, while developing an appreciation for French language, culture and film. While enrolled in this course, students who have not previously earned the Seal of Biliteracy will take the qualifying exam.

Advanced Placement French Language and Culture: 1.0 credit

Prerequisites: French 4 or French 4 Honors

Course Number: 4220

*NCAA Grades: 11 12

"The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions)." - College Board. While enrolled in this course, students who have not previously earned the Seal of Biliteracy will take the qualifying exam.

Mandarin 1: 1.0 credit

Prerequisites: None

Course Number: 4950

*NCAA Grades: 9 10 11 12

This course is for beginners and introduces students to the fundamental communication skills in Mandarin. Students will communicate interpersonally and via presentations using practiced vocabulary and structures learned in the language both in oral and written form, interpret short reading and listening from authentic materials, and compare cultural information to that of their own culture. Class participation and daily preparation is required. This course is taught primarily in the target language.

Mandarin 2: 1.0 credit (honors option)

Prerequisites: Mandarin 1 or middle school teacher recommendation

Course Number: 4970

*NCAA Grades: 9 10 11 12

This course initially reviews the content and skills presented in the introductory course. Communication is more complex because students are exposed to a wide vocabulary in authentic resources. Students begin to narrate past and present experiences, describe, compare and contrast ideas. Students focus on cultural comparison as they develop oral, listening, reading comprehension, and writing skills. Class participation and daily preparation is required. This course is taught primarily in the target language.

Mandarin 2 Honors: 1.0 credit

Prerequisites: Teacher recommendation

Course Number: 4979

*NCAA Grades: 9 10 11 12

All students will register for Mandarin 2 and if they earn honor's credit, the registrar will enroll them in Mandarin 2 Honors at the end of the semester.

Mandarin 3: 1.0 credit (honors option)

Prerequisites: Mandarin 2

Course Number: 4980

*NCAA Grades: 9 10 11 12

This course begins with a review of the previous content and skills. More advanced vocabulary and higher-level authentic resources are introduced. Written and oral projects will stress cultural aspects of the target language in the world. This course further develops oral, listening, reading comprehension, and writing skills. Class participation and daily preparation is required. This course is taught primarily in the target language.

Mandarin 3 Honors: 1.0 credit

Prerequisites: Teacher recommendation

Course Number: 4989

*NCAA Grades: 9 10 11 12

All students will register for Mandarin 3 and if they earn honor's credit, the registrar will enroll them in Mandarin 3 Honors at the end of the semester.

Mandarin 4 Honors: 1.0 credit

Prerequisites: Mandarin 3 or Mandarin 3 Honors

Course Number: 4999

*NCAA Grades: 10 11 12

This course reviews and expands upon all content and skills previously learned with a focus on oral and written communication. New vocabulary is introduced through authentic materials, along with other media in the target language used to compare cultural norms and values. This course further develops oral, listening, reading comprehension, and writing skills. Class sessions will be designed to maximize student-speaking time and increase proficiency. Students will have the opportunity to prove their growth in language production by demonstrating their proficiency in the three modes of communication. Class participation and daily preparation is required. This course is taught almost exclusively in the target language. During this course, students will take the qualifying exam for the Seal of Biliteracy.

Advanced Placement Chinese Language and Culture: 1.0 credit

Prerequisites: Mandarin 4 Honors

Course Number: 4920

*NCAA Grades: 11 12

"The AP Chinese Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Mandarin. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions)." - College Board. While enrolled in this course, students who have not previously earned the Seal of Biliteracy will take the qualifying exam.

Spanish 1: 1.0 credit

Prerequisites: None

Course Number: 4500

*NCAA Grades: 9 10 11 12

This course is for beginners and introduces students to the fundamental communication skills in Spanish. Students will communicate interpersonally and via presentations using practiced vocabulary and structures learned in the language both in oral and written form, interpret short reading and listening from authentic materials, and compare cultural information to that of their own culture. Class participation and daily preparation is required. This course is taught primarily in the target language.

Spanish 2: 1.0 credit

Prerequisites: Spanish 1 or middle school teacher recommendation

Course Number: 4520

*NCAA Grades: 9 10 11 12

This course initially reviews the content and skills presented in the introductory course. Communication is more complex because students are exposed to a wide vocabulary in authentic resources. Students begin to narrate past and present experiences, describe, compare and contrast ideas. Students focus on cultural comparison as they develop oral, listening, reading comprehension, and writing skills. Class participation and daily preparation is required. This course is taught primarily in the target language.

Spanish 2 Honors: 1.0 credit

Prerequisites: Spanish 1 and teacher recommendation

Course Number: 4540

*NCAA Grades: 9 10 11 12

This course begins with a review of previous concepts and then moves onto higher-level grammatical structures. Students will learn and use advanced vocabulary. Interpretive practices and assessments will include advanced authentic resources. Class sessions will be designed to maximize student-speaking time and increase proficiency. Students will have the opportunity to prove their growth in language production by demonstrating their proficiency in the three modes of communication. Class participation and daily preparation is required. This course is taught almost exclusively in the target language.

Spanish 3: 1.0 credit

Prerequisites: Spanish 2

Course Number: 4560

*NCAA Grades: 10 11 12

This course begins with a review of the previous content and skills. More advanced vocabulary and higher-level authentic resources are introduced. Short written and oral projects will stress cultural aspects of the target language in the world. This course further develops oral, listening, reading comprehension, and writing skills. Class participation and daily preparation is required. This course is taught almost exclusively in the target language.

Spanish 3 Honors: 1.0 credit

Prerequisites: Spanish 2 Honors or teacher recommendation

Course Number: 4580

*NCAA Grades: 10 11 12

This course begins with a review of the previous content and skills and then moves on to high-level grammatical structures. More advanced vocabulary and higher-level authentic resources are introduced. Class sessions will be designed to maximize student-speaking time and increase proficiency. Students will have the opportunity to prove their growth in language production by demonstrating their proficiency in the three modes of communication. Class participation and daily preparation is required. This course is taught almost exclusively in the target language.

Spanish 4: 1.0 credit

Prerequisites: Spanish 3

Course Number: 4600

*NCAA Grades: 10 11 12

This course reviews and expands upon all content and skills previously learned with a focus on oral and written communication across the three time periods. New vocabulary is introduced through authentic literary and non-fiction texts, along with other media in the target language used to compare cultural norms and values. This course further develops oral, listening, reading comprehension, and writing skills. Class participation and daily preparation is required. The course is taught almost exclusively in the target language. During this course, students will take the qualifying exam for the Seal of Biliteracy.

Spanish 4 Honors: 1.0 credit

Prerequisites: Spanish 3 Honors or teacher recommendation

Course Number: 4620

*NCAA Grades: 11 12

This course reviews and expands upon all content and skills previously learned with a focus on oral and written communication. New vocabulary is introduced through authentic materials, along with other media in the target language used to compare cultural norms and values. This course further develops oral, listening, reading comprehension, and writing skills. Class sessions will be designed to maximize student-speaking time and increase proficiency. Students will have the opportunity to prove their growth in language production by demonstrating their proficiency in the three modes of communication. Class participation and daily preparation is required. This course is taught almost exclusively in the target language. During this course, students will take the qualifying exam for the Seal of Biliteracy.

Spanish 5: 1.0 credit (dual credit option)

Prerequisites: Spanish 4 or teacher recommendation

Course Number: 4640

*NCAA Grades: 11 12

This course will use Spanish and Latin American film as the foundation to discuss social, political, and historical issues. The students will synthesize their knowledge from previous courses to improve their interpersonal and interpretive skills through speaking, reading, listening and writing. The core objective is for students to grow as speakers and learners of Spanish, while developing an appreciation for film and other authentic mediums of language learning. While enrolled in this course, students who have not previously earned the Seal of Biliteracy will take the qualifying exam. Additionally, students will have the option to earn a 200-level college course credit from Lake Forest College (4 credit hours). This option will require registration and an additional payment. This information will be given to students in the first week of the course.

Advanced Placement Spanish Language and Culture: 1.0 credit

Prerequisites: Spanish 4, Spanish 4 Honors, or SLA 3

Course Number: 4660

*NCAA Grades: 11 12

"The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions)." - College Board While enrolled in this course, students who have not previously earned the Seal of Biliteracy will take the qualifying exam.

Spanish Language Arts 2: 1.0 credit (honors option)

Prerequisites: Teacher or Department Chair recommendation

Course Number: 4550

*NCAA Grades: 9 10 11 12

Spanish Language Arts is a year-long course designed for students who fully understand spoken Spanish, and will focus on academic writing skills, literacy, and presentational speaking in the Spanish language. The Spanish language will be explored through literature and a focus on cultural themes such as identity in Spanish-speaking countries and in the United States.

Spanish Language Arts 3: 1.0 credit (honors option)

Prerequisites: Teacher or Department Chair recommendation or Spanish Language Arts 2

Course Number: 4590

*NCAA Grades: 9 10 11 12

Spanish Language Arts is a year-long course designed for students who fully understand spoken Spanish and have moderate proficiency in reading, writing and speaking in the Spanish language. This course serves as a continuation of Spanish Language Arts 2. Students in this course will focus on academic writing skills, literacy, and presentational speaking in the Spanish language. The course will further enhance students' skills in Spanish via authentic literature and current events in the Spanish-speaking world. This course also will prepare students to take Spanish 5 or AP Spanish Language & Culture course the following year.

CLASSICAL LANGUAGES

Latin 1: 1.0 credit

Prerequisites: None

Course Number: 4700

*NCAA Grades: 9 10 11 12

This course introduces the beginning student to the fundamentals of Latin grammar and syntax which provide the skills required for reading, understanding, and appreciating Latin literature. The student will work on attaining a strong first-year vocabulary and development of reading skills in the target language. The course also introduces the student to the culture and history of the Romans, as well as the basic themes and characters of Greek and Roman mythology. The important relationship of the Greco-Roman world to the modern world is stressed throughout this course. Students gain an expanded knowledge of English grammar and vocabulary, as well as, the development of reading and word-analysis skills. The complexity of language requires strong memorization and daily preparation.

Latin 2: 1.0 credit

Prerequisites: Latin 1 or middle school teacher recommendation

Course Number: 4720

*NCAA Grades: 9 10 11 12

This course begins with a review of the first year and builds upon the foundation by continuing the instruction of Latin grammar and syntax, studying most of the constructions needed to read standard Latin prose. Attention is given to building and solidifying the students' basic vocabulary and through additional exposure to Latin vocabulary through different modalities. The second year focuses on strengthening reading and translation skills. Cultural units covered include Roman daily life, entertainment, Roman political and military institutions, and an introduction to the Classical tradition.

Latin 2 Honors: 1.0 credit

Prerequisites: Latin 1 or middle school teacher or teacher recommendation

Course Number: 4740

*NCAA Grades: 9 10 11 12

This course builds upon the foundation of Latin 1 with attention to more intricate and sophisticated Latin grammar and syntax. This class moves at an accelerated pace while giving attention to building and solidifying the students' vocabulary and word patterns. The second year also focuses on strengthening reading, writing, and translation skills. In order to strengthen reading comprehension in Latin, students read Latin novellas and adapted authentic texts in addition to the sequential readings in their textbooks. Cultural units covered include Roman daily life, entertainment, Roman political and military institutions, and an introduction to the Classical tradition.

Latin 3: 1.0 credit

Prerequisites: Latin 2

Course Number: 4760

*NCAA Grades: 10 11 12

This course begins with a thorough review of the essential concepts from Latin 2. Mastery of the basic language structure of Latin is enhanced throughout the year with practical exercises and direct application in the reading material. Grammar lessons wind down and the transition to authentic Latin texts begins. Students read the historical texts of Eutropius and focus on the initial causes of the fall of the Roman Republic. Further cultural lessons examine family milestones and celebrations, the completion of the Colosseum, and the early Imperial Period.

Latin 3 Honors: 1.0 credit

Prerequisites: Latin 2 Honors

Course Number: 4780

*NCAA Grades: 10 11 12

Mastery of the basic language structure of Latin is expected and enhanced throughout the year with practical exercises and direct application in the reading material. This class moves at an accelerated pace while focusing on reading fluency and completing most grammar topics. Students read the historical texts of Eutropius, Caesar, Cicero and Augustus and take an in depth look at the Fall of the Roman Republic and rise and acceptance of the principate. Further cultural lessons examine family milestones and celebrations, the completion of the Colosseum, and the early Imperial Period.

Latin 4: 1.0 credit

Prerequisites: Latin 3

Course Number: 4800

*NCAA Grades: 10 11 12

This course continues to work toward developing reading skills in Latin. Students review essential points of grammar to solidify their understanding of the language. Reading in the course continues to explore authors who address significant historical periods in Roman history. During this course, students will take the qualifying exam for the Seal of Biliteracy.

Latin 4 Honors: 1.0 credit

Prerequisites: Latin 3 Honors

Course Number: 4820

*NCAA Grades: 11 12

Students in this course will continue to refine their skills in literal translation, sight translation, scansion, and literary analysis in order to facilitate greater fluency in the reading of authentic Latin texts. There is an emphasis on writing analytical essays and strengthening the skills needed to develop and support arguments based on evidence from the texts. At this level, stress is placed on applying the grammar that students have learned during their Latin careers to their translations in order to solidify concepts and ensure that they are prepared to work through the AP syllabus if they choose to take the AP Latin course. During this course, students will take the qualifying exam for the Seal of Biliteracy.

Latin 5 Honors: 1.0 credit

Prerequisites: Latin 4, Latin 4 Honors or AP Latin

Course Number: 4830

*NCAA Grades: 11 12

Students are expected to be able to accurately translate advanced Latin prose and poetry into English while demonstrating mastery of grammatical constructions and vocabulary. Additionally, stylistic analysis is an integral part of the advanced level of work expected from students in the course. The course also includes discussion and analysis of the cultural, social and political context of the advanced literature that the students choose to translate in order to explore all facets of ancient composition. During this course, students will take the qualifying exam for the Seal of Biliteracy.

Advanced Placement Latin: 1.0 credit

Prerequisites: Latin 3 Honors or Latin 4 Honors

Course Number: 4840

*NCAA Grades: 11 12

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the reading and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions. Additional English reading from both of these works helps to place the Latin readings in a significant context. While enrolled in this course, students who have not previously earned the Seal of Biliteracy will take the qualifying exam.

Notice of Seal of Biliteracy:

Seal of Biliteracy

Lake Forest High School students will have the opportunity in language levels 4 and above to be recognized by the State of Illinois for earning proficiency in English and one additional language. The Illinois State Board of Education's Seal of Biliteracy program will place an official seal on diplomas and confer official recognition on transcripts of 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. The Commendation of Biliteracy is awarded to students whose proficiency level is rated at Intermediate Low or Intermediate Mid in a second language.

To qualify for the Seal of Biliteracy, a student must:

- Earn a minimum composite score of 21 on an official administration of the ACT **OR**
- Earn a "meets" or "exceeds" in ELA on an official administration of the SAT, **OR**
- Earn a final ELA GPA of 3.0 or above with college credit, **OR**
- Score a 5 on the AP English Language and Composition Exam, **OR**
- Earn a minimum overall composite score of 4.8 on the ACCESS for ELLs exam, **AND**
- Have earned a 4 or 5 on the Advanced Placement language exam, **OR**
- Earn a minimum composite score of Intermediate High on the STAMP exam.

To qualify for the Commendation of Biliteracy, a student must:

- Earn a minimum composite score of 21 on an official administration of the ACT **OR**
- Earn a "meets" or "exceeds" in ELA on an official administration of the SAT, **OR**
- Earn a final ELA GPA of 2.5 or above with college credit, **OR**
- Score a 4 on the AP English Language and Composition Exam, **OR**
- Earn a minimum overall composite score of 4.8 on the ACCESS for ELLs exam, **AND**
- Have earned a 3 on the Advanced Placement language exam, **OR**
- Earn a minimum composite score of Intermediate Low on the STAMP exam.

Additionally, students of Latin may qualify for a Seal of Biliteracy by showing English proficiency through qualifying English proficiency scores (see above) and by earning a minimum score of 6 on the STAMP reading exam.

Teacher Assistant: 0.25 credit

Prerequisites: An application and a teacher recommendation are required. Limit 2 per class

Course Number: 4860

Grades: 11 12

This course is designed to expose students to a wide variety of educational classroom responsibilities. Students will be assigned duties by their teacher, including providing students with extra assistance in a small or large group setting, leading classroom activities, and giving support where needed.

TECHNOLOGY CAMPUS

Technology Campus, located next to the College of Lake County in Grayslake, provides an opportunity for juniors and seniors to receive vocational-technical skills and industry credentials for a wide range of careers in a two-year sequence. Dual Credit options are available. Students enrolled in Technology Campus courses will ride the LFHS bus, which leaves at 7:45am, to Grayslake, attend the First Session of Tech classes (8:20 - 10:20am), and return via LFHS bus by 10:50am (with some exceptions related to Cosmetology). The calendar for Technology Campus is occasionally different from the Lake Forest High School calendar. More information regarding Technology Campus can be found on their website: www.techcampus.org.

Courses Available at Tech Campus

Communications Programs

Computer Support Services
Game Programming and Virtualization
3D Gaming and Cybersecurity
Multimedia
Laser Technology

Manufacturing / Industrial Programs

Construction Skills & Management
Welding/Fabrication
Industrial Technology
Project Lead The Way – Engineering
Project Lead The Way – Biomedical Engineering

Human Services Programs

Certified Nursing Assistant
Cosmetology
Intro to Criminal Justice
Culinary Arts
Early Education & Teaching
Emergency Medical Services
Fire Fighting
Law Enforcement & CSI

Transportation Programs

Automotive Collision Repair
Automotive Service

Application Deadline: February 2024

Dual Credit: Dual credit will be recorded in a College of Lake County transcript in your name; a grade and three hours of credit will be recorded. There is no guarantee of the credit being accepted by other colleges.

Articulation: Student must have a grade of B or higher to receive three hours credit when and if the student registers at the College of Lake County.