


# 2026-2027 ACADEMIC PROGRAM GUIDE

Achieving
Excellence,
Innovation,
& Empowerment
Together.

# SPECIAL EDUCATION

*Academic Resource Center (A.R.C.)*
*Adaptive Electives & Physical Education*
*Advanced Social Awareness & Perspective Taking*
*Algebra Essentials, I, II*
*Building Academic Skills for Effectiveness (B.A.S.E.) I & II*
*Biology*
*Career Training and Education*
*Civics*
*Consumer Education*
*Driver Education*
*English I, II, III, IV*
*Geometry*
*Health*
*L.I.F.E. English*
*L.I.F.E. Home Living Education*
*L.I.F.E. Mathematics*
*L.I.F.E. Reading*
*L.I.F.E. Social Skills*
*L.I.F.E. and Work Skills I, II, III & IV*
*Personal/Social Development Core Classes*
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*Physical Science*
*Post-Secondary Exploration*
*Practical Math*
*Reading*
*Social Awareness & Perspective Taking*
*Transition Program*
*United States History*
*World History*

# Office of Special Education

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## Special Education Department Description

The mission of LTHS Special Education is to support students in developing the skills necessary to achieve their individual post-secondary goals through collaboration with family, school, and community partners.

A continuum of services is available for students eligible for an IEP. Services range from supports provided in the general education environment to special education environments to meet instructional or functional needs.

Each student eligible for an IEP is assigned a case manager who collaborates on a team with the school counselor, social worker, assistant principal, teachers, and related service providers, if applicable, to support the student. LEA Representatives facilitate Annual Review and other IEP meetings.

The department's services are coordinated by the Division Chair and Assistant Division Chairs and supported by Program Coordinators, Special Education Teachers, School Psychologists, School Social Workers, Speech-Language Pathologists, School Counselors, Occupational Therapists, Physical Therapists, Nurses, Itinerants, and Paraeducators.

## LaGrange Area Department of Special Education

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Lyons Township High School is a member of the La Grange Area Department of Special Education (LADSE), a special education coLyons Township High School is a member of the La Grange Area Department of Special Education (LADSE), a special education cooperative made up of 15 member districts. LADSE collaborates with its member districts to provide high-quality, evidence-based programs and services and provide comprehensive, cost efficient support, and positive outcomes for students with disabilities.

The mission of LADSE is to serve its member districts, responding to their collective needs, by...

- providing vision-driven leadership in educating diverse learners
- offering a continuum of quality programs and services that result in positive student outcomes and successful transitions to adult life
- offering high-quality and timely professional development to LADSE and district staff
- managing available fiscal and personnel resources to ensure the highest value for all concerned

## Continuum of Services

At least annually, the IEP Team determines the environment, supports, and services to meet the individual goals and needs of each student with an IEP in the least restrictive environment. Special education services at LTHS include, but are not limited to:

- Accommodations, Modifications, and/or Supplementary Aids provided within the general education or special ed environments.
- Related services, including, but not limited to, speech, social work, occupational therapy, physical therapy, school health services, and itinerant services (e.g., vision, hearing, orientation & mobility) may be provided via a push-in, pull-out, embedded and/or a consultative model.
- Specialized instruction provided within the general education environment via co-teaching by a general education teacher and a special education teacher.
- Resource instruction is offered with an emphasis on skill instruction and/or support for social-emotional or executive functioning.
- Instructional academic classes are offered for students with significant educational needs in reading, writing, mathematics, executive functioning and/or social-emotional functioning. Classes are offered in courses required for graduation.
- LIFE (Learning Independence for Everyday) classes provide instruction in the following major areas: functional academics, life skills, pre-vocational skills, and social skills. Considerations when recommending a student for a LIFE course may include, but are not limited to, the student's cognitive functioning, functional skills, level of independence, transition outcomes, and eligibility for alternative state assessment.
- Transition Program offers transition services for eligible individuals ages 18 to 22. The program offers services in multiple settings to provide meaningful practical instruction and application of independent living and vocational skills.

## Courses and Sequence Offerings

Learning Independence for Everyday (L.I.F.E.) Classes are held at South Campus. LIFE PE may be offered at South or North Campus

| SOUTH CAMPUS 9-10 | | NORTH CAMPUS 11-12 | |
|---|---|---|---|
| English I | English II | English III | English IV |
| Algebra Essentials | Algebra I | Geometry | Algebra II |
| B.A.S.E. I | Geometry | US History | Reading |
| Reading | B.A.S.E. II (Grade 10) | Personal/Social Development | Consumer Education |
| Social Awareness & Perspective Talking | Biology | Physical Science | Advanced Social Awareness & Perspective Talking |
| Personal/Social Development | Driver Education | Academic Resource Center | Practical Math |
| World History | Health | Career Training & Education | Adaptive Electives |
| Applied Electives | Civices | Post-Secondary Exploration | Adaptive Physical Education |
| LIFE English | Adaptive Physical Education | LIFE English | LIFE Social Skills |
| LIFE Reading | LIFE Social Skills | LIFE Reading | LIFE WORK Skills I & II |
| LIFE Mathematics | LIFE WORK Skills I & II | LIFE Mathematics | |
| LIFE Home Living Education | | | |

## Academic Resource Center (A.R.C.)

Credit: 1 (dc) (cr/nc)
Level: III
Grade Offered: 10, 11, 12
Annual: 10 IP0336
Annual: 10 IP0337
Annual: 11, 12 IP0331
Annual: 11, 12 IP0332
Prerequisite: Director or designee and IEP team approval

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A.R.C. is for students who are self-directed learners who can identify strengths/challenges and have developed the necessary compensatory skills to allow them to be successful in the academic school setting. Students will have access to a special education instructor for assistance with problem solving and self-advocacy, along with daily check in with regard to academic progress. Students may seek out academic support/resources, schedule guidance appointments and access accommodations as needed.

## Building Academic Skills for Effectiveness (B.A.S.E.) I

Credit: 1 (cr/nc)
Level: III
Grade Offered: 9
Fall: 9 IP0316
Spring: 9 IP0317
Prerequisite: Director or designee and IEP team approval

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B.A.S.E. I target the skills required for a successful transition into the high school experience. These include organization, time management, long term planning, listening skills, memory skills, test preparation skills and IEP awareness. Additionally, students gain understanding of their learning profile, learn and practice self-advocacy skills and explore transition-related topics. B.A.S.E. It also serves as a period where students may complete assessments and/or consult with other school staff to meet their individual needs.



## Building Academic Skills for Effectiveness (B.A.S.E.) II

Credit: 1 (cr/nc)
Level: III
Grade Offered: 10, 11, 12
Annual: 10 IP0326
Annual: 10 IP0327
Annual: 11, 12 IP0321
Annual: 11, 12 IP0322
Prerequisite: Director or designee and IEP team approval

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B.A.S.E. II is a continuation of the B.A.S.E. I class in which students require additional instruction on functional skills for school success including organization, time management, test preparation and study skills. Teachers will identify and provide instruction targeted to the unique needs of the students, while emphasizing developmentally appropriate transition-related activities. B.A.S. E. II also serves as a period where students may complete assessments and/or consult with other school staff to meet their individual needs.

## Algebra Essentials

Credit: 1
Level: III
Grade Offered: 9
Annual: 9 IP2316
Annual: 9 IP2317
Prerequisite: Director or designee and IEP team approval

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This course is designed for students requiring instruction in essential algebraic and geometry concepts prior to enrolling in Algebra I. The course focuses on basic operations with real numbers, problem solving, introduction to linear equations, and basic geometry concepts. Students learn to perform operations with integers, decimals, and fractions. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

## Algebra I

Credit: 1
Level: III
Grade Offered: 9
Annual: 9 IP2326
Annual: 9 IP2327
Prerequisite: Director or designee and IEP team approval

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This course provides instruction in the use of variables, formulas, equations and inequalities, exponents, functions, graphs, and an introduction to probability and statistics. Students learn the fundamental processes with algebraic expressions. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

## Algebra II

Credit: 1
Level: III
Grade Offered: 11, 12
Annual: 11, 12 IP2341
Annual: 11, 12 IP2342
Prerequisite: Algebra I, Geometry, Prerequisite: Director or designee and IEP team approval

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This course provides an in-depth exploration of topics presented in Algebra II with additional support and differentiation. Material covered in this course is designed to provide students with a solid foundation of algebra and to prepare students for college level coursework. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

## Biology

Credit: 1
Level: III
Grade Offered: 9, 10
Annual: 9, 10 IP2116
Annual: 9, 10 IP2117
Prerequisite: Director or designee and IEP team approval

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The goal of this course is to develop an understanding of the unity in the diversity of life forms and processes. Major concepts and areas of biology are introduced through a variety of hands-on, practical, and appropriately paced activities designed to fit a variety of students' learning styles. The course makes biology a "real" part of students' everyday life by increasing their awareness of their place in the environment. This class meets one of the graduation requirements for Science.

## Career Training & Education (CTE)

Credit: 2 (dc)
Level: III
Grade Offered: 11, 12
Annual: 11, 12 IP2116
Annual: 11, 12 IP2117
Prerequisite: Director or designee and IEP team approval

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The purpose of this course is to provide students with authentic training and preparation for the world of work. Students will focus on skills related to career awareness, exploration and preparation through direct instruction combined with off campus job training and job shadowing within the community. This course will also include transportation training within the community. Instructional activities will focus on seeking and applying for employment, self-determination, communication, problem solving, and work ethics and behavior. The content is individualized according to each student's needs and IEP goals.

## Civics

Credit: 1/2
Level: III
Grade Offered: 10
Fall: 10 IP1426
Spring: 10 IP1427
Prerequisite: Director or designee and IEP team approval

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Students will learn Illinois and the U.S. Constitutions, and understand local, state, and federal government functions and institutions. The course will also develop students' ability to research, analyze, and discuss current and controversial issues, along with the rights and responsibilities of a citizen in a democracy.

## Consumer Education

Credit: 1/2
Level: III
Grade Offered: 11, 12
Fall: 11, 12 IP2851
Spring: 11, 12 IP2852
Prerequisite: Director or designee and IEP team approval

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Consumer Education focuses on personal money management to help students become more informed consumers. A variety of units teach students how to address the consumer issues that they will face in their adult lives. Topics include insurance, housing, transportation, health services, credit, buying goods, and banking. Attention is also given to the basic economic structures in our country. This class meets the graduation requirement for Consumer Economics.

## Driver Education

Credit: 1/2
Level: III
Grade Offered: 10, 11, 12 (one semester)
Fall: 10, 11, 12 IP9146
Spring: 10, 11, 12 IP9147
Prerequisite: At least 15-years-old and have passed at least eight classes (four credits) in the previous two semesters. Director or designee and IEP team approval

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The classroom phase of Driver Education is the only requirement for graduation at LTHS.

## English I

Credit: 1
Level: III
Grade Offered: 9
Annual: 9 IP2216
Annual: 9 IP2217
Prerequisite: Director or designee and IEP team approval

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English I is a literature based class designed to help students improve in the areas of reading, writing, and critical thinking skills. Vocabulary development, use of inference and literary techniques are stressed during classroom discussion. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

## English II

Credit: 1
Level: III
Grade Offered: 10
Annual: 10 IP2226
Annual: 10 IP2227
Prerequisite: Director or designee and IEP team approval

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English II continues the development of reading, writing and critical thinking skills. Novels are discussed in terms of plot, setting, conflict, characterization and vocabulary. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

## English III

Credit: 1
Level: III
Grade Offered: 11
Annual: 11 IP2231
Annual: 11 IP2232
Prerequisite: English II and Director or designee and IEP team approval

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English III is a continuation of the themes and literary techniques discussed in English II. Novels and non-fiction texts are the basis for discussion and written language assignments. Vocabulary development continues to be emphasized. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.




## English IV

Credit: 1
Level: III
Grade Offered: 12
Annual: 12 IP2241
Annual: 12 IP2242
Prerequisite: English III and Director or designee and IEP team approval

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In English IV, novels and non-fiction texts are used to reinforce Language Arts and to encourage critical thinking. Compositions requiring students to make judgments and comparisons are stressed. Differentiated instruction focuses on helping students address their IEP goals in the areas of written language and reading comprehension.

## Geometry

Credit: 1
Level: III
Grade Offered: 10, 11, 12
Annual: 10 IP2336
Annual: 10 IP2337
Annual: 11, 12 IP2331
Annual: 11, 12 IP2332
Prerequisite: Algebra I and Director or designee and IEP team approval

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This course provides instruction in the measurements and properties of lines, planes, angles, polygons, and solids as well as their interrelationships. Students will also be provided an introduction to the concept of proofs. Differentiated instruction focuses on helping students address their IEP goals in the areas of written language and reading comprehension

## Health

Credit: 1/2
Level: III
Grade Offered: 10
Fall: 10 IP9016
Spring: 10 IP9017
Prerequisite: Director or designee and IEP team approval

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This course provides in-depth and appropriately-paced instruction in the following areas: human anatomy and physiology, mental health (including death education), chronic and degenerative diseases, human sexuality, alcohol, drugs and tobacco, consumer health, environmental health, and first-aid. The course provides in-depth instruction in the following areas: human anatomy and physiology; mental health (including death education); chronic and degenerative disease; human sexuality; alcohol, drugs, and tobacco; consumer health; environmental health; and first-aid.

## LIFE English

Credit: 1 (dc)
Level: III
Grade Offered: 9, 10, 11, 12
Annual: 9, 10 IP1516
Annual: 9, 10 IP1517
Annual 11, 12 IP1511
Annual 11, 12 IP1512
Prerequisite: Director or designee and IEP team approval

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This course teaches students essential language arts skills. Students build their vocabulary, learn strategies to comprehend texts and how to create written language in a manner that best reflects student goals. This class focuses on the reading, writing, and language skills needed for everyday life. Due to this high level of individualization, LIFE English is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

## LIFE Home Living

Credit: 1 (dc)
Level: III
Grade Offered: 9, 10, 11, 12
Annual: 9, 10, 11, 12 IP1316
Annual: 9, 10, 11, 12 IP1317
Prerequisite: Director or designee and IEP team approval

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The focus of this course is to develop and enhance daily living skills necessary for success in adult life. Skill development will focus on kitchen safety, meal planning and preparation, operating household appliances, self-care, housekeeping, and clothing care. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans. Due to this high level of individualization, LIFE Home Living is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, motor functioning, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

## LIFE Mathematics

Credit: 1 (dc)
Level: III
Grade Offered: 9, 10, 11, 12
Annual: 9, 10 IP1216
Annual: 9, 10 IP1217
Annual: 11, 12 IP1211
Annual: 11, 12 IP1312
Prerequisite: Director or designee and IEP team approval

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This course is designed to develop and enhance basic math skills. Instruction will focus on money skills, telling time and time management, computation, measurement, and word problems. The course is individualized to meet each student's needs. Due to this high level of individualization, LIFE Mathematics is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

## Adaptive Physical Education

Credit: 1 (dc)
Level: III
Grade Offered: 9, 10, 11, 12
Annual: 9, 10 IP7016
Annual: 9, 10 IP7017
Annual: 11, 12 IP7011
Annual: 11, 12 IP7012
Prerequisite: Director or designee and IEP team approval

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This course offers an individualized physical education program for students with various ability levels. Safety instruction and practice is an essential component of the course. Instruction, participation, and practice in a variety of physical and recreational activities helps students establish a foundation in personal and team activities. The course is individualized to meet each student's needs. Whenever possible, the Adaptive Physical Education class will run concurrently with a general education Adaptive PE Leaders class to provide opportunities for interaction with and instruction supported by trained peer leaders.

## LIFE Reading

Credit: 1 (dc)
Level: III
Grade Offered: 9, 10, 11, 12
Annual: 9, 10 IP1616
Annual: 9, 10 IP1617
Annual: 11, 12 IP1611
Annual: 11, 12 IP1612
Prerequisite: Director or designee and IEP team approval

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This course is designed to provide individualized and intensive reading instruction. The course builds skills in the area of phonics, sight-word identification, vocabulary, fluency, spelling, and comprehension. The course is individualized to meet each student's needs. Due to this high level of individualization, LIFE Reading is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

## LIFE Social Skills

Credit: 1 (dc)
Level: III
Grade Offered: 9, 10, 11, 12
Annual: 9, 10 IP1416
Annual: 9, 10 IP1417
Annual: 11, 12 IP1411
Annual: 11, 12 IP1412
Prerequisite: Director or designee and IEP team approval

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This class offers direct instruction and repeated practice in order for students to learn and demonstrate social skills across a variety of settings. Through role playing, discussion, and other community activities, students will learn how to establish and maintain positive relationships with peers, and adults. The content of this course is designed to meet the individualized needs of students based on IEP goals. Due to this high level of individualization, LIFE Social Skills is subdivided into distinct course sections. High consideration will be given to a student's communication, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.

## LIFE & Work Skills I, II, III, IV

Credit: 2 (dc)
Level: III
Grade Offered: 9, 10, 11, 12
Annual: 9 IP1916
Annual: 9 IP1917
Annual: 10 IP1926
Annual: 10 IP1927
Annual: 11 IP1931
Annual: 11 IP1932
Annual: 12 IP1941
Annual: 12 IP1942
Prerequisite: Director or designee and IEP team approval

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The focus of this course is to develop independent living skills and work readiness skills. Life skills development will focus on the areas of behavior, communication, community, self-care, self-awareness, self-advocacy, money, recreation, safety, social skills, time management, and weather. Work readiness skills will include career exploration, work behaviors and on-campus work training which is individualized based on student's skills, abilities and interests. Emphasis will also be on interaction within the environment and the development of skills necessary for success in adult life. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans. Due to this high level of individualization, LIFE & Work Skills I is subdivided into distinct course sections. High consideration will be given to a student's academic level, communication, motor functioning, functional behavior, and daily living skills when IEP teams determine the appropriate section for each student.



## Adaptive Elective Course

Credit: 1/2 (dc)
Level: III
Grade Offered: 9, 10, 11, 12
Fall See Below
Spring See Below
Prerequisite: Director or designee and IEP team approval

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Applied Elective Courses will be offered on a rotating basis. The focus of these courses is to develop and enhance skills that can be applied for success and benefit in adult life. The content is designed to meet the individualized needs of students based on their prior skill level, goals, and post-secondary plans. Safety instruction, use of tools and instruments, and application to everyday life are an essential component of these courses. Whenever possible, the class will run concurrently with an Adaptive Leader class to provide opportunities for interaction with and instruction supported by trained peer leaders. Classes may be held at either North or South campus.

| | | South Campus | North Campus |
|---|---|---|---|
| **Adaptive Applied Tech** | Fall | IP7156 | IP7151 |
| | Spring | IP7157 | IP7152 |
| **Adaptive Art** | Fall | IP7126 | IP7121 |
| | Spring | IP7127 | IP7122 |
| **Adaptive Culinary Arts** | Fall | IP7136 | IP7131 |
| | Spring | IP7137 | IP7132 |
| **Adaptive Music** | Fall | IP7146 | IP7141 |
| | Spring | IP7147 | IP7142 |

## Physical Science

Credit: 1
Level: III
Grade Offered: 11, 12
Annual: 11, 12 IP2171
Annual: 11, 12 IP2172
Prerequisite: Director or designee and IEP team approval

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This course is designed to help students learn the basic laws and principles found within Physics, Chemistry, Earth Science, Astronomy and Meteorology and Chemistry. Students will work with data and improve their abilities to infer and classify information. Hands-on investigations and lab activities will help students apply the skills they are learning to everyday life. Differentiated instruction will address the students' learning needs as indicated in their Individual Education Plans. This class meets one of the graduation requirements for Science.

## Post-Secondary Exploration

Credit: 1 (dc) (cr/nc)
Level: III
Grade Offered: 11, 12
Annual: 11, 12 IP0341
Annual: 11, 12 IP0342
Prerequisite: Director or designee and IEP team approval

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Post-Secondary Exploration provides an in-depth exploration of post-secondary options related to the four key components of a transition plan: education, training, employment, and independent living. Students will have an opportunity to research and explore post-secondary plans based on their interests and aptitudes. Students will identify college and/or career interests, create a portfolio of information and resources to support their post-secondary goals, and develop plans to pursue the skills and training necessary to find success after high school. Students may repeat the course in order to further refine and work toward their plans so that they are prepared to take identified next steps upon graduation from high school.

## Practical Math

Credit: 1
Level: III
Grade Offered: 11, 12
Annual: 11, 12 IP1241
Annual: 11, 12 IP1242
Prerequisite: Director or designee and IEP team approval

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The course is designed to reinforce and teach basic mathematical skills that are essential for successful employment in various vocational fields. General problem solving strategies for everyday situations are also presented. The course will address development of practical math skills in the following areas: fractions, whole numbers, decimals, percentage, estimation, probability, basic statistics, customary and metric measurement, and the understanding and use of graphs and charts. Differentiated instruction focused on helping students address their individual IEP goals in the areas of math computation and math reasoning.

## Reading

Credit: 1 (dc) (cr/nc)
Level: III
Grade Offered: 9, 10, 11, 12
Fall: 9, 10 IP2516
Spring: 9, 10 IP2517
Fall: 11, 12 IP2511
Spring: 11, 12 IP2521
Prerequisite: Director or designee and IEP team approval

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This research-based course is designed specifically for students who require a more intensive reading program. Using a guided reading approach, this class enables students to learn and practice reading strategies focusing on comprehension, vocabulary and fluency through whole-group, small-group and individual activities. Data collected through curriculum based measures is used to adjust instruction in order to meet the individual needs of all students.

## Social Awareness & Perspective Taking

Credit: 1 (dc)
Level: III
Grade Offered: 9, 10
Annual: 9, 10 IP2396
Annual: 9, 10 IP2397
Prerequisite: Director or designee and IEP team approval

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This class targets the needs of students who have pervasive impairments in social communication that significantly affect their ability to learn and interact with others within the school and community environments. A variety of units teach students perspective taking, meaningful conversation strategies, non-verbal communication and self-advocacy. Students must demonstrate a knowledge of metalinguistic concepts as determined by the Speech-Language Pathologist.



## Advanced Social Awareness & Perspective Taking

Credit: 1 (dc)
Level: III
Grade Offered: 11, 12
Annual: 11, 12 IP2391
Annual: 11, 12 IP2392
Prerequisite: Social Awareness & Perspective TakingDirector or designee and IEP team approval

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This class targets the needs of students who have pervasive impairments in social communication that significantly affect their ability to learn and interact with others within the school and community environments. A variety of units teach students perspective taking, meaningful conversation strategies, non-verbal communication and self-advocacy. Students must demonstrate a knowledge of metalinguistic concepts as determined by the Speech-Language Pathologist. This class will have a greater focus on the importance of generalizing these skills and utilizing them independently in settings students may encounter after high school (e.g. college/ vocational training sites, work, community, transportation, leisure activities, etc.).

## Personal/Social Development Resource

Credit: 1/2 (dc) (cr/nc)
Level: III
Grade Offered: 9, 10, 11, 12
Fall: 9, 10 IP2416
Spring: 9, 10 IP2417
Fall: 11, 12 IP2421
Spring: 11, 12 IP2422
Prerequisite: Director or designee and IEP team approval

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This course is for Special Education students with documented deficits in the social/emotional functioning domain. The focus is to help students learn how to successfully navigate life transitions, manage stress in healthy and productive ways, and engage in ongoing self-reflection to promote personal growth. Students will learn strategies to strengthen self-awareness, self-discipline, and decision-making skills as they prepare for postsecondary goals. Through daily monitoring and reflection on behavior, participation, organization, and attendance, students will track their own progress and develop greater responsibility for their success both in and out of school. Students will learn about the supports and accommodations included in their IEP to increase self-advocacy skills to address their individual learning needs and goals, PSD Resource also serves as a period where students may access accommodations and/or consult with other school staff to meet their individual needs.

## Personal/Social Development - Content Area Courses

Credit: 1/2 (dc) (cr/nc)
Level: III
Grade Offered: 9, 10, 11, 12
Prerequisite: Director or designee and IEP team approval

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Students who are enrolled in the Personal/Social Development class may also be enrolled in the following courses. These classes are not available on a credit/no credit basis.

- PSD English I, II, III, IV
- PSD Algebra Essentials I & II
- PSD Geometry
- PSD World History (South Campus)
- PSD US History (North Campus)

## United States History

Credit: 1
Level: III
Grade Offered: 11, 12
Annual: 11, 12 IP2211
Annual: 11, 12 IP2212
Prerequisite: Director or designee and IEP team approval

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This course examines the growth of the United States from colonial times to the present. A sequential approach to history is presented through individualized units to assure student success. Geography skills are emphasized throughout the course. Differentiated instruction will address the students' learning needs as indicated in their IEP.

## World History

Credit: 1
Level: III
Grade Offered: 9
Annual: 9 IP2816
Annual: 9 IP2817
Prerequisite: Director or designee and IEP team approval

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World History aims to help students understand the complex world in which they live by developing insights into the thoughts and feelings of people within their own culture/civilization and other cultures/civilizations, as well as relating the past to the present and future. Students learn that although human needs are basically the same everywhere, differences in environment and history have played a determining role in establishing variety in cultures/civilizations. This course demonstrates to students that history, geography, economics, political science, and social and cultural life are basic to the study of human development. Differentiated instruction will address the students' learning needs as indicated in their IEP.

## Transition Program

Annual IP1556
Annual IP1557
Prerequisite: Successful completion of high school graduation requirements and Director or designee and IEP team approval

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The goal of the Transition Program is to offer transition services to individuals with various disabilities/ability levels (ages 18-22) who have met the requirements for graduation. The Transition Program offers a continuum of services in an authentic setting with meaningful practice and application of a full spectrum of independent living and vocational skills. The Transition Program follows a unique time table that does NOT align with the regular high school bell schedule. Individuals work on a variety of skills and activities based on individual goals, including (but not limited to) life skills, community-based training, vocational training, transportation training and recreation/leisure activities. Additionally, students in the Transition Program have access to the LTHS Transition House. The LTHS Transition House opened in winter of 2011 and serves to acquaint students with foundations of home living in an authentic setting. The Transition House is used to teach basic home upkeep, gardening, laundry, cooking, home project management, home safety, etc.. Other topics may be covered as different opportunities arise.

# Special Education Classes

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

### Freshmen Courses

**Annual**

| | |
|---|---|
| IP0316/7 | B.A.S.E. I |
| IP2416/7 | Personal Social Development I |
| IP2216/7 | English I |
| IP2256/7 | English I PSD |
| IP2516/7 | Reading |
| IP2316/7 | Algebra Essentials |
| IP2326/7 | Algebra I |
| IP2346/7 | Algebra Essentials PSD |
| IP2356/7 | Algebra I PSD |
| IP2116/7 | Biology |
| IP2816/7 | World History |
| IP2826/7 | World History PSD |
| IP2396/7 | Social Awareness & Perspective Taking |
| IP1916/7 | LIFE & Work Skills I |
| IP1516/7 | LIFE English |
| IP1616/7 | LIFE Reading |
| IP1416/7 | LIFE Social Skills |
| IP1316/7 | LIFE Home Living Education |
| IP1216/7 | LIFE Mathematics |
| IP7016/7 | Adaptive Physical Education |

**FALL ONLY**

| | |
|---|---|
| IP7126 | Adaptive Art Offered 26/27 |
| IP7146 | Adaptive Music |

**SPRING ONLY**

| | |
|---|---|
| IP7157 | Adaptive Applied Tech |
| IP7137 | Adaptive Culinary Offered 26/27 |

### Sophomore Courses

**Annual**

| | |
|---|---|
| IP0326/7 | B.A.S.E. II |
| IP2416/7 | Personal/Social Development I |
| IP2226/7 | English II |
| IP2266/7 | English II PSD |
| IP2516/7 | Reading |
| IP2326/7 | Algebra I |
| IP2336/7 | Geometry |
| IP2356/7 | Algebra I PSD |
| IP2366/7 | Geometry PSD |
| IP2396/7 | Social Awareness & Perspective Taking |
| IP1926/7 | LIFE & Works Skills II |
| IP1516/7 | LIFE English |
| IP1616/7 | LIFE Reading |
| IP1416/7 | LIFE Social Skils |
| IP1316/7 | LIFE Home Living Education |
| IP1216/7 | LIFE Mathematics |
| IP7016/7 | Adaptive Physical Education |

**Semester**

| | |
|---|---|
| IP1426/7 | Civics |
| IP9146/7 | Driver Education |
| IP9016/7 | Health |

### Sophomore Courses

**Fall Only**

| | |
|---|---|
| IP7126 | Adaptive Art Offered 26/27 |
| IP7146 | Adaptive Music |

**Spring Only**

| | |
|---|---|
| IP7157 | Adaptive Applied Tech |
| IP7137 | Adaptive Culinary Art Offered 26/27 |

### Junior & Senior Courses

**Annual**

| | |
|---|---|
| IP0331/2 | Academic Resource Center (A.R.C.) |
| IP2341/2 | Algebra II |
| IP2231/2 | English III |
| IP2241/2 | English IV |
| IP2271/2 | English III PSD |
| IP2281/2 | English IV PSD |
| IP2511/2 | Reading |
| IP2331/2 | Geometry |
| IP1241/2 | Practical Math |
| IP2361/2 | Geometry PSD |
| IP2371/2 | Algebra II PSD |
| IP2171/2 | Physical Science |
| IP2211/2 | US History |
| IP2831/2 | US History PSD |
| IP2391/2 | Advanced Social Awareness & Perspective Taking |
| IP2721/2 | Career Training & Education |
| IP1931/2 | LIFE & Work Skills III (Junior) |
| IP1941/2 | LIFE & Work Skills IV (Senior) |
| IP1511/2 | LIFE English |
| IP1611/2 | LIFE Reading |
| IP1411/2 | LIFE Social Skills |
| IP1211/2 | LIFE Mathematics |
| IP7011/2 | Adaptive Physical Education |

**Semester**

| | |
|---|---|
| IP2851/2 | Consumer Education |
| IP0341/2 | Post-Secondary Exploration |

**Fall Only**

| | |
|---|---|
| IP7121/2 | Adaptive Art Offered 26/27 |
| IP7141/2 | Adaptive Music |

**Spring Only**

| | |
|---|---|
| IP7152 | Adaptive Applied Tech |
| IP7131 | Adaptive Culinary Arts Offered 26/27 |

**Transition Courses**

| | |
|---|---|
| IP1556/7 | Transition Program |

Honor our tradition of excellence, foster innovation, and empower all students in their quest for a fulfilling life.




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