

Wendell Phillips Academy High School

Curriculum Guide 2020-2021



Wendell Phillips Academy High School is committed to giving students rigorous instruction and comprehensive personal support, fostering independent thinkers and strong communicators who thrive in college and beyond.

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General Information

This booklet contains information about the course offerings, graduation requirement, school policies, and college planning at Wendell Phillips Academy High School. Please utilize this information as you select courses for your high school career and as you prepare for your post-secondary future.

Your professional school counselor is the key contact for the course selection process. He or she is available to answer questions and support you in choosing your course selections.

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Course Selection Process

January

- Teachers will begin promoting courses within their subject area.
- Curriculum guides will be made available to students via website and sent to them via email to explore course options.
- Teachers will conduct short personal conversations with students to recommend next course in sequence of subject area. Students will complete course selection form with their course requests and 2 alternatives. They will meet with their counselors one on one to make sure graduation requirements are met and that four year plan is discussed and addressed. Student and counselor will input course requests.
- Honors-level course placement for incoming freshmen will be determined by teacher recommendation, eighth grade NWEA scores, along with parent contract.
- Honors-level course placement for grades 10-12 will be determined by students meeting certain identified criteria along with parent contract and teacher recommendation.

Phillips Academy High School Graduation Requirements

ACADEMIC REQUIREMENTS A student must earn a minimum total 24 credits in the following areas:

A. English (4.0 credits) Emphasis on written communication, oral communication, and literature; English I and English II serve to satisfy the state requirement for writing intensive courses

1. English I
2. English II
3. English III
4. English IV

B. Mathematics (3.0 credits)

1. Algebra
2. Geometry
3. Advanced Algebra/Trigonometry

For students who successfully complete algebra prior to entering high school or who successfully place out of algebra upon entering high school as freshmen, the following three required credits apply:

- a. Geometry
- b. Advanced Algebra/Trigonometry
- c. Pre-calculus or College Algebra/Analytic Geometry or an Advanced Placement mathematics course or an advanced mathematics elective course that is approved by the Chief Education Office

For students who successfully complete algebra and geometry prior to entering high school or who successfully place out of Algebra and Geometry upon entering high school as freshmen, the following three required credits apply:

- a. Advanced algebra/trigonometry
- b. Pre-calculus or college algebra/analytic geometry or an Advanced Placement mathematics course
- c. An advanced mathematics elective course that is approved by the Chief Education Office

These requirements apply equally to students who received formal high school credit for the Algebra or geometry course taken prior to entering high school and to students who successfully place into a more advanced course, but did not receive formal high school credit for an algebra or geometry course.

C. Science (3.0 credits) The following requirements apply to students who entered high school as a freshman in *2015, 2016 and 2017*:

1. Biology (1.0 credit)
2. Other Laboratory Science Courses (2.0 credits.)

No more than 1.0 credit in one course may be used towards satisfaction of the science requirement):

- a. Chemistry
- b. Earth and Space Science
- c. Environmental Science
- d. Physics

The following requirements apply to students who enter high school as a freshman *in 2018 or later*:

1. Physics (1.0 credit)
2. Chemistry (1.0)
3. Biology (1.0)

These courses may be taken in any sequence.

D. Social Science (3.0 credits)

The following requirements apply to students who entered high school as a freshman in *2013, 2014 and 2015*:

1. World Studies
2. United States History
3. Other Social Science course

The following requirements apply to students who entered high school as a freshman in *2016 or later*:

1. World Studies
2. United States History
3. Other Social Science course (a minimum of which must be 0.5 credit in Civics or AP U.S. Government)

E. World Language (2.0 credits)

1. Spanish I
2. Spanish II

F. Fine Arts (2.0 credits)(credits may be completed in a single arts discipline; high schools must offer at least two arts disciplines.)

G. Physical Education or ROTC (2.0 credits)(athletic team credit possible in lieu of physical education but not in lieu of Health and Driver's Education)

1. Physical Education I/Health or ROTC I/Health
2. Physical Education II/Driver's Education or ROTC II/Driver's Education

H. Career Education or ROTC (college career pathways or advanced academic/fine arts options are part of Career Education)

The following requirements (2.0 credits) apply to students who entered high school as a freshman in *2013, 2014 or 2015*:

1. Career Education or ROTC III
2. Career Education II or ROTC IV

The following requirements (1.0 credits) apply to students who entered high school as a freshman in 2016 or later:

1. Career Education or ROTC III

I. Computer Science (1.0 credits): this requirement applies to students who entered high school as a freshman *in 2016 or later*:

J. Electives (3.0 credits)

Service Learning Requirement

The following requirements apply to students who entered high school as a freshman in 2016 or later:

- 1) All students must complete (2) Service Learning projects prior to graduation in the following way:
 - a) Successful completion of a service project in the required Civics or AP U.S. Government course; and
 - b) Successful completion of a service project either independently or in conjunction with a course offering during 9th or 10th grade;
- 2) High School principals shall designate a special Service Learning Coach to oversee projects, student participation, record-keeping, and agency involvement;
- 3) Service Learning projects shall be linked to current academic goals and curriculum and shall promote civic engagement, social awareness, and career development; and
- 4) Service Learning criteria shall be developed by the Chief Education Officer or designee.

Additional Requirements:

The following requirements apply to students who enter high school as a freshman in 2017 or later:

- A. A unit of Financial Education/Consumer Education as part of subject area curricula and a demonstrated knowledge of U.S. and Illinois constitutions.
- B. Taking the state-mandated college and career ready determination exam unless otherwise excused by state law. Students must qualify as having taken the state mandated college and career ready determination exam in accordance with state guidelines.
- C. For students who entered high school as a freshman in 2016 or later, provide evidence of a Post-Secondary Plan per the Post-Secondary Guidance Document published by the Chief Education Officer or designee.
- D. Driver's Education

4- Year Planning

Name:	Graduation year:
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Freshman Year	Sophomore Year
English:	English:
Math:	Math:
Science:	Science:
Freshman Seminar:	Social Science:
Social Science:	PE:
PE:	World Language:
World Language:	Career Education:
Elective:	Elective:

Junior Year	Senior Year
English:	English:
Math:	Senior Seminar:
Science:	PE:
PE:	Social Science:
Social Science:	Career Education:
Career Education:	World Language:
World Language:	Elective:
Elective:	Elective:

Total Credits Needed = 24

Gradebook and Grading Policy

The high school uses a grading system that is based on 60% as a passing grade. Grades are issued and Grade Point Average (GPA) is calculated at the end of each semester. The grading scale represents different levels of achievement in each course:

A = 100-90%: This indicates clear and convincing evidence of deep knowledge and detailed understanding of the concepts and skills learned in the course.

B = 89-80%: This indicates evidence of substantial knowledge and consistent understanding of the concepts and skills learned in the course.

C = 79-70%: This indicates evidence of basic knowledge and understanding of the concepts and skills learned in the course.

D = 69-60%: This indicates evidence of limited knowledge and understanding of the concepts and skills learned in the course.

F = 59% and below: This indicates that the student has not met the minimum requirements and will receive no credit.

Weighted Grading: The grading system has two scales, one for regular courses and the other for weighted courses. The specific grade points assigned for each letter grade and for regular and weighted courses are listed below. These grade points are used to compute a student's grade point average. The grades "D" and "F" are not weighted. Regardless if the class is weighted or unweighted, the letter grade the student earns will appear on the official transcript. WPAHS courses that are given weight are indicated in the course description with an (*) asterisk.

Grade	Meaning	Regular Course	Weighted Course
A	Excellent	4.0	5.0
B	Beyond Satisfactory	3.0	4.0
C	Satisfactory	2.0	3.0
D	Below Average	1.0	1.0
F	Failure	0	0

Gradebook Categories & Weights

Category	Description	Weight	Grading Guidance
Formative	Practice. All activities that provide practice for our students should be included in this category.	30%	Examples: Homework Class activities Graphic organizers/worksheets Do Nows/Exit Slips
Summative	Proof. All activities in this category should provide proof that students are mastering the standards. These are assignments that students can rework/retake to demonstrate mastery.	50%	Examples: Quizzes Projects Essays Assessments
Final	Integrated cumulative opportunity to show retained mastery. The semester final should never be the only reason for a student to fail the class. Grading Policy minimums apply.	20%	Semester Final Exam

Grading Policy

Students who do not turn in an assignment will be given a minimum grade rather than a zero.

- Freshmen 40%
- Sophomores 30%
- Juniors 20%

Best Practice suggests that teachers should enter at least 3 grades per week and that at least one grade should be formative and at least one grade should be summative. In a quarter, students should have 7-10 summative assignments and greater than 10 formative assignments.

Athletic Eligibility

Students in grades 9 through 12 who wish to participate in school-sponsored athletics or extracurricular activities must satisfy the following no-pass, no-play requirements:

A. Past Semester Standing

1. For contest/activities occurring during the first semester of the 2020-2021 school year, a student must receive passing grades in 20 credit hours (4 half credits or their equivalent) for the previous semester. For contest/activities occurring during the second semester of the 2020- 2021 school year and thereafter, a student must receive passing grades in 25 credit hours (5 half credits or their equivalent) for the previous semester. Additionally, a student with a grade point average below 2.0 must have an Individual Study Plan (“ISP”) in place to address academic weaknesses. The ISP must be approved by the Principal. If the student fails to satisfy the requirements of their ISP, the student’s eligibility to participate will be withdrawn.
2. Credits earned in summer school may be applied to previous semester requirements.
3. A beginning freshman who has never attended any other secondary school will be eligible at once if entering at the opening of the semester. This entry must be prior to the 11th day of school.
4. If the student shall have been in membership for ten days or more during any semester, the student shall be counted as having been in attendance during said semester. If the student has been out of school for a semester or more, the previous semester shall be understood to mean the last semester during which the student was a member of a high school for at least ten days.

B. Present Semester Record

1. The student shall be passing in 5 half credits or their equivalent as checked every week by the Principal or designee. 2. For purposes of scholastic eligibility, “passing” shall be determined by a student’s grades, school attendance and attendance in class, and conduct during the school day. A student who is failing one or more courses at the end of a week during the season shall be ineligible for the next week of competition. A student who accumulates two (2) or more unexcused absences from class or school in a school week during the season shall be ineligible for the next week of competition. A student who is suspended from school for misconduct or subject to the loss of extracurricular activity privileges shall be ineligible for competition or practice during the term of the suspension or loss.
3. Eligibility shall be determined every week by the Athletic Director as approved by the high school Principal. Eligibility shall date from Monday through Sunday of each week of the semester.
4. If a student is rendered ineligible for the next semester’s season due to failed courses, the student may attend summer school to make up the failed courses and regain eligibility for the next semester’s sport season. If he/she obtains passing grades which fulfill the eligibility requirements, he/she will be eligible for participation in August.

C. Interscholastic Sports. Additional eligibility procedures may apply to students participating in interscholastic sports that are governed by the Chicago Public High Schools Athletic Association Constitution and Bylaws (<http://policy.cps.k12.il.us/download.aspx?ID=26>).

NCAA/NAIA Eligibility

NCAA

Students wishing to compete in Division I or II athletics in college must meet the NCAA Academic Eligibility Requirements. These include a specific sequence of courses, as well as a minimum GPA and ACT/SAT score. Students are strongly encouraged to consult with their counselor and coach during their freshman year if they are considering pursuing college athletics. More information on the high school requirements for NCAA eligibility can be found at www.ncaastudent.org. Division III athletics eligibility requirements will be the same as the schools entrance requirements.

<i>Division I Core Courses: 16 courses</i>	<i>Division II Core Courses: 16 courses</i>
<ul style="list-style-type: none"> ● 4 Years of English ● 3 Years of math ● 2 Years of Science ● 1 additional year of English, Math or Science ● 2 Years of Social Science ● 4 Years additional courses (above areas, foreign language, philosophy) 	<ul style="list-style-type: none"> ● 3 Years of English ● 2 years of Math ● 2 Years of Science ● 3 additional years of English, Math or Science ● 2 Years of Social Science ● 4 years additional courses (above areas, foreign language, philosophy)

NAIA

Students who wish to participate in athletics at a member institution will need to be certified by the NAIA Eligibility Center to qualify academically and be cleared as an eligible student-athlete for competition. For a complete list of eligibility rules please see the website at www.playnaia.org.

Dual Credit Offerings

- Dual Credit English 101 and 102 (Harold Washington)
- Dual Credit Pre-Calculus 140 and 141 (Harold Washington)
- Dual Credit Sociology and Psychology (Rasmussen College)
- Dual Credit Biology (Harold Washington)
- Dual Credit Chemistry (Harold Washington)

Honors and AP Offerings

Honors English I	Honors English II	Honors English III	Honors English IV
Honors Algebra I	Honors Geometry	Honors Algebra w/Trig	Honors Physics
Honors Chemistry	Honors Biology	AP US History	Honors World Studies
AP World History	Honors Digital Media	Honors Spanish II	

Schedule Change Requests

Semester days 1-3 - Students can drop a class due to change in interests, need of a graduation requirement or college entrance requirement. Please make an appointment with your counselor.

Semester days 4-10 - Only level change requests will be made and will need teacher, parent, and department chair approval. Schedule change request forms can be found in the school counselor's office.

After day 10 of Semester - All schedule changes will need administrative approval along with department chair, teacher, and parent permission. Schedule change request forms can be found in the school counselor's office.

School and Home Partnership Tools

ASPEN: [Students](#) and their [parents/guardians](#) can check grades and assignments.

College Board: The College Board helps connect students to college success and opportunity. Through your student's account they can access their SAT and Advanced Placement progress. Access College Board by going to: <https://www.collegeboard.org/>. If you have any trouble accessing your College Board account please contact College Board directly.

Khan Academy: Khan Academy has partnered with College Board to provide your student with a personalized learning resource. They offer additional practice, instructional, videos, and a dashboard displaying your student's progress. Khan Academy provides support for math, science, computer programming, history, art history, economics, and more. All students with a College Board account can utilize Khan Academy for free! Access Khan Academy by going to: <https://www.khanacademy.org/>. If you have trouble accessing your student's Khan Academy account, please contact Khan Academy or College Board directly.

Naviance: is a comprehensive college, career and life readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

Access the CPS Scholarship Site here: [Academic Works \(CPS Scholarship Site\)](#)

Career and Technical Education (CTE)

Course List

Class Title	Grade Level	Prerequisite
Digital Media I	10	None
Digital Media II	11	Digital Media I
Exploring Computer Science	9-12	None

Digital Media I

Credit: 1

Grades: 10

Prerequisite : _____None_____

Course Description: This is the first course in a three-year sequence of Digital Media classes. In this course you will identify the basic principles of graphic design. You will acquire an understanding of high-resolution images and be able to differentiate between a raster and a vector image. Additionally, you will explore appropriate uses of typography (font), additive and subtractive color. Finally, you will embark upon career eN/Exploration for the graphics industry.

Digital Media II

Credit: 1

Grades: 11,12

Prerequisite : _____Digital Media I_____

Course Description: This is the second course in a three-year sequence of Digital Media classes. During the second year you will become proficient in Photoshop, InDesign and Illustrator. Applying basic principles of design, you will create live traced images; images for heat press (t-shirts) and build basic animations. You will apply filters, color correction, masking, clipping mask, and blending modes. As the course progresses, you will animate graphics in 2-D and 3-D. This is a double block course.

Exploring Computer Science

Credit: 1

Grades: 9,10,11,12

Prerequisite : _____None_____

Course Description: Exploring Computer Science is a nationally recognized introductory college preparatory computer science course and includes curriculum, professional development, and assessments. ECS is composed of six foundational units with lessons that are designed to promote an inquiry-based approach to teaching and learning foundational concepts in computer science and highlighting the computational practices and problem solving associated with doing computer science.

Electives
Course List

Class Title	Grade Level	Prerequisite
One Goal I	11	None
One Goal II	12	One Goal I
Embarc Chicago I	10	None
Embarc Chicago II	11	None
Embarc Chicago III	12	Embarc II
Umoja Freshman Seminar	9	None
Umoja Senior Seminar	12	None
Office Aid	12	Recommendation

One Goal I

Credit: 1.0

Grades: 11

Prerequisite : _____None_____

Course Description: The OneGoal Year One (Y1) course curriculum provides juniors in high school, the opportunities and resources to explore college as a realistic, attainable post-high school option. The daily 45-minute lessons place a strong emphasis on personal and collective goal setting with an intensive college awareness curriculum, along with ACT test preparation, to maximize potential and open up the doors of possibility for students' futures. During Y1, students demonstrate their commitment to the three-year OneGoal Fellowship. As individuals and as a cohort, the students develop accountability with respect to their goals while embodying Five Leadership Principles: Professionalism, Ambition, Integrity, Resilience, and Resourcefulness.

One Goal II

Credit: 1.0

Grades: 12

Prerequisite: _____OneGoal II_____

Course Description: The OneGoal Year Two (Y2) curriculum provides Y2 Fellows with the tools, guidance, and resources necessary to successfully apply to and enroll in college for the fall, secure the proper financial aid, and become 100% 'college-ready' in advance of their first day on a college campus. It is an incredibly important year of work that will result in high school graduation and matriculation at the wisest best-fit match college choice for each Fellow's needs and abilities. The Y2 college process is called AAA&E ("triple A and E," described below), with each letter in the acronym representing one of four core components of the process: Application, Admission, Aid, and Enrollment. AAA&E sessions will be paired with College 201 sessions, during which Fellows complete assignments that will prepare them for the academic and social life to expect on campus during Y3 and beyond. During Y2, students develop accountability with respect to their goals while embodying Five Leadership Principles: Professionalism, Ambition, Integrity, Resilience, and Resourcefulness.

Embarc Chicago I

Credit: 1.0

Grades: 10,11,12

Prerequisite : _____None_____

Course Description: The EMBARC course is a college and career success program that combines key domains to drive academic achievement and post-secondary success. These domains include: core academic skills, engagement with expanding structures of knowledge, long-term goal planning, thinking critically and solving complex problems, effective

communication, working collaboratively, self-reflection and learning how to learn. Students participating in the course will be exposed to all of the 21st Century Skills, Common Core State Standards in Writing and Speaking and Listening, and non-cognitive social skills. The activities and lessons drawn from cutting edge, research-based curricula that have increased student achievement in low-income communities across the country. College and career success is cultivated throughout the academic years by identifying “safe,” “match” and “reach” schools, applying for scholarships, completing financial aid documents, and receiving mentoring support.

Embarc Chicago II

Credit: 1.0

Grades: 10,11,12

Prerequisite: None

Course Description: Embarc Year 2: Understand The EMBARC course is a college and career success program that combines key domains to drive academic achievement and post-secondary success. These domains include: core academic skills, engagement with expanding structures of knowledge, long-term goal planning, thinking critically and solving complex problems, effective communication, working collaboratively, self-reflection and learning how to learn. Students will be exposed to curriculum that will increase relevance in their educational experience by connecting their learning to the real world. The activities and lessons that they take part in will incorporate team building, project based learning, performance-based tasks, technology, communication, experiential learning, and citizenship. The second year of Embarc continues with the mission of college and career success as the driving force and foundation. Students participating in the course will be exposed to all of the 21st Century Skills, Non-Cognitive Social Skills, and Common Core State Standards in Writing, ELA, and Speaking and Listening. College and career CREDITS REQUIRED: 3 Chicago Public Schools offer students the opportunity to take three Elective courses in order to pursue individual interests and future goals. Students will gain content knowledge and skills in the Elective courses of their choice which will foster and develop a love of lifelong learning. Page 464 Chicago Public Schools Course Descriptions Electives success is cultivated throughout the academic years by identifying “safe,” “match” and “reach” schools, applying for scholarships, completing financial aid documents, and receiving mentoring support.

Embarc Chicago III

Credit: 1.0

Grades: 10,11,12

Prerequisite: None

Course Description: The EMBARC course is a college and career success program that combines key domains to drive academic achievement and post-secondary success. These domains include: core academic skills, engagement with expanding structures of knowledge, long-term goal planning, thinking critically and solving complex problems, effective communication, working collaboratively, self-reflection and learning how to learn. Students will be exposed to curriculum that will increase relevance in their educational experience by connecting their learning to the real world. The activities and lessons that they take part in will incorporate team building, project based learning, performance-based tasks, technology, communication, experiential learning, and citizenship. The third year of Embarc continues with the mission of college and career success as the driving force and foundation. Students participating in the course will be exposed to all of the 21st Century Skills, Non-Cognitive Social Skills, and Common Core State Standards in Writing, ELA, and Speaking and Listening. College and career success is cultivated throughout the senior year by completing the application process for safe, match and reach schools, completing the enrollment process, applying for scholarships, completing financial aid documents, and receiving mentoring support. Students will participate in a variety of activities that include: collaborative assignments that expand communication and networking skills, continuous exposure to models of success in a multitude of career pathways, critical thinking and problem solving exercises, hands on learning experiences, and reflection activities. All of the lessons will be grounded in the notion that Embarc students will succeed in their post-secondary endeavors. The units covered in the course of the third year will center on college and career preparedness, entrepreneurship, action research, mentorship, self-advocacy, and being an active agent of change.

Umoja Freshman Seminar

Credit: 1.0

Grades: 9

Prerequisite: None

Course Description: UFS is designed to help students effectively transition into high school poised to succeed both academically and interpersonally. By emphasizing a growth mindset, the UFS strives to engage students in a deep sense of responsibility for their own behavior and choices. Both academic skills and behaviors, as well as social emotional skills related to problem solving, community building, developing and leveraging supports are critical components of the course. UFS includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice and Service Learning. In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life.

Umoja Senior Seminar

Credit: 1.0

Grades: 12

Prerequisite: None

Course Description: The Umoja Senior Seminar (USS) is designed to build a creative and collaborative learning community where students improve their academic and social emotional skills, further refine their post-secondary aspirations, and prepare to make an effective post-secondary transition. USS serves as a home base for seniors. It is the place where they:

- Set, monitor, and receive support around their key academic goals for the year
- Develop and implement a supported post-secondary plan
- Learn the college retention and career transition skills and strategies that lead to long-term success.
- Further develop their communication, written, presentation, and collaboration skills

USS includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice and Service Learning. In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life. By the completion of the Umoja Senior Seminar, students have identified fit and match schools and applied to them, considered a variety of post secondary options so they are prepared to be informed consumers of their continued education and training and made critical connections between continued education and long term career success. Finally, they have considered and planned around the legacy they leave behind for their younger peers and how to fully live into their responsibilities as a senior leader.

Office Aid

Credit: .5 per semester

Grades: 12

Prerequisite: Recommendation

Course Description: Senior students can request to be an office aid for up to 2 semesters.

English
Course List

Class Title	Grade Level	Prerequisite
English I	9	None
Honors English I	9	NWEA Scores
English II	10	None
Honors English II	10	Teacher Recommendation
English III	11	None
Honors English III	11	Teacher Recommendation
English IV	12	None
Honors English IV	12	Teacher Recommendation
Creative Writing	11,12	None
Speech	10,11,12	None
Journalism	10,11,12	None
African American Literature	10,11,12	None
Intermediate Topics in Film Studies	11,12	None
Dual Credit English 101,102	12	SAT ERW >= 480 or College SUCCESS PLACEMENT =6+Teacher Recommendation

English I

Credit: 1.0

Grades: 9

Prerequisite: None

Course Description: In English I students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts to bridge their learning from middle school to high school. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English I will employ academic English in discussion that align to CCSS for Speaking & Listening.

Honors English I

Credit: 1.0

Grades: 9

Prerequisite : None

Course Description: In English I students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts to bridge their learning from middle school to high school. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English I will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English I honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

English II

Credit: 1.0

Grades: 10

Prerequisite: None

Course Description: In English II, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will build upon English I. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English II will employ academic English in discussion that align to CCSS for Speaking & Listening.

Honors English II

Credit: 1.0

Grades: 10

Prerequisite: None

Course Description: In English II, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will build upon English I. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English II will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English II honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

English III

Credit: 1.0

Grades: 11

Prerequisite: None

Course Description: In English III, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will emphasize college and career preparation. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade

band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English III will employ academic English in discussion that align to CCSS for Speaking & Listening.

Honors English III

Credit: 1.0

Grades: 11

Prerequisite: None

Course Description: In English III, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will emphasize college and career preparation. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English III will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English III Honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

English IV

Credit: 1.0

Grades: 12

Prerequisite: None

Course Description: In English IV, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will prepare them for postsecondary experiences. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English IV will employ academic English in discussion that align to CCSS for Speaking & Listening.

Honors English IV

Credit: 1.0

Grades: 12

Prerequisite: None

Course Description: In English IV, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will prepare them for postsecondary experiences. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English IV will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English IV honors will participate in a summer reading project. Honors courses are weighted.

Creative Writing

Credit: 1
Grades: 11,12
Prerequisite: None

Course Description: Creative writing will support the development of narrative writing as identified in the CCSS. The course will focus on the fundamentals of writing fiction, e.g. short stories, plays, personal narratives, screenplays, poetry, etc. Students will delve into the craft of writing technique, tone, style, and voice as they draft, revise, and provide and receive feedback from peers and teacher. This course will be broken into two semesters with the following focus areas. One or both semesters can be taken for .5 credits each.

Contemporary Poetry Writing (1 Semester):

In Contemporary Poetry, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through an analysis of contemporary poetry, focusing both on its craft and themes. Students will express themselves in multiple writing formats and write in the conventions of the CCSS writing modes as well as through crafting their own poetry. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening. Students will also explore various means of production for poetry, including performance and publication.

Contemporary Fiction Writing (1 Semester):

In Contemporary Fiction, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through an analysis of contemporary fiction, focusing both on its craft and themes. Students will express themselves in multiple writing formats and write in the conventions of the CCSS writing modes as well as through crafting their own fiction writing. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening. Students will also explore various means of production for fiction, including performance and publication.

Speech

Credit: 1
Grades: 10,11,12
Prerequisite: None

Course Description: In this course, students will concentrate on the organization, content and delivery of traditional public speaking that are aligned to the relevant strands of CCSS. Students will present a variety of speeches using multiple methods. The course is designed to improve poise and self-confidence in all speaking situations, as well as develop logical thinking skills. This course can be taken one or two semesters for .5 credit each.

Journalism

Credit: 1
Grades: 10,11,12
Prerequisite: None

In this course, students will explore the basic elements of journalism and news production aligned to the relevant strands of the CCSS. Students will develop their competencies and skills with interviewing, journalism writing, editing and newspaper production. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

African American Literature

Credit: 1
Grades: 11,12
Prerequisite: None

Course Description: In African-American Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of the African-American experience, issues of representation, and the cultural and historical context of African-American literature. Students will express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening.

Intermediate Topics in Film Studies

Credit: 1
Grades: 10,11,12
Prerequisite: None

In this course, students will be introduced to the basics of film analysis, cinematic formal elements, genre and narrative structure that are aligned to the relevant strands of CCSS. Students will develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning and engage audiences, students will gain foundational knowledge in the formal elements (narrative, mise-en-scene, cinematography, sound and editing) that make up the film, as well as some fundamental principles of analysis, genre, style, performance and storytelling.

Dual Credit English 101

Credit: 1
Grades: 12
Prerequisite: SAT ERW ≥ 480 or COLLEGE SUCCESS PLACEMENT EXAM ≥ 6 and teacher rec.
Course Description: Development of critical and analytical skills in writing and reading of expository prose. Writing assignments, as appropriate to the discipline, are part of the course.

Dual Credit English 102

Credit: 1
Grades: 12
Prerequisite: SAT ERW ≥ 480 or COLLEGE SUCCESS PLACEMENT EXAM ≥ 6 and teacher rec.
Course Description: Composition Continuation of English 101. Introduces methods of research and writing of investigative papers. Writing assignments, as appropriate to the discipline, are part of the course.

Mathematics

Course List

Class Title	Grade Level	Prerequisite
Algebra I	9	None
Honors Algebra I	9	NWEA Scores
Geometry	9,10,11,12	Algebra I
Honors Geometry	9,10,11,12	Teacher Recommendation
Advanced Algebra with Trigonometry	10,11,12	Algebra I
Honors Advanced Algebra with Trigonometry	10,11,12	Teacher Recommendation
Dual Pre-Calculus	12	<u>SAT Math \geq 540 and ALEKS Placement Test Score \geq 47+</u>
Financial Algebra	11,12	<u>Algebra I, Geometry, & Advanced Algebra with Trigonometry</u>
Math Lab I	9	None
Math Lab II	10	None

Algebra I

Credit: 1.0

Grades: 9,10,11,12

Prerequisite: None

Course Description: In Algebra I, students begin to study number properties more generally and become fluent at manipulating symbols with multiple step methods. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content of Algebra I includes Properties of Rational and Irrational Numbers, Creating and Interpreting Expressions and Equations, Linear Equations and Inequalities, including Linear Systems, Solving Quadratic Equations using Multiple Methods, Interpreting and Building Functions using Proper Function Notation, and Summarizing, Representing, and Interpreting Data.

Honors Algebra I

Credit: 1.0

Grades: 9,10,11,12

Prerequisite: NWEA Scores

Course Description: In Algebra I, students begin to study number properties more generally and become fluent at manipulating symbols with multiple step methods. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content of Algebra I includes Properties of Rational and Irrational Numbers, Creating and Interpreting Expressions and Equations, Linear Equations

and Inequalities, including Linear Systems, Solving Quadratic Equations using Multiple Methods, Interpreting and Building Functions using Proper Function Notation, and Summarizing, Representing, and Interpreting Data.

In an honors class, students will be expected to develop Page 62 Chicago Public Schools Course Descriptions Mathematics more advanced problem-solving methods and precisely communicate their in-depth understanding of the mathematical concepts covered. Students will also be asked to make connections across mathematical ideas while justifying their thinking and strategies. Successful completion of Algebra I H will prepare students for future honors and AP coursework in mathematics Circles.

Geometry

Credit: 1.0

Grades: 9, 10, 11, 12

Prerequisite: Algebra I

Course Description: In Geometry, students will reason inductively to construct geometric patterns, discover geometric relationships and formulate conjectures. Students will reason deductively to construct logical arguments and proofs using appropriate terminology. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content of Geometry includes Similarity and Congruence, Transformational Geometry, Right Triangles, Geometric Constructions and Proofs, Measurement and Dimension, Modeling, Coordinate Geometry, and Circles.

Honors Geometry

Credit: 1.0

Grades: 9, 10, 11, 12

Prerequisite : Algebra I + Teacher Recommendation

Course Description: In Geometry, students will reason inductively to construct geometric patterns, discover geometric relationships and formulate conjectures. Students will reason deductively to construct logical arguments and proofs using appropriate terminology. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content of Geometry includes Similarity and Congruence, Transformational Geometry, Right Triangles, Geometric Constructions and Proofs, Measurement and Dimension, Modeling, Coordinate Geometry, and Circles.

In an honors class, students will be expected to develop more advanced problem-solving methods and precisely communicate their in-depth understanding of the mathematical concepts covered. Students will also be asked to make connections across mathematical ideas while justifying their thinking and strategies. Successful completion of Geometry H will prepare students for future honors and AP coursework in mathematics.

Advanced Algebra with Trigonometry

Credit: 1.0

Grades: 9, 10, 11, 12

Prerequisite : Algebra I

Course Description: In Advanced Algebra with Trigonometry, students will extend their knowledge of functions to create and apply mathematical models to represent and interpret real-world contexts. The development and comparison of multiple solution methods and mathematical representations builds a level of fluency and conceptual understanding essential for the study of more advanced mathematics. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content of Algebra II includes Non-linear Relationships and Functions, Solving Complex Equations using Multiple Methods, Interpreting, Building, and Modeling with Functions, Making Inferences and Conclusions from Data, and Probability.

Honors Advanced Algebra with Trigonometry

Credit: 1.0

Grades: 9, 10, 11, 12

Prerequisite : _____Algebra I+ Teacher Recommendation_____

Course Description: In Honors Advanced Algebra with Trigonometry, students will extend their knowledge of functions to create and apply mathematical models to represent and interpret real-world contexts. The development and comparison of multiple solution methods and mathematical representations builds a level of fluency and conceptual understanding essential for the study of more advanced mathematics. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content of Algebra II includes Non-linear Relationships and Functions, Solving Complex Equations using Multiple Methods, Interpreting, Building, and Modeling with Functions, Making Inferences and Conclusions from Data, and Probability.

In an honors class, students will be expected to develop more advanced problem-solving methods and precisely communicate their in-depth understanding of the mathematical concepts covered. Students will also be asked to make connections across mathematical ideas while justifying their thinking and strategies. Successful completion of Algebra II will prepare students for future honors and AP coursework in mathematics.

Dual Credit Pre-Calculus

Credit: 1.0

Grades: 11, 12

Prerequisite : _____ACT Math \geq 21 or COMPASS Placement Test Score range within PRE-ALGEBRA (17-99) AND ALGEBRA (43-99) and College ALGEBRA (1-50).

Course Description: Pre-calculus Emphasizes the notion of a function as a unifying concept for the topics of college algebra and trigonometry. Families of functions and their characteristics include: polynomial functions; rational functions; exponential and logarithmic functions; trigonometric functions; and applications involving problem-solving skills. Writing assignments, as appropriate to the discipline, are part of the course.

Financial Algebra

Credit: 1.0

Grades: 11, 12

Prerequisite : _____Algebra I, Geometry, & Advanced Algebra with Trigonometry_____

Course Description: Mathematics plays a fundamental role in today's world, including our complex financial environment. Using practical business problems and real-world personal financial issues, this course will explore areas of mathematics that help us understand, predict, and control our financial world. Topics may include: investments, the stock market, business planning, banking, consumer credit, insurance, taxation, student loans, home buying versus renting, budgeting and retirement planning. Students will explore and master mathematical concepts and skills such as data analysis (scatter plots, averages, frequency distributions); fitting data to equations; linear, quadratic, exponential, and piecewise models; interest formulas (simple, compound, and continuous); and present and future value.

Math Lab I

Credit: 1.0

Grades: 9

Prerequisite: _____None_____

Course Description: Math Lab I is a tutorial class that supports students with their mathematics learning. Students will receive tutoring that builds mathematical skills, supports the content in their core math classes, and covers content directly aligned to Illinois state standardized. Each student works with a full time tutor along with 1-2 peers in the same math class. The tutor has a college degree and is skilled in mathematics. The tutor spends time addressing individual student needs and reviews concepts that the student may not have previously mastered. This helps students feel more prepared for and exceed in the math classes needed for graduation. In addition, the course will help students build confidence with standardized math test content by exposing them to practice test situations, reviewing test-type questions, and helping students utilize test taking strategies.

Math Lab II

Credit: 1.0

Grades: 10

Prerequisite: None

Course Description: The Math Lab course aligns with Common Core State Course Descriptions Mathematics Standards in Math because it directly supports the regular math classes (algebra, geometry, algebra 2) being offered in each school. The high school common core state standards for math are centered around the following major concepts: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics & Probability. Math Lab will cover these standards with every student throughout the year.

Fine Arts
Course List

Class Title	Grade Level	Prerequisite
Band	9,10,11,12	None
Percussion Band	9,10,11,12	None
Mixed Chorus	9,10,11,12	None
Drama I	9,10,11,12	None
Drama II	10,11,12	Drama I
Drama III	11,12	Drama II
Beginning Piano	9-12	None
Digital Imaging	9,10,11,12	None
Honors Digital Imaging	12	Digital Media II
Improv, Comedy, and Character	11,12	None
Photography	10,11,12	None

Band

Credit: 1.0
 Grades: 9,10,11,12
 Prerequisite: None

Course Description: This is an entry level course designed for students desirous on learning to perform on wind or percussion instruments; including, but not limited to: flute, clarinet, saxophone, bassoon, oboe, trumpet, French horn, trombone, euphonium, tuba, batter and mallet percussion. Notation, rhythm, pitch, time signature, meter will be stressed. Individual and group training will be incorporated into this class. 90% classroom/rehearsal-10% performance.

Percussion Band

Credit: 1.0
 Grades: 9,10,11,12
 Prerequisite: None

Course Description: In Percussion Band, students will receive training in marching band skills and small percussion ensembles. Students will learn the concepts of rhythm, texture, balance, blend, and rudiments as they develop their role as ensemble members.

Mixed Chorus

Credit: 1.0
 Grades: 9,10,11,12
 Prerequisite: None

Course Description: This course is the entry-level course for male and female students desirous on learning proper vocal techniques for the male and female voice. Performing music for the mixed chorus. No previous experience required.

Drama I

Credit: 1.0

Grades: 9,10,11,12

Prerequisite: None

Course Description: This is an introductory level course where students learn to appreciate diverse aspects of the discipline of theater. Students are introduced to acting, voice, improvisation, and script analysis. The course helps students to contextualize the theatrical experience through examination of theater history, and texts, as well as the process and product of staging performances. The course includes exposure to live theatrical production.

Drama II

Credit: 1.0

Grades: 10,11,12

Prerequisite: None

Course Description: This course builds upon the principles introduced in Drama I. Students will explore many theatrical roles and how they can collaborate to create successful theater productions including: director, playwright, actor, stage manager and technical director. Students will actively engage in the theatrical process through scene study. The course will engage students in the process of interpretation and evaluation as they critique plays and live performances.

Drama III

Credit: 1.0

Grades: 11,12

Prerequisite: None

Course Description: This course is designed for students who have completed Drama I and II. It provides students with more advanced theater experiences, which include: ensemble work, character building, and stage technology. Students will read and critique a range of theater texts. After discussing live theater experiences, they will read and write performance reviews.

Beginning Piano

Credit: 1.0

Grades: 9,10,11,12

Prerequisite: None

Course Description: This is an entry-level (beginning) course designed for students desirous on learning to perform the piano and related keyboard instruments. Notation, rhythm, pitch, time signature, and meter will be stressed. Students are expected to perform scales and selections with both hands. Individual and group training will be incorporated into this class.

Digital Imaging I

Credit: 1.0

Grades: 9,10,11,12

Prerequisite : None

Course Description: This course will introduce students to the basics of producing digital images for multimedia usage. Students will learn various methods of producing images through hands-on activities and experiences which will include: operating a digital camera and a scanner, using imaging software to improve photos or to create special effects, creating simple animations, manipulating video images, and producing multimedia images.

Honors Digital Imaging

Credit: 1.0

Grades: 12

Prerequisite: Digital Media II

Course Description: This intensive course in Digital Imaging will introduce students to the range of tools and techniques utilized to produce digital images. Students will learn to operate digital imaging tools (both still-frame and video), learn and utilize digital imaging vocabulary and terms, imaging software to manipulate still and moving images, and develop a collection of projects showcased in an online format.

Improv, Comedy, and Character

Credit: 1.0

Grades: 11,12

Prerequisite: None

Course Description: In Improv, Comedy, and Character, students learn short form and long form improv skills, read and perform scenes from comic plays, write sketch comedy, practice ensemble theatre performance skills, and character creation. This is a performance and project-based class and students are challenged with opportunities to lead, teach, and manage in performance, design, and directing situations.

Photography

Credit: 1.0

Grades: 10,11,12

Prerequisite: None

Course Description: Through this beginning level course, students will explore both scientific and photographic art processes. The course will examine the historical, social and cultural aspects of photography as an art form and introduce varied styles and techniques. Basic darkroom methods and digital processes will also be covered along with the appropriate terminology for this medium. A general orientation about the principles of art will be used to critique student work.

Physical Education

Course List

Class Title	Grade Level	Prerequisite
PE I	9	None
PE II Health/Drivers Ed	10	None
PE Individual/ Lifetime Activity	11	None
PE IV Team Sports	12	None
PE Female Fit	11,12	None
PE Strength/Conditioning	11,12	None
PE Athletes	11,12	Must be participating in an interscholastic sport during semester
JROTC-AF Ldr Ed Trn I & Hlth	9	None
JROTC-AF Ldr Ed Trn II	10	Completion of JROTC-AF Ldr Ed Trn I & Hlth
JROTC-AF Ldr Ed Trn III	11	Completion of JROTC-AF Ldr Ed Trn II
JROTC-AF Ldr Ed Trn IV	12	Completion of JROTC-AF Ldr Ed Trn III

PE I

Credit: 1.0

Grades: 9

Prerequisite: None

Course Description: Students will engage in a variety of physical activities designed to promote and develop lifelong health and skill related fitness. Experiences may include, but are not limited to: fitness based activities, fitness testing, health related concepts, individual and team activities, aquatics, and dance. Students will also engage in a classroom based health course that includes the following components of health; physical, spiritual, emotional, mental, environmental and social.

PE II Driver's Ed/Health

Credit: 1.0

Grades: 10

Prerequisite: None

Course Description: Students will engage in a variety of physical activities designed to promote and develop lifelong health and skill related fitness. Experiences may include, but are not limited to: fitness based activities, fitness testing, health related concepts, individual and team activities, aquatics, and dance. Students will also engage in a driver's education course and health course which are both graduation requirements.

PE Individual/Lifetime Activity

Credit: 1.0

Grades: 11,12

Prerequisite: None

Course Description: Students will engage in a variety of physical activities designed to promote and develop lifelong health

and skill related fitness through participation in individual lifetime physical activities including but not limited to dance, bicycling, bowling, golf, ice/inline skating, jogging, martial arts, racquetball, skiing, tennis, walking, and dancing.

PE IV Team Sports

Credit: 1.0

Grades: 11,12

Prerequisite: None

Course Description: This course will focus on developing and maintaining health related and skill related fitness through participation in various team games and sports in a competitive setting. Team games and sports may include but are not limited to: basketball, flag football, soccer, ultimate Frisbee, Pickleball, badminton, and volleyball.

PE Fit Female

Credit: 1.0

Grades: 11,12

Prerequisite: None

Course Description: Fit Female course will focus on fitness and healthy lifestyles for females that will encompass all areas of wellness. The Fit Female will act as a journey for the junior/senior students through a wide range of fitness activities such as kickboxing, step aerobics, weight lifting, and cardiovascular routines. Additionally, there is a classroom piece that involves a discussion once a week on women's health issues such as heart disease, breast cancer, nutrition, and body image. The overall focus is on incorporating all areas of wellness in order to develop a healthy lifestyle.

PE Strength and Conditioning

Credit: 1.0

Grades: 11,12

Prerequisite : None

Course Description: Students will learn the fundamentals of strength training and engage in a variety of physical activities designed to promote muscular strength and endurance. Students will participate in an individualized weight training program in combination with alternating days of physical activities designed to promote cardiovascular endurance.

PE Athletes

Credit: 1.0

Grades: 11,12

Prerequisite : None

Course Description: Students will engage in activities that are designed to improve their skill related fitness including: balance, agility, coordination, power, reaction time, and speed. Students will also learn advanced recovery techniques.

JROTC-AF Ldr Ed Trn I & Hlth

Credit: 1.0

Grades: 9

Prerequisite : None

Course Description: The first year course is predominantly a historical perspective of the role of the military throughout the history of the United States with emphasis on aerospace developments and their influence on National Policy and objectives worldwide. In addition, the course provides leadership experiences that help to develop positive attitudes toward authority, responsibility, and self discipline. There is also concentrated study on the history of the American flag and the customs and courtesies rendered to it.

JROTC-AF Ldr Ed Trn II

Credit: 1.0

Grades: 10

Prerequisite : Completion of JROTC -AF Ldr Ed Trn I &Hlth

Course Description: The second year course is a science course designed to acquaint the student with the aerospace environment, the principles of flight and navigation, and human limitations to flight. Leadership hours stress

communications skills and leadership principles. The student is afforded opportunities to hold positions of greater responsibility in the planning and execution of cadet corps projects. Also, instruction is given in Lifetime Wellness.

JROTC-AF Ldr Ed Trn III

Credit: 1.0

Grades: 11,12

Prerequisite : _____ Completion of JROTC-AF Ldr Ed Trn II _____

Course Description: This third year is a science course which discusses principles of propulsion systems, fundamentals of rocketry and its application to spacecraft, principles underlying space travel, and various management techniques and principles with emphasis on stress management, financial management, and managing others. In addition, the course covers systems of government and the government of the United States. Also, instruction is given in Lifetime Wellness.

JROTC-AF Ldr Ed Trn IV

Credit: 1.0

Grades: 11,12

Prerequisite : _____ None _____

Course Description: The fourth year curriculum consists of management of the cadet corps. The cadets run the entire Corps during the fourth year. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. The cadets practice their communications, decision-making, personal interaction, managerial, and organizational skills. The cadets are also challenged with a self-paced study program entitled, "Life After High School." This text covers areas such as selecting a career, life in the Air Force, and major principles of job search.

Science Course List

Class Title	Grade Level	Prerequisite
Physics	9	None but require Algebra as co-requisite course
Honors Physics	9	NWEA Score
Chemistry	10	None but require Algebra as co-requisite course
Honors Chemistry	10	None but require Algebra as co-requisite course
Biology	11	None
Honors Biology	11	None
Dual Credit Biology	12	General education Biology and Chemistry
Forensic Science	11,12	None
Dual Credit Chemistry	12	General Education Chemistry
Botany	11,12	Biology
Anatomy/Physiology	11,12	None

Physics

Credit: 1.0

Grades: 9

Prerequisite : _____None but require Algebra as co-requisite course_____

Course Description: Physics is a standard introductory course into the scientific study of forces, motions, waves, and energy that is designed for students who are developing their problem-solving and analytical skills. Students taking Physics will regularly experience hands-on, inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as force and motion, waves, and interactions of energy and matter

Honors Physics

Credit: 1.0

Grades: 9

Prerequisite : _____Algebra as co-requisite course +NWEA Scores/Placement Test_____

Course Description: Physics is a standard introductory course into the scientific study of forces, motions, waves, and energy that is designed for students who are developing their problem-solving and analytical skills. Students taking Physics will regularly experience hands-on, inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as force and motion, waves, and interactions of energy and matter.

In an honors class, students will be expected to engage in more advanced problem solving and extend their learning to science projects outside of the classroom. Successful completion of Physics H will prepare students for future honors and AP coursework.

Chemistry

Credit: 1.0

Grades: 11

Prerequisite : _____None but require Algebra as co-requisite course_____

Course Description: Chemistry is a standard introductory course into the scientific study of the properties of matter and the changes that matter undergoes during reactions that is designed for students who are developing their problem-solving and analytical skills. Students taking Chemistry will regularly experience hands-on, inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as structure and properties of matter and chemical reactions.

Honors Chemistry

Credit: 1.0

Grades: 11

Prerequisite : _____Algebra as co-requisite course +Teacher Recommendation_____

Course Description: Chemistry is a standard introductory course into the scientific study of the properties of matter and the changes that matter undergoes during reactions that is designed for students who are developing their problem-solving and analytical skills. Students taking Chemistry will regularly experience hands-on, inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as structure and properties of matter and chemical reactions.

In an honors class, students will be expected to engage in more advanced problem solving and extend their learning to science projects outside of the classroom. Successful completion of Chemistry H will prepare students for future honors and AP coursework.

Biology

Credit: 1.0

Grades: 11

Prerequisite: _____None_____

Course Description: Biology is a standard introductory course into the scientific study of life and life processes that is designed for students who are developing their problem-solving and analytical skills. Students taking Biology will regularly experience hands-on, inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as the structure, function and information processing, matter and energy in organisms, inheritance and variation of traits, natural selection, and evolution.

Honors Biology

Credit: 1.0

Grades: 11

Prerequisite : _____Teacher Recommendation_____

Course Description: Biology is a standard introductory course into the scientific study of life and life processes that is designed for students who are developing their problem-solving and analytical skills. Students taking Biology will regularly experience hands-on, inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as the structure, function and information processing, matter and energy in organisms, inheritance and variation of traits, natural selection, and evolution.

In an honors class, students will be expected to engage in more advanced problem solving and extend their learning to science projects outside of the classroom. Successful completion of Biology H will prepare students for future honors and AP coursework.

Dual Credit Biology

Credit: 1.0

Grades: 12

Prerequisite : _____ General education Biology and Chemistry _____

Course Description: The Dual Credit program is a partnership with City Colleges of Chicago and Phillips High School that provides students the opportunity to earn both high school science credit toward graduation and college Biology credit at no cost to the student. Dual Credit Biology is designed to provide a complete first-year college biology experience, both conceptually and in the laboratory. Students will add complexity and nuance to the concepts and skills learned in their introductory biology course. The course includes a detailed look at living organisms and their relationships using scientific questioning, evidence-based explanation, and ethical problem solving. The course is laboratory and writing intensive. Students will utilize various lab technologies to study environmental systems and interactions, chemistry of biological processes, cellular structures and their functions, energy processes in living things, genetics and cellular reproduction. Throughout their study, students are asked to demonstrate their mastery of scientific practices by designing experiments, interpreting and analyzing data, and creating models and explanations. Issues of ethics, justice, and human social responsibility will be explored in the context of living organisms.

Forensic Science

Credit: .5

Grades: 12

Prerequisite : _____ None _____

Course Description: Forensic Science is an investigative elective course that focuses on scientific problem solving within a relevant context. Forensics is a multidisciplinary applied science encompassing several sub-fields of biology, chemistry, physics, and crime scene investigation. These sub-fields include genetics, toxicology, entomology, ballistics, pathology, fire debris and trace evidence. The course utilizes an inquiry-based approach, including examining mock crime scenes or analyzing evidence in laboratory investigations, in order to consider how scientific methods and evidence are used to substantiate legal investigations. Students will apply knowledge of biotechnology in order to analyze forensic scenarios. Students in this course should expect to develop Science and Engineering practices as outlined in the Next Generation Science Standards.

Dual Credit Chemistry

Credit: 1.0

Grades: 12

Prerequisite : _____ General Education Chemistry _____

Course Description: The key concepts and related content that define the course and exam are organized around a few underlying principles called the big ideas, which encompass the core scientific principles, theories, and processes governing chemical systems. For each of the six big ideas, enduring understandings, which incorporate the core concepts that students should retain from the learning experiences are also identified. The course is designed with this curriculum framework as its foundation, it will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains.

Botany

Credit: .5

Grades: 12

Prerequisite : _____ Biology _____

Course Description: Botany is an introductory course about the anatomy, physiology, propagation, and identification of plants. Students will research the ecological and economic importance of plants and consider the practical application of plants such as landscape design, floral design, and horticulture. This course emphasizes the development of scientific research and laboratory skills through ongoing fieldwork and laboratory investigations. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as structure and function, growth and development of organisms, adaptation, and interdependent relationships in ecosystems.

Anatomy & Physiology

Credit: 1.0

Grades: 11, 12

Prerequisite : None

Course Description: Anatomy and Physiology explores the structures and functions of systems in the human body, including the circulatory, respiratory, endocrine, and reproductive systems. This course is usually taken after a comprehensive initial study of biology. Students will explore the role of diagnostic tools and research in the prevention and control of disease. Students will engage in lab work, hands-on activities, research projects, and presentations. Anatomy and Physiology is recommended for any student considering a career in biology or the medical field.

Social Studies

Course List

Class Title	Grade Level	Prerequisite
World Studies	9	None
Honors World Studies	9	NWEA Reading Score
US History	10	None
AP US History	10	Teacher Recommendation
Civics	11	None
African American History	11,12	None
AP World History	11,12	General education World Studies and World History
Rasmussen Dual Credit	11,12	None
History of Chicago	11,12	None

World Studies

Credit: 1.0

Grades: 9

Prerequisite : None

Course Description: This course will focus student learning on the peoples, ideas, and forces that have shaped our world, and enable students to investigate their place in and capacity to act in an increasingly interdependent global society. It will allow students to appreciate the rich cultures that exist across the world. This course will advance through a combination of content knowledge, inquiry, and appropriate analytical skills in a literacy-rich fashion. These thematic investigations will include an emphasis on interdisciplinary social sciences and build understanding of cultural, institutional, economic, and technological patterns that, along with geography, have set the human stage.

Honors World Studies

Credit: 1.0

Grades: 9

Prerequisite : None

Course Description: This course will focus student learning on the peoples, ideas, and forces that have shaped our world, and enable students to investigate their place in and capacity to act in an increasingly interdependent global society. It will allow students to appreciate the rich cultures that exist across the world. This course will advance through a combination of content knowledge, inquiry, and appropriate analytical skills in a literacy-rich fashion. These thematic investigations will include an emphasis on interdisciplinary social sciences and build understanding of cultural, institutional, economic, and technological patterns that, along with geography, have set the human stage.

In an honors course, students will make thematic connections in a reading and writing intensive setting. Students will be expected to meet the standards with less scaffolding and more independent and collaborative practice. Increased complexity of texts, tasks, and responses will prepare honors students for advanced placement and college level coursework. Additionally, it will incorporate an extensive research project allowing students to interweave the content and skill sets they have worked on throughout the year. Honors courses are weighted.

US History

Credit: 1.0

Grades: 10

Prerequisite: None

Course Description: The study of United States history allows students to understand the people, ideas, and forces that have shaped this country. Moving through the development of our maturing democracy will allow students to explore both their individual and our collective place in an interdependent global society. Students will access diverse texts to explore what it means to live in America by studying the people, key ideas, and events that shaped our history and include a focus on the struggles to achieve class, ethnic, racial, and gender equality and the successes and failures that have shaped who we are.

AP US History

Credit: 1.0

Grades: 10

Prerequisite : Teacher Recommendation

Course Description: The AP U.S. History course and exam, emphasizes the development of thinking skills used by historians and aligning with contemporary scholarly perspectives on major issues in U.S. history. It is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in U.S. history. Historical thinking includes: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis.

Civics

Credit: 1.0

Grades: 10

Prerequisite : None

Course Description: Civics examines the structure and function of American systems of government and the role of citizens in the political process. This course explores the crucial role that citizens have in accessing power and mediating the forms of power that government and corporations have in American society. Civics classroom work encourages and leads students to authentic democratic participation and builds a strong sense of civic identity. Instruction is student centered, utilizes multiple resources and pedagogical strategies, provides access to multiple forms of complex text, and is driven by authentic group projects.

African American History

Credit: 1.0

Grades: 11, 12

Prerequisite : None

Course Description: This elective course is intended for students who would like to explore African-American issues in contemporary American society from the 1960s to the present. This course will incorporate sociological concepts to help students understand contemporary issues facing African-Americans in society today. Some of the concepts studied will include: inequalities of race and ethnicity, deviance and social control, and an examination of various social institutions.

AP World History

Credit: 1.0

Grades: 11, 12

Prerequisite : General education World Studies and World History

Course Description: The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global

frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence.

Rasmussen College Dual Credit

Credit: 1.0

Grades: 11,12

Prerequisite : None

Course Description: Rasmussen is a four-year University which offers free dual-credit courses to eligible Juniors and Seniors. Courses range from Intro to Psychology, Intro to Sociology. Students who maintain a 70% or above on their final grade receive college credit for the accompanying class for that semester. The course is also graded out of a 6-point grading scale, meaning that an A counts as a 6.0 for students' GPAs.

History of Chicago

Credit: 1.0

Grades: 11,12

Prerequisite : None

Course Description: The History of Chicago is designed to develop your knowledge and excitement about this city's rich history and culture. The course follows Chicago's history chronologically, but along the way we will study the art, architecture, geography, music, literature, crimes and scandals, sports, civil rights, education, immigration, social class issues, and politics that have shaped and defined the city. Students interests served well by this course: US History, Chicago, and social justice. Skills targeted by this course: Reading, critical thinking, nonfiction/argumentative writing and oral presentation.

World Languages

Course List

Class Title	Grade Level	Prerequisite
Spanish I	9,10,11,12	None
Spanish II	10,11,12	Spanish I
Honors Spanish II	10,11,12	Teacher Recommendation

Spanish I

Credit: 1.0

Grades: 9,10,11,12

Prerequisite : _____None_____

Course Description: This course is designed to introduce non-native Spanish-speaking students to basic functional proficiency in Spanish with an emphasis on vocabulary development. Students will learn basic conversational topics, such as greetings and farewells, making descriptions of yourself and others, finding out information, talking about one's family, ordering food, identifying personal belongings, identifying public buildings and places, making plans, making purchases, etc. The course enhances four skills: listening, speaking, reading and writing. The emphasis is on student-student and student-teacher interactions to stimulate real-world situations.

Spanish II

Credit: 1.0

Grades: 10,11,12

Prerequisite : _____Spanish I_____

Course Description: This intermediate course is designed to introduce students to more advanced grammar structures in Spanish with an emphasis on sentence structure and verb tenses. It continues to enhance and further develop the four basic skills: listening, speaking, reading and writing. Students will be able to speak and write in the present tense, past tense, and future tense plus the use of high frequency irregular verbs. Students will be able to read long passages and write paragraphs and short essays. The course focuses on the communicative-based approach that emphasizes fluency. As a result, students will engage in oral skits that model common real-life situations.

Honors Spanish II

Credit: 1.0

Grades: 10,11,12

Prerequisite : _____Spanish I_____

Course Description: This course is an accelerated version of Spanish II. In this course students expand the skills demonstrated in the first year of study with mastery of more sophisticated conversation skills, grammar, and vocabulary, as well as increased writing and reading practice. Students continue to expand their knowledge of the culture and of the traditions of Spanish-speaking countries.

Gallery 37

ADVANCED ARTS PROGRAM (AAP)

AAP is a Chicago Public Schools off-campus high school magnet arts program that provides CPS high school juniors and seniors with a year-long, two hour Honors or AP-level arts course.

Since 1999, AAP has provided over 2,200 CPS high school students from over 60 high schools opportunities to excel in the arts in a supportive and academically rigorous learning environment.

Students participate in a 2-hour, 2-credit Honors or Dual College Credit course, team taught by a professional artist affiliated with Chicago's most prestigious arts organizations and institutions, and a certified CPS teacher. Students are engaged in intense project-based learning experiences that include regular field trips to artists' studios, museums, galleries, theaters and concert halls. Students are given opportunities to perform on stage in public and to create art for a variety of public venues. AAP provides career guidance and intensive post-secondary planning. Many prestigious and top ranked colleges and universities recruit directly from AAP.

PROGRAM DETAILS

As part of the students' regular school day, classes meet five days a week from 2:45pm - 4:45pm for the entire school year at Gallery 37 Center for the Arts, located at 66 East Randolph Street. Students receive daily bus passes for round-trip transportation. All course materials and equipment are provided.

APPLICATION PROCESS REQUIREMENTS

Interested students are encouraged to apply as soon as possible for the upcoming school year.

Course List

Class Title	Grade Level	Prerequisite
Drawing and Painting	11,12	Application
Animation and Sequential Arts	11,12	Application
Culinary Arts	11,12	Application
Photography	11,12	Application
Creative Arts Studio and Ceramics	11,12	Application
Dance: Modern, Ballet and Hip Hop	11,12	Application
Video Production and Digital Movie Making	11,12	Application
Theater Arts	11,12	Application
Vocal Arts	11,12	Application
Jazz Ensemble	11,12	Application

Drawing and Painting

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: In this intensive course, students will produce a portfolio that covers a variety of technical and observational pieces to a self-directed body of work. The studio setting and smaller class size allows the space to sharpen your skill and get one-on-one feedback about your artwork. Upon completion, students will receive college credit as well as having a polished portfolio which can be used in college applications.

Animation and Sequential Arts

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: Students will explore the many aspects of Animation and Sequential Arts in this year-long course. Together, we will learn elements of Sequential Art, Character Design, Animation, World-building, Storytelling, varying uses for animation, and the history of the artistic genre. If you like zines & comics, animation, game design, or are even interested in learning how to take your character sketches to the “digital realm,” this is the place for you! Don't have a lot of experience creating art on computers? No problem, we will cover the basics of every program we use before we dive in. By the end of the year, all students will have a diverse digital portfolio on a personal website designed by themselves!

Our year is essentially divided into two halves, first semester we concentrate on learning the basics of Photoshop, Drawing Tablet Aptitude, Character Design, World Building, and Sequential Art. Our second semester consists entirely of moving image based projects.

Students who take our course for a second year, equipped with knowledge in many basic programs, are able to spread their wings and concentrate on more independent, self directed work within a concentration of their choosing, building even more in depth skills in programs they are now familiar with.

Culinary Arts

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: This course offers students the opportunity to learn culinary skills and creative presentation methods in a professional kitchen in preparation for a career in culinary arts. This class also offers proficiency credit for college.

Photography

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: Designed for students who want to prepare portfolios for AP credit and college applications. Students will explore the vast creative possibilities of photography by learning techniques such as image generation, manipulation, editing, and printing.

Creative Arts Studio and Ceramics

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: Express your creativity and develop your own personal style while you earn dual college credit in this creative arts studio class. You will have the opportunity to work in a variety of media, such as painting and drawing, with a focus on ceramics. With the guide of an experienced CPS teacher and professional artist you will learn the basic hand building, glazing and firing techniques associated with clay. Your work will also be showcased in a winter and spring exhibition for the enjoyment of friends, family, and the public.

Dance: Modern, Ballet and Hip Hop

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: The Dance Department at Chicago Public School's Advanced Arts Program has been presenting exciting, theatrical, and thought provoking dance, featuring versatile, and technically trained performers for over 10 years.

As a contemporary repertoire dance honors course, dancers have worked with an impressive array of companies, choreographers and dancers including, Alvin Ailey American Dance Theatre --NY, Hubbard Street Dance -- Chicago, Hi-Def Chicago, Batsheva Dance Company - Israel, Cerqua Rivera Art Experience - Chicago, Bill T. Jones/Arnie Zane Dance - NY, Per4mers4Change – Chicago, Diavolo – Los Angeles, The Joffrey Ballet --Chicago, and Cloud Gate Dance Theatre of Taiwan.

Students take ballet, contemporary, hip-hop, musical theater, jazz and Horton Technique. Alongside these defined forms, students also learn transparent internal connections connected with ideas to enhance performance. Every participant is given opportunities through movement not only to express form and line, but to convey a flood of emotions, energy, and ideas. International and national travel with performance opportunities are offered.

Alumni and their companies, schools past and present include The New School (NY), Fordham University (NY), Purchase College State University of New York, University of the Arts (Philadelphia), Boston Conservatory of the Arts, University of San Francisco, Ball State University, MaryMount Manhattan College (NY), The Dance Center at Columbia College (IL), North Carolina School of the Arts, The American Musical and Dramatic Academy (NY), Northeastern Illinois University, So You Think You Can Dance Season 11, University of Illinois, Southern Illinois University, Illinois State University, Northern Illinois University, DePaul University, and Western Kentucky University.

Video Production and Digital Movie Making

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: Think of Video Production as a broad-ranging introduction to time-based arts. As a jumping-off point, we'd like to assume that time-based arts – or any media – both reflect and produce the way we make meaning for ourselves. As people in the world and makers of media, we should start to think critically about what that entails. Through a series of assigned projects, readings, and screenings we'll start to tackle these questions by seeing how others before us have attempted to make sense of them, loosely focusing on significant moments in film and video history. This introductory level course focuses on film/video making as an interdisciplinary art, and will cover the basics of video production including storyboarding and script writing, cinematography and sound recording, editing, and installation and/or distribution strategies.

Students are responsible for 10 projects to be shown and critiqued in class.

Theater Arts

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: Come push your theatre artistry to the max by exploring and studying Performance Stage Craft with Theater Professionals. Learn to harness your acting and creative sensitivity to the world around you and dare to be open and available to creating new visions of social artistic education. Join us and become part of the mission to create societal growth through theatre arts.

Theory and Practice of verbal and nonverbal creative exploration and character development is our order of business.

This is a beginning to advanced process class. The emphasis is on building ways of working for the actor in training. The main thrust is to provide the student with a solid foundation in using one's inner resources (Internal Process Techniques) with emphasis on the following: Imagination, Concentration, Emotional Memory, Sense Memory, Justification, Observation and Artistic Focus. This is also a survey of theatre, including basic elements and principles, styles, and historical perspectives of theatre, dramatic literature, and criticism. Writing assignment, as appropriate to the discipline, are part of the course.

The external process will also be developed with emphasis on: Sensory exploration (Sensorial Perception), Freedom of Physical Self, Stage Atmosphere and Ensemble Work.

The culmination of these skills will be employed in learning the basics of characterization and scoring a role. The exploration of theatrical arts in relation to the other arts: music, visual arts, poetry, dance and mime is an essential objective.

Your greatest resource in this class is yourself and your primary responsibility is the discovery and development of your potential to explore creatively the human condition as a student artist. Be positive about your journey and the journey of others.

Vocal Arts

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: Students will learn basic music reading, performance, and stage presentation skills while refining individual and group vocal techniques. Students will perform music in foreign languages while also learning techniques for vocal auditions.

Jazz Ensemble

Credit: 1.0

Grades: 11,12

Prerequisite : _____Application_____

Course Description: Through performing in a jazz combo, students explore and perform all styles of jazz from its inception to today; including Dixieland, swing, bebop, cool, hard bop, Latin, modal, free, fusion, and contemporary. Emphasis is placed on a working knowledge of standard jazz repertoire as well as the development of original compositions. Included is instruction in Jazz Improvisation, Theory, Composition, History, and Styles and Analysis.

Chicago Builds

Chicago Builds is a two-year off-campus construction training program for 11th and 12th grade CPS students interested in pursuing a profitable career in construction after graduating high school. Students who participate in Chicago Builds receive training in Carpentry, Electricity, Heating and Cooling (HVAC), Welding, and General Construction. Students will also have opportunities to earn certifications, participate in paid work-experiences, earn high school credit, and more!

As part of the regular school day, Chicago Builds classes meet five days a week. There will be two cohorts of students participating in the program. The AM cohort will run from 8:45am-10:45am each day. The PM cohort will run from 2:00pm – 4:00pm. Both cohorts will meet throughout the school year at the Chicago Builds Construction Campus, located at 3000 S. King Drive (inside Dunbar High School).

Year 1: Students participate in an Introduction to Construction course completing a 10-week rotation in each of the construction pathways. (Electricity, Carpentry, HVAC, Welding) Students learn foundational skills, hear from guest speakers, and develop employability skills.

Year 2: Students specialize in one of the pathway areas to gain in-depth knowledge, related skills, and career specific entrance requirements. Students will also participate in internships, visit union training facilities, complete a capstone project, and prepare for the pre-apprenticeship entrance exam.

Students in Chicago Builds:

Gain technical skills needed to start their career

Earn industry-recognized certifications

Prepare for union entrance exams

Visit union training centers

Earn money through paid internships

Develop a post-secondary plan for success

Acquire up to 5 high school credits

Questions? Please contact the Chicago Builds office at ChicagoBuilds@cps.edu, 773-534-0909.

Chicago Police & Firefighter Training Academy

The Chicago Police and Firefighter Training Academy (CPFTA) program provides training for students interested in careers in public safety, law enforcement, criminal justice, and fire science. The 2-year program was developed jointly by the Chicago Public Schools' Department of Career and Technical Education (CTE), the Chicago Police Department (CPD), the Chicago Fire Department (CFD), and the City Colleges of Chicago (CCC). The program recruits and trains up to 125 public and non-public high school students each year. One of the immediate goals is to provide a pool of qualified applicants for the city's police and fire academies.

The CPFTA program fulfills the two career education or elective credits that all CPS high school students need in order to graduate. The CPFTA curriculum allows juniors and seniors who are city residents to progress seamlessly from high school directly into any City College of Chicago to complete their Associate's degree.

In addition to high school and college training, students have the opportunity to participate in a paid summer internship between junior and senior year to promote a better understanding of all aspects of careers in public safety. After completion of the two years in high school and two years at a city college, students will have met the minimum educational requirements to take the Chicago Police and Fire Department examinations for entry into their respective academies.

Program Overview

- Program Details
- Attend classes two days a week (Tuesday and Wednesday) from 4:30 p.m. to 7:30 p.m. at the Chicago Police Academy or the Chicago Fire Academy
- Possible opportunity for summer internship between junior and senior year
- Financial assistance to attend a City College of Chicago to complete an Associate's Degree.
- Transportation assistance to get to and from each academy
- Uniforms provided to all cadets
- After school snacks provided by Aramark
- Instructional materials provided at no additional cost
- Cadets can earn OSHA, Cyber Security Safety, Unarmed Security Guard (PERC), and CPR/FA/AED Certification. Cadets can also apply to take the EMT-B state licensure class for State Certification.
- Entrance Requirements

To be selected for the CPFTA program, high school sophomores must:

- Be a Chicago resident
- Be a high school sophomore
- Complete an on-line application
- Submit the parental consent form
- GPA of 2.3 or better upon completing the first two years of high school
- 90% attendance or better
- Two letters of recommendation
- State ID or valid driver's license with a good driving record
- Current physical examination (within twelve months)
- Pass a drug test (urinalysis)
- Complete a background check, which includes fingerprinting and no felony arrests and convictions and no gang affiliations
- Program interview

Jumpstart Early College Certificate Program

Jumpstart is an opportunity for Chicago’s rising seniors to begin college and build a foundation for their future career during the year leading up to their graduation. Students will complete 5 college courses to earn a semester of transferable college credit and a basic certificate in a career pathway that will support a postsecondary plan to pursue a 4-year degree, 2-year degree, or enter the workforce.

Jumpstart Application

Jumpstart Application Process

- Review Jumpstart Career Pathway Opportunities with your parents, available at cps.edu/jumpstart.
- Complete the Jumpstart online application, available at cps.edu/jumpstart.
- Priority applications will be collected through March 15, 2020.
- Complete the City Colleges of Chicago online application, available ccc.edu/apply.
- Select Option: “Pursue a limited amount of courses as a visiting student, personal interest or as a dual enrollment/credit student. This option is not eligible for financial aid.”
- Select Campus Location that hosts the Jumpstart Career Pathway of your interest.
- Meet with your Counselor for support with finalizing your application:
 - Online Counselor Recommendation Form
 - City College of Chicago Read to Write Placement Exam
- Read your email, acceptance notifications for priority applications will begin on March 30, 2020.
- Completed acceptance packets must be submitted by April 30, 2020.

Jumpstart Program Highlights

- Open application for all eligible juniors at public, charter, and options schools.
- Includes free tuition, transportation, and books for all students who participate.
- Various career pathways offered at City College Campuses across the city.
- Commitment to complete 5-6 courses during 3 semesters of college enrollment prior to graduation.

Jumpstart Intended Outcomes

- Earn at least 15 college credits, a full semester of transferable credit before graduation.
- Achieve a Basic Certificate in the Jumpstart Career Pathway they pursue.
- Access internship, externship, networking, and career exposure opportunities.
- Celebrate success with an Early College Recognition Cord presented in a citywide ceremony.

Jumpstart Student Eligibility

- Current juniors in the Rising Senior Class of 2021, on-track with no recovery needs who demonstrate a commitment to education with at least 90% attendance and consistency with at least a 2.5 GPA.
- All applicants must complete the City Colleges of Chicago’s Read to Write placement exam (CAD Technology requires the ALEKS Math placement exam) as course requirements vary.
- Requires an early release schedule to begin the day in high school and end the day in college.

City Colleges of Chicago

Jumpstart Career Pathways

[Harold Washington College](#)

Banking

30 E Lake St (60601)

<p><u>Harry S. Truman College</u></p> <p>1145 W Wilson Ave (60640)</p>	<p>Computer-Aided Drawing Technology</p> <hr/> <p>Early Childhood Education</p> <hr/> <p>Education</p> <hr/> <p>Human Development & Family Services</p>
<p><u>Malcolm X College</u></p> <p>1900 W Jackson Blvd (60612)</p>	<p>Community Health Worker</p> <hr/> <p>Physical Fitness Trainer</p>
<p><u>Olive-Harvey College</u></p> <p>10001 S Woodlawn Ave (60628)</p>	<p>Criminal Justice</p> <hr/> <p>Supply Chain Management & Logistics</p>
<p><u>Richard J. Daley College</u></p> <p>7500 S Pulaski Rd (60652)</p>	<p>Business Accounting</p> <hr/> <p>Criminal Justice</p> <hr/> <p>Early Childhood Education</p> <hr/> <p>Information Technology</p>
<p><u>Arturo Velasquez Institute</u></p> <p>2800 S Western Ave (60608)</p>	<p>Advanced Manufacturing</p>
<p><u>Wilbur Wright College</u></p> <p>4300 N Narragansett St (60634)</p>	<p>Cybersecurity</p>

Humboldt Park Vocational Center**Applied Engineering: CNC Machining**

1645 N California Ave (60647)

Class of 2021 Recruitment Milestones	Key Dates
Website & Application Launch	January 8
Webinar for Counselors	January 15
CCC Campus Information Sessions	<i>See Jumpstart Citywide Chart</i>
Priority Applications Due	March 15
Extended Applications Begin	March 16
Acceptance Notices for Priority Applicants	March 30
Acceptance Notices for Extended Applicants	April 23
Priority Acceptance Materials Due	May 1
Extended Acceptance Materials Due	May 8
CCC Campus Pathway Orientation	<i>See Acceptance Notifications</i>
First Day of Summer Semester	June 15

Urban Alliance

Urban Alliance is a national youth development nonprofit that provides economically-disadvantaged young people with the exposure, opportunity, support, and training needed to prepare them for lifelong economic self-sufficiency. Urban Alliance's core program targets underserved high school seniors at risk of disconnection and at a pivotal point in their development – just on the cusp of adulthood. The program matches students with paid, professional internships, job skills training, one-on-one mentoring, and ongoing post-program support to prevent disconnection before it happens – and ensure that youth remain connected to pathways toward economic success post-high school.

Research and evaluation has shown that comprehensive efforts to introduce youth to employment are a promising solution to help high school students avoid disconnection. Early access to job training, networks, and opportunities can help students connect and persist in any pathway— college, career, or vocational training. Urban Alliance's uniquely comprehensive approach exposes interns to new professional pathways, removes barriers to success, and helps to ensure long-term connections to the workforce.

Rising Seniors:

Are you interested in a paid internship during the 2019-2020 school year? Apply now for the Urban Alliance High School Internship Program!

You may be eligible if you are
Currently a junior on-track to graduate in June 2020
Authorized for an off-campus/early release schedule
To apply online, click the link below. Please note the application deadline: May 15, 2019.

[Internship Application Form](#)

Additionally, you must completely fill out the form below and email it to chicagoapplication@theurbanalliance.org.
2018-19 Counselor Form
If you have any questions, please don't hesitate to call our office at 312-496-3300.

Rising Juniors:

Do you want to get a jump start on your career? You may be eligible to apply for the Obama Youth Jobs Corps junior program if you are currently a sophomore at Hyde Park Academy High School, Kenwood Academy High School, or Little Black Pearl Art & Design Academy, and meet the following criteria:

Have at least a 2.0 GPA and a strong attendance record
Are on track to graduate
Able to attend training sessions 3 hours/week
To apply online, click the link below.

[OYJC Junior Program Application Form](#)

Additionally, you must completely fill out the forms below and email them to chicagoapplication@theurbanalliance.org.
2019-20 OYJC Junior Program Counselor Form
2019-20 OYJC Junior Program Parent/Guardian Release Form
If you have any questions, please don't hesitate to email or call our office.