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Dear Students and Parents:

This Course Handbook is an important tool for students and parents to use in planning course selections for next year. In addition to providing course descriptions and prerequisites, the handbook provides information regarding graduation requirements, our Jones College Prep recommended course of study, and your four-year high school program plan.

Using this handbook, students and parents should work with counselors and teachers to make the appropriate decisions regarding course selection. It is important to make informed decisions as teachers are employed, textbooks and materials are ordered, and class sections and rooms are assigned based on student requests. Once student schedules are created, changes are made only to balance classes or meet very specific individual student concerns.

Plan carefully, study hard, and make your high school years the best they can be!

Sincerely,

P. Joseph Powers, Ph.D.
Principal

ADMINISTRATIVE TEAM
P. Joseph Powers, Ph.D.
Principal

Dr. Therese Plunkett
Assistant Principal

Dr. Eric Fay
Assistant Principal

Mr. Eric Mitchell
Assistant Principal

Mrs. Elizabeth Adelmann
Director of Student Services

COUNSELORS:

Mr. Brian Coleman, Department Chair
Mrs. Reiko Behlke
Ms. Marchell Goins
Mrs. Vijaya Schnatterbeck
Ms. Hope Stimac
Mrs. Sajida Syed
Academic Programs
Offered at
Jones College Prep
Advanced Placement

Introduction
Advanced Placement (AP) is a program created by the College Board, which offers college-level courses and examinations to high school students. The focus is not on memorizing facts and figures, rather it is on engaging discussions, approaching and solving problems together and learning to write well.

AP Exam Cost
The cost of each AP exam is $95 and is subject to change. Students enrolled in an AP course are required to take the AP exam.

The Benefits of AP Courses
AP courses are college-level courses that require a lot of time and energy from a student. However, the benefit of taking a college level course in high school is that students have an entire year to take a course that is typically taught during one college semester, they meet 2-3 times a week, classes are typically smaller in the high school-setting, and students tend to have a closer relationship with their teacher and other students. But, that's not all! Here are some other benefits of taking an AP course:

Stand Out in College Admissions
By making the decision to take an AP course, you're letting colleges and universities know that you have what it takes to succeed in an undergraduate environment. AP courses signal to admissions officers that you've undertaken the most rigorous classes your high school has to offer. They see that you've challenged yourself with college-level course work and expectations, and have refined your skills to meet those expectations. In the increasingly competitive admissions process, this knowledge can be very valuable.

Earn College Credits
By making it through an AP course and doing well on the related AP Exam, you can save on college expenses as well as skip out on introductory courses in college. Currently, more than 90 percent of colleges and universities across the country offer college credit for qualifying AP Exam scores. All state of Illinois public universities will award college credit to a student who scores a 3 or above on an AP exam.

Current Advanced Placement Classes Offered at Jones College Prep

<table>
<thead>
<tr>
<th>AP Capstone</th>
<th>History &amp; Social Sciences</th>
<th>AP Computer Science A</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Seminar</td>
<td>AP European History</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td>AP Research</td>
<td>AP Human Geography</td>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>Arts</td>
<td>AP Psychology</td>
<td>AP Physics C: Mechanics</td>
</tr>
<tr>
<td>AP Studio Art</td>
<td>AP Macroeconomics</td>
<td>AP Statistics</td>
</tr>
<tr>
<td>English</td>
<td>AP United States Government</td>
<td></td>
</tr>
<tr>
<td>AP English Language</td>
<td>AP United States History</td>
<td></td>
</tr>
<tr>
<td>AP English Literature</td>
<td>STEM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Biology</td>
<td>World Languages &amp; Cultures</td>
</tr>
<tr>
<td></td>
<td>AP Calculus AB</td>
<td>AP Chinese Language</td>
</tr>
<tr>
<td></td>
<td>AP Calculus BC</td>
<td>AP French Language</td>
</tr>
<tr>
<td></td>
<td>AP Chemistry</td>
<td>AP Spanish Language</td>
</tr>
</tbody>
</table>

World Languages & Cultures

- AP Chinese Language
- AP French Language
- AP Spanish Language
AP Capstone Diploma Program

AP Capstone is an innovative new diploma program that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. AP Capstone is built on the foundation of a new, two-year high school course sequence – AP Seminar and AP Research - and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. These classes will be extremely helpful for students as they complete their college admissions essays, senior paper, and other reports/papers.

Jones Recommended Courses and Prerequisite to Receive a AP Capstone Diploma

Completion of Honors English II. Students must have taken or co-enroll in AP English Language and Composition. It is highly recommended that students take AP Human Geography and/or AP US History before taking this class.

All interested students will do a brief application in January 2020, which will require a teacher recommendation from a core sophomore teacher.

AP Capstone Diploma Requirement

Completion of six AP courses (including AP Seminar and AP Research) and a score of 3 or higher on the AP exams for all six AP courses taken.

Course Descriptions

AP Seminar: This foundational course, exclusively taken in grade 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues. Together, teachers and students choose appropriate themes that allow for deep exploration based on student interests, local and/or civic issues, global or international topics, and concepts from other AP courses. The sample topics or themes may include: Education, Innovation, Sustainability, Technology, and Revolution. Students are assessed through through-course performance tasks and a written exam.

Recommendation: Completion of Honors English II with a minimum of a B and an unweighted GPA of 3.0. It is required that this course be taken along with or after the completion of AP English Language.

AP Research

The second course in the AP Capstone experience, exclusively taken in grade 12, allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills acquired in their AP Seminar course by using research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to build, present, and defend an argument. Students are assessed through culminating performance tasks: Academic thesis paper (approximately 5,000 words) with a defined structure AND Public presentation, performance, or exhibition and oral defense of research and presentation.

Requirements and Recommendation: Completion of AP Seminar Course with a score of 3 or higher and a minimum of a B.
Career & Technical Education Programs (CTE)

Career & Technical Education (CTE) is a viable and exciting pathway to college and careers. Jones College Prep currently offers two areas of study in the CTE program – Engineering and Law. These programs offer a series of classes focused on high-demand industries. Courses incorporate rigorous classroom instruction, hands-on training, real work experience and extra student supports into a college-preparatory curriculum to prepare students for postsecondary success.

CTE is beneficial for all high school students because it not only provides a wide range of technical skills and chances to receive industry recognized certifications, but it also equips them with a solid foundation of academic knowledge and engages students in the curriculum through relevant applications of core subjects.

The programs introduce students to a variety of careers, along with the requirements for entry (i.e., high school diploma, professional certification, college degree or more). College options are also presented, and in some cases, CTE coursework can be translated into college credit.

College and career exploration through internships, job shadows, college & career fairs, conferences and competitions is also part of the CTE approach.

Pre-Engineering CTE Program

In 2013-2014, Jones launched its four year Pre-Engineering Honors Program. The four-year program is led by a Jones teacher with extensive experience in project management, engineering and innovation, in collaboration with Project Lead The Way (PLTW). During the four years of high school, students selected for the program will enroll in a sequential offering of engineering-related courses. For more information on the opportunities available to students participating in Pre-Engineering programs in the Chicago Public Schools, please consult the below webpage.
http://www.chooseyourfuture.org/pre-engineering

Pre-Law CTE Program

In 2013-2014, Jones launched its four-year Pre-Law Honors Program. Students are introduced to the study of the American legal system in addition to careers in law and criminal justice. This program is modeled on the Law & Public Safety Academy (LPSA) programs in the Chicago Public Schools, yet is uniquely designed and integrated into Jones’s award-winning Honors and Advanced Placement curriculum. The four-year honors program will be led by Jones teacher Emlyn Ricketts, Esq, a former Adjunct Professor at Loyola University Chicago School of Law and Staff Attorney at First Defense Legal Aid, in collaboration with local practitioners in the fields of law and public safety. During the four-year program, chosen students will enroll in a sequential offering of law-related courses including Law in American Society, Constitutional Law, and Litigation/Mock Trial and will participate in simulated mock trial competitions. Given Jones’s downtown location, students will be uniquely situated to take advantage of educational and career opportunities, culminating in 26 weeks of internship during their senior year, at law schools and offices, forensic and legal service centers, public interest and constitutional rights organizations, and federal and circuit courts. For more information on the opportunities available to students participating in Law & Public Safety Academy (LPSA) programs in the Chicago Public Schools, please consult the below web pages. For further information follow the links list below.
Dual Enrollment with City Colleges of Chicago

Dual Enrollment is an opportunity for juniors and seniors to take free courses through the City Colleges of Chicago. Students may enroll in one course per semester and earn college credit upon successful completion of it. Students cannot register for a dual enrollment course that parallels a course offered at Jones.

Eligibility
1. Students must have a cumulative unweighted GPA of at least 2.5 on a 4.0 scale
2. Students must have a 90% attendance rate

Registration Process
1. Students need to fill out an application available at the link below
2. School counselor and administration need to approve enrollment in the course by signing the application
3. Students will register for the specific course
4. Students will speak with their counselor about how dual enrollment courses can fit into their Jones schedules.

More information can be accessed here: http://www.ccc.edu/departments/Pages/Dual-Enrollment.aspx
Loyola Dual Credit Program

Loyola’s Dual Credit program is an extension of Loyola’s Jesuit tradition to promote academic excellence and improve access to college. Through participation in the program, high school students can earn college credit and simultaneously fulfill their high school graduation requirements.

About the Program
Dual credit courses are taught at the high school by teachers who are approved as adjunct instructors of Loyola University Chicago. By offering college credit in the high school classrooms, students are more primed to succeed in college. In fact, studies show that students who begin college with credit earned in high school are more likely to complete their degrees. The cost to take this course is $65 per credit hour and is paid to Loyola University.

Classrooms
As part of Loyola’s Dual Credit program, Jones will offer a high-quality Loyola education in select classes. This is a college-level curriculum in a high school classroom. To ensure that the quality of the curriculum and the amount of work required accurately reflects a college-level course, high school instructors will work with an assigned Loyola faculty member who will provide feedback and assistance.

Eligibility
Loyola seeks highly motivated and capable high school students who meet the following criteria:
- Currently enrolled in the junior or senior year of high school
- Sophomores enrolled in advanced dual credit courses will be considered based on additional data.
- Have a cumulative unweighted GPA of 3.0 or higher on a 4.0 scale
- Have a letter of recommendation from the high school principal that certifies year in school and academic standing

Benefits of Dual Credit
In addition to earning college credit, dual credit courses offer your student several benefits:
- A smoother transition between high school and college
- First-hand exposure to college-level work while still in high school
- Full access to Loyola’s library, online research resources, and the IT Help Desk
- An opportunity to begin their freshman year of college with college credits while they also earn credits toward high school graduation

Dual Credit Courses Offered at Jones (All courses are subject to change)
- AP Chemistry
- AP Physics
- Criminal Psychology
- Spanish III/IV or French III/IV (depending on the teacher)
- World Literature

Student Responsibilities
- Students must check their email address that they provided on Loyola’s Dual Credit application to make sure that they are receiving correspondence from Loyola University regarding the class.
- Students are responsible for logging on to LOCUS (Loyola course registration system) to pay the dual credit course tuition

Registration Process for Dual Credit Course
- Once the student is enrolled in the course at Jones, they need to apply to Loyola University for the Dual Credit program by visiting www.luc.edu/dualcredit.
- Loyola will let you know if you have been accepted into the program
- Once you receive information from Loyola which takes 7-10 days, students will register for the course on LOCUS (Loyola course registration system) and also pay tuition for the course.
# Advanced Placement vs. Dual Credit Courses

<table>
<thead>
<tr>
<th></th>
<th>Loyola Dual Credit Courses</th>
<th>AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
<td>Fulfills high school requirements toward graduation.</td>
<td>Fulfills high school requirements toward graduation.</td>
</tr>
<tr>
<td><strong>Affiliation</strong></td>
<td>Students are part-time Loyola students.</td>
<td>No affiliation to any university</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>Grades become a part of the student’s official college transcript.</td>
<td>Grades do not transfer.</td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td>Upon successful completion, students receive college credit.</td>
<td>Earning college credit depends on how well students perform on an exam.</td>
</tr>
<tr>
<td><strong>Cost savings</strong></td>
<td>$65/credit hour versus the regular Loyola rate of $690/credit hour</td>
<td>Potential to save tuition costs if student performs well on their AP exam.</td>
</tr>
</tbody>
</table>
Leadership Programs

A.C.E.S
Acceptance, Caring, Empowerment. Here at Jones we have a large population of diverse learners that need to become a greater part of our school community. ACEs aim is to break down some of the barriers that exist by pairing up students with a "buddy" during PE, ART and MUSIC classes. The goal is to pair students together during class activities so they can work together throughout the year. Games, activities and projects will be modified to bring everyone in the class together.

If you want to be a buddy, you need to be outgoing, energetic, and willing to give to others. These classes are about you encouraging your buddy to do their best by being the best model you can be, caring enough to get them involved and empowering them to be a part of the school community, not just being in the school. Additionally, you need to be prepared to have your life impacted through the friendship and bond that you will build with your buddy. If you want to make a difference in your life and the life of another, this is the class for you. Each ACEs class will consist of approximately 20 general education students and 20 special needs students. Classes will be in the gym, dance room, art room and music room. Time will be spent in the pool as well. For all ACES classes journaling about your experiences in the class and around the school with your buddy will be part of your experience.

Acceptance into this class will need to be approved by the appropriate department staff (PE, Music, and Art). This is an honors class open to juniors and seniors via a selective application process.

EAGLE LEADERS
Eagle Leaders is both an academic class and a mentorship and leadership program. It challenges traditional individualistic definitions of leadership, and instead focuses on collective strategies for individual growth and social support by drawing on various cultural, community and human development models. YOUR expertise as mentors will be critical for this course's success, as it will use peer mentorship and community building events and activities as a central strategy to support freshmen at Jones.

Mentors will be trained in effective leadership, mentorship, organizing and case management skills, and will support their mentee in formal and informal ways both in and out of school. Mentors will also be challenged to critically consider the different forces that affect relationships and to assess their own performance as mentors and students throughout the academic year.

Performance in the course will be evaluated on class participation, comprehension of conceptual materials, and documentation of mentoring notes, demonstration of effective and resourceful mentoring strategies, modeling leadership and showing commitment to maintain a positive and supportive social climate at Jones. As well as two final projects.

For those who have the ability, interest and commitment, we can assure you that being a part of Eagle Leaders has the potential to be one of the most meaningful and rewarding educational experiences you have encountered thus far. We will certainly do all we can to guarantee this and eagerly anticipate the opportunity to work closely with you throughout the year.
TEACHER ASSISTANT PROGRAM

Students who demonstrate an interest and a deeper understanding in a subject matter of choice, are recommended to enroll in this course. These students will have the opportunity to work alongside teachers in a classroom setting and expand their knowledge on the subject. Teachers will expect students to complete tasks including, but not limited to, making copies, grading assignments, leading review sessions, and aiding in students’ academic needs. Students are required to lead one lesson per semester, based on teacher approval. In order to enroll in this course, students must meet with the teacher who teaches the class they would like to TA for and then complete the application process. Please refer to the “JCP Seminars” section of the course handbook for more information.
Our philosophy is to provide students with abilities, opportunities and tools to live successful adult lives. We are fully committed to teaching our students to advocate on their own behalf and to be as autonomous as each individual student is capable. Our program services a wide spectrum of student needs.

The **Low Incidence Program** focuses on each individual student’s needs in the traditional academic areas as well as in social skills learning, community based education, personal care, and life skills. This program is primarily for students with more severe and profound disabilities. The classroom setting is smaller and caters to the individual needs of the students by providing more intense paraprofessional and teacher support. Students will make their course requests with a Special Education teacher either in the classroom or in their P.E. class.

The **High Incidence Program** encompasses students with mild disabilities. Students are provided supports in accordance with their Individualized Education Plans (IEPs). These supports include: a resource program, consult services, co-taught classrooms, and/or health and social/emotional support services. The Resource Program provides personalized academic support in a small group resource setting, depending on individual needs. Resource services are provided throughout the day and are provided per student IEP minutes. In addition, Special Ed and Gen Ed (general education) teachers collaborate in order to modify classroom curriculum based on each student's unique needs. The Special Education Department will also help students who struggle in key areas, i.e. math and reading, through smaller group settings called workshops.
CPS Graduation Requirements and Grading System
Graduation Requirements

CPS Graduation Requirements

4.0 English
3.0 Mathematics
3.0 Science
2.0 World Language
3.0 Social Science
2.0 Physical Education**
2.0 Fine Arts (in any discipline)
4.0 Electives
1.0 Computer Science

CPS Administered SAT Test
Two Service Learning Projects

JCP Recommendations

4.0 English
4.0 Mathematics
4.0 Science
4.0 World Language
4.0 Social Science
2.0 Physical Education**
2.0 Fine Arts
4.0 Electives+

** Per IL law, all CPS students must participate in 4 years of a physical education
+ Students currently enrolled in a CTE program (Pre-Law or Pre-Engineering) must enroll in the next course in their CTE sequence.

Early Graduation Disclaimer:
We do not recommend early graduation. However, it will be considered under rare circumstances. A written request must be submitted to the principal one calendar year before the proposed early graduation date.
Grading Policy

Grading Methodology

Letter grades are assigned a different point value at each class level. Cumulative grade point averages (GPA) are computed at the end of each semester and include all courses.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td>Honors</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>6.0</td>
<td>5.0</td>
<td>4.0</td>
<td>1.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Promotion Requirements

Grade promotion at Jones College Prep is an achievement that must be earned. Grade status will be determined at the end of each reporting period based on the following:

<table>
<thead>
<tr>
<th>To be promoted from 9th to 10th grade, JCP students must:</th>
<th>To be promoted from 10th to 11th grade, JCP students must:</th>
<th>To be promoted from 11th to 12th grade, JCP students must:</th>
<th>To graduate from JCP, JCP students must:</th>
</tr>
</thead>
<tbody>
<tr>
<td>earn a minimum of 5.0 completed credits (1 of which must be in English),</td>
<td>earn a minimum of 11 completed credits (at least 2 English, 1 math, 1 science, and 1 social science),</td>
<td>earn a minimum of 17 completed credits (at least 3 English, 2 math, 2 science, 2 social science, 1 world language, 1 visual or performing art, and 1 PE),</td>
<td>earn a minimum of 24 completed credits (at least 4 English, 3 math, 3 science, 3 social science, 2 world language, 1 visual art, 1 performing art, 2 PE, and 5 electives),</td>
</tr>
<tr>
<td>*Pass the US Constitution, Consumer Education test, Drivers Education, and Health,</td>
<td>*Complete two service learning projects</td>
<td></td>
<td>*Complete two service learning projects</td>
</tr>
</tbody>
</table>
Grading Policy Explained

All Jones College Prep classes are graded on the following scale,

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89 %</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

Grades earned by Jones students reflect the following criteria:

- A-There is strong evidence that the student has thorough knowledge, understanding, and mastery of content and skills outlined in the course learning objectives.
  - An “A” indicates a high level of mastery.

- B-There is strong evidence that the student has substantial knowledge, understanding, and mastery of content and skills outlined in the course learning objectives.
  - A “B” indicates strong progress towards mastery.

- C-There is strong evidence that the student has moderate knowledge, understanding, and mastery of content and skills outlined in the course learning objectives.
  - A “C” indicates adequate progress towards mastery.

- D-There is strong evidence that the student has limited knowledge, understanding, and mastery of content and skills outlined in the course learning objectives.
  - A “D” indicates inadequate progress towards mastery.

- F-There is strong evidence that the student has little or no knowledge, understanding, and mastery of content and skills outlined in the course learning objectives. Alternatively, there may be little or no evidence that the student has demonstrated knowledge, understanding, and mastery of content and skills outlined in the course learning objectives.
  - An “F” indicates inadequate progress towards mastery.
# Sample Four Year Plan

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Honors English I</th>
<th>Honors Integrated Math Program (IMP) I</th>
<th>Honors World Studies or or AP Human Geography</th>
<th>Honors Physics</th>
<th>Honors World Language I</th>
<th>PE I/Health</th>
<th>Performing Arts or Visual Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>Honors English II</td>
<td>Honors IMP II</td>
<td>Honors US History or AP US History</td>
<td>Honors Chemistry</td>
<td>Honors World Language II</td>
<td>PE II/Drivers Ed</td>
<td>Performing Arts or Visual Art</td>
</tr>
<tr>
<td>Junior</td>
<td>Honors English III</td>
<td>Honors IMP III</td>
<td>AP Gov’t/ Honors Civics</td>
<td>Honors Biology</td>
<td>Honors World Language III (Recommended) or Elective</td>
<td>PE III or PE Waiver</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Senior</td>
<td>Honors English IV (Recommended)</td>
<td>Honors IMP IV</td>
<td>Honors Social Science Elective (Recommended)</td>
<td>Honors Science Elective (Recommended) or Elective</td>
<td>Honors World Language IV (Recommended) or Elective</td>
<td>PE IV or PE Waiver</td>
<td>Elective</td>
</tr>
</tbody>
</table>
# Sample Four Year Plan
## Jones CTE Student

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Honors English I</th>
<th>Honors Integrated Math Program (IMP) I</th>
<th>Honors World Studies or or AP Human Geography</th>
<th>Honors Physics</th>
<th>Honors World Language I</th>
<th>PE I/Health</th>
<th>CTE Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>Honors English II</td>
<td>Honors IMP II</td>
<td>Honors US History or AP US History</td>
<td>Honors Chemistry</td>
<td>Honors World Language II</td>
<td>PE II/Drivers Ed</td>
<td>CTE Course</td>
</tr>
<tr>
<td>Junior</td>
<td>Honors English III</td>
<td>Honors IMP III</td>
<td>AP Gov’t/ Honors Civics</td>
<td>Honors Biology</td>
<td>Honors World Language III (Recommended)</td>
<td>PE III or Arts Course</td>
<td>CTE Course</td>
</tr>
<tr>
<td>Senior</td>
<td>Honors English IV (Recommended)</td>
<td>Honors IMP IV</td>
<td>Honors Social Science Elective (Recommended)</td>
<td>Science Elective (Recommended)</td>
<td>Computer Science* (Recommended)</td>
<td>PE IV or Arts Course</td>
<td>CTE Course</td>
</tr>
</tbody>
</table>

*Computer Science can be slotted in another elective space depending on student choice.

*Students in the CTE program qualify for a PE III/IV Waiver in order to make space for their CTE Course.
Scheduling Policies
Schedule Change Policy

Students can make schedule changes with their counselors until April 24th, 2020. After April 24th, schedule changes will not be considered for the rest of the current school year. For the 2020-2021 school year, students can request a schedule change between the third week in August and September 11th. After September 11th no more schedule changes will occur. It is important to note that there is no guarantee the schedule change request will be honored by the counselor or administrator (teachers cannot make a schedule change). There are many reasons why a schedule change may not be fulfilled. Since it is very difficult to make a schedule change, we ask students to make their best informed decision on course selections prior to the April 24th date.

It is highly recommended that a student discuss the schedule change request with their counselor to ensure they are on track for graduation if the change were to occur.
Physical Education (PE) Waiver

The state of Illinois requires students to be enrolled in a PE course for four years of high school. There are some exceptions to this requirement that qualifies a student for a PE waiver for their junior or senior year.

Qualifications of PE Waiver

Only juniors and seniors can qualify for a PE waiver and enroll in an additional academic course if they meet one of the four qualifying reasons below:

1. Participate in two sports at Jones College Prep
2. Participate in the CTE program
3. Are enrolled in an AP Capstone course (AP Seminar or AP Research)
4. Need to complete a graduation requirement that otherwise cannot be met (credit recovery for failed courses do not count)
5. Participate in the Eagle Leaders Program

Applying for a PE Waiver

Students interested in applying for a PE Waiver need to complete the PE waiver application on the JCP website. Completed applications need to be submitted to their counselor by May 15th. The counselor will submit the form for approval to the school principal. If the application is approved, your counselor will ensure the student is enrolled in the appropriate substitute course.

PE Waiver applications are available in the counseling office beginning Feb 10th.

Removal of a PE Waiver

Students who start the school year with a PE waiver but at any point throughout the year do not meet one of the qualifications for the waiver will be required to drop the substitute course and will enroll in a PE course.
Computer Science Waiver

Beginning the class of 2020, students are now required to take a Computer Science course to graduate from CPS. A Computer Science waiver is available to students who meet one of the two eligibility criteria below:

Qualifications for a Computer Science (CS) Waiver

Only juniors and seniors can qualify for a CS waiver and enroll in an additional academic course if they meet one of the two qualifying reasons below:

1. Currently enrolled in the CTE Law or CTE Engineering Program (does not include students who are taking the Criminal Psychology course as an elective)
2. Are required to take a course for admission into a college/university (documentation required)

Applying for a CS Waiver

For CTE students, a Computer Science waiver will be automatically added to their transcript. A CTE student can still choose to take a computer science course and receive credit.
Driver’s Education Policy

If a student chooses to take Driver’s Education at a private institution they need to do the following:

1. The student needs to provide documentation to the Director of Student Services that they have completed the necessary 30 hours of classroom instruction as required by the Secretary of State of Illinois towards obtaining a license in the state of Illinois.

2. Once this documentation has been obtained, the PE teacher will be notified and the student will join another PE II class while their classmates complete the Driver’s Ed portion of the PE II course.

Nevertheless, all sophomores are still required to complete the full year of PE II to meet graduation requirements.
Outside Course Policy and Program Information
(Non-Remediation and Non Dual Credit)

JCP students who want to take courses outside of Jones to accelerate the progression of classes and/or for enrichment must get the classes pre-approved. Students will not receive credit for outside courses if they are not pre-approved.

Granting Credit Towards Graduation for Courses Taken Outside of Jones

I. Correspondence Courses
A student enrolled in a correspondence course may receive high school credit for work successfully completed, provided that all of the following conditions are met:

1. The course is given by an institution accredited by one of the six regional accrediting associations listed:
   A. New England Association of Schools and Colleges (NEASC-CIHE)
   B. Southern Association of Colleges and Schools (SACSCOC)
   C. Western Association of Colleges and Schools
   D. Middle States Commission on Higher Education (MSCHE)
   E. Northwest Commission on Colleges and Universities
   F. North Central Association of Colleges and Schools

2. The student receives approval to take the course from the Director of Student Services.
3. The student assumes responsibility for all fees for the course.

   A maximum of two (2) Carnegie Units may be counted toward the requirements for a student’s high school graduation.

II. Community Colleges
A student who successfully completes courses at a community college may receive high school credit, provided that all of the following conditions are met:

1. The class is approved in advance by the Director of Student Services
2. Student assumes responsibility for all fees.

JCP Process for Taking Courses Outside of School During the School Year or Summer

1. You must get the approval of your parent/guardian.
2. You must get the permission of your counselor, who will determine whether or not an outside course is appropriate given your graduation requirements, outside course program requirements, and if the course is necessary in the case that you are trying to accelerate.
3. If you want to accelerate in an area in which you plan to continue studies at JCP (i.e., taking an outside math class so that you can reach AP Calculus BC), you must get the permission of the department chair in the subject area in which you want to take the course. The chair will determine whether the course is appropriate or not given your current academic standing and whether it will prepare you well for the next step at Jones.
4. You must get the permission of the Director of Student Services.
5. After taking the course, it is your responsibility to secure an official transcript and/or grade report and deliver copies to your counselor and the Director of Student Services. Keep an original for your records.
Remediation Policy 2019-2020
Summer School for Credit Recovery
(Including summer 2019)

Remediation of failed classes can be done in three ways: online credit recovery, private credit provider, or through CPS evening/Saturday school. For more information regarding remediation, please see your counselor. Summer online credit recovery is subject to change. It is not always offered and there is limited availability of spaces. Priority is given to seniors that are missing credits needed to graduate.

Following are the rules for retaking classes, or “remediation,” at Jones.

1. If you fail a class, it is your responsibility to see your counselor right away. This is important because remediation deadlines come and go very quickly.

2. Courses can only be retaken if they are failed. We do not offer opportunities for students to make up courses where a non-failing grade is earned.

3. It is strongly recommended that every failed course – both graduation requirements and electives – be made up.

4. Prior approval regarding all remediation courses is mandatory. Courses must be made up in a specific order that prioritizes graduation requirements.

5. It is your responsibility when you finish making up a credit to acquire the official transcript or grade report. You should then give a copy to your counselor, give a copy to the JCP Director of Student Services, and keep an original for your records. Do this right away; do not wait until right before graduation!

6. The student assumes responsibility for all fees associated with credit recovery courses.
Incoming Freshman Requests
For Higher-Level Course Placement 2019-2020

Incoming freshmen request beginning sequence courses at JCP unless they have already secured official CPS high school credit or taken and passed a subject specific JCP placement test.

You can request further sequenced course selections in these situations:

1. You have received official CPS high school credit with a grade of ‘C’ or above via participation at a CPS 7th and 8th grade Academic Center. Currently, Harlan, Kenwood, Lane Tech, Lindbloom, Morgan Park, Taft, and Whitney Young High Schools have 7th and 8th grade Academic Centers.

2. You have passed the official Chicago Public Schools Algebra Exit Exam. Regular credit is given to students in this instance.

In both situations, students will initially be placed at the beginning of the course sequence.

- After final confirmation of earned credits via school/district documentation is received and passing grades are posted on your official CPS high school transcript, students may be placed in the next course in the sequence.

A subject specific Jones College Prep placement exam/audition (math, world language, music) will be offered to all incoming students before the end of May. Based on the outcome of this exam/audition and department consultation students will be placed in the appropriate level of classes.

There are several limitations to accepting pre-ninth grade credits and placement into higher-level courses. If you have any questions or concerns related to your child’s pre-9th credit, please reach out to their counselor directly.
Jones College Prep
Course Descriptions

PLEASE NOTE

*All courses are scheduled for a full year (1 credit).
*JCP students are required to take seven classes and Academic Lab.
Computer Science Course Descriptions

Honors Exploring Computer Science  COURSE #668201H
Exploring Computer Science is an introductory computer science course that starts with the premise that anyone can learn computer science. No previous knowledge of computers or programming is required. Students will explore a wide range of computer science concepts including: how humans interact with computers, problem solving, web page design, programming, artificial intelligence, and robotics. This introductory course will provide students with a strong foundation in computing skills that will help them in future computer science courses. Through curiosity and inquiry, students will gain programming skills by creating music, animating stories, developing games, and working with robots. The three themes of inquiry, equity, and computer science content are foundational to the course. Students will also explore ethical and social issues related to computing, including the positive and negative impacts on human culture. With an emphasis on creativity, collaboration, and communication, Exploring Computer Science is designed to meet the needs of all learners while fostering a culture of equity and promoting further access to quality computer science education. The Honors Exploring Computer Science course workload outside of school is minimal. The Chicago Public Schools Computer Science for All initiative recognizes the equity issue of not all students having computer and internet access at home. Since computer labs are available during class hours and during Academic Lab, no outside resources or materials are needed by the student to participate in this course.
Prerequisite: Completion of Math 1 or equivalent  1 credit

AP Computer Science Principles  COURSE #778301A
AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This course explores the internet, digital information, programming, big data and privacy, and app development. In addition, this course will prepare students to take the AP® Computer Science Principles exam and covers topics typically found in a first semester college computer programming course. For AP credit, this course asks students to submit a programming project and take a final AP exam. The course is unique in its focus on fostering students to be creative. Rather than focusing on a particular programming language or tool, the course emphasizes using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Students will develop a range of skills vital to success in subsequent college courses, such as computational thinking, problem solving, and programming skills. Students will also develop effective communication skills, work individually and collaboratively to solve problems, and discuss and write about the importance and impact of computing and technology on their community, society, and the world. The AP Computer Science Principles course workload outside of school is minimal. The Chicago Public Schools Computer Science for All initiative recognizes the equity issue of not all students having a computer and internet access at home. Since computer labs are available during class hours and during Academic Lab, no outside resources or materials are needed by the student to participate in this course.
Prerequisite: Completion of Math 1 or equivalent. Offered to 11th and 12th graders only, or department approval.  1 credit

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AP Computer Science A  COURSE #778301H
This course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with most CS1 courses in colleges and universities. Students are expected to watch short lecture videos, write Java programs of varying length and complexity weekly, and complete written assignments and tests. For most students, the workload outside of class takes 6 hours per week. Students will have a solid skill-base in text-based Java programming. Almost all college-level STEM based courses of study will require this course. Students need a computer with an internet connection and its own storage capability, which is available at Jones. Advanced math and science students may want to take this class as their first computer science course and should inquire with the department about the Computer Science course that is right for them.
Prerequisites: Completion of Math 1 or equivalent and either successful completion of ECS, AP CSP, or department approval. Offered to 11th and 12th graders only, or department approval. 1 credit

CS 331 Data Structures and Algorithms for High School Students  COURSE #778301H
Data Structures and Algorithms for High School Students will allow you to earn three hours of college credit through a collaboration between Illinois Institute of Technology and Jones College Prep. This class replaces the old AP Computer Science AB course. The class gives you more depth in data structures, which are foundational for advanced computer science courses. CS 331 is offered through IIT’s Department of Computer Science and will be taught by a senior IIT instructor. Lectures will be posted online alongside slides and screencasts, allowing you to review them on demand the entire semester. Your Jones CS teacher will assist you with the programming assignments, and a dedicated IIT teaching assistant is also assigned to help all high school students. You will learn: how to analyze the time and space complexity of algorithms using asymptotic upper bounds (big-O notation); how to design, implement and analyze the time and space performance of recursive functions, how recursion relies on the run-time stack, as well as the motivation for, design and implementation of classical data structures, including: lists, stacks, queues, expression trees, binary search trees, heaps, hash tables. The Python programming language will be used throughout the course. The first semester you will work through the data structures content with your Jones Computer Science teacher in the Java programming language and you will learn the basics of Python. The second semester you will complete the IIT course on the University schedule. The first semester will have little or no out of class work. During the second semester while the IIT class is officially running, IIT estimates six to ten hours a week of total study time per week. Please note that some universities will not accept the IIT credit for this course unless you have Introductory Programming credit from the AP CS A exam.
Prerequisites: Successful completion of a CS1-equivalent course and achieve on the AP CS A course/exam a score of 5, or a score of 4 with your CS teacher recommendation. 1 credit
CTE: Pre-Engineering Program

Honors Introduction to Engineering Design  COURSE #699131H
Designed for entering freshmen, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.
Prerequisite: Acceptance to the CTE program or selective enrollment  1 credit

Honors Principles of Engineering  COURSE #699231H
Principles of Engineering (POE) is the second of two foundation courses in the Project Lead the Way high school engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. POE is a survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Used in combination with a teaming approach, this curriculum challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.
Prerequisite: Honors Introduction to Engineering Design  1 credit

Honors Digital Electronics  COURSE #699331H
The major focus of the Digital Electronics course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design, and build digital electronic circuits. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Digital Electronics is the third of three foundation courses in the Project Lead The Way® high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.
Prerequisite: IED and POE  1 credit
Civil Engineering & Architecture

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build electronic and physical models of residential and commercial facilities. While implementing these designs students will continually hone their interpersonal skills, creative abilities and understanding of the design process.

Prerequisite: Algebra, Geometry, Offered to 11th and 12th graders only 1 credit

Honors Engineering Design and Development (EDD)

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. This course is appropriate for 12th grade students. For more information on the opportunities available to students participating in Pre-Engineering programs in the Chicago Public Schools, please consult the webpage http://www.chooseyourfuture.org/pre-engineerin

Prerequisites: IED, POV, and Specialized Course 1 credit
CTE: Pre-Law Program

Honors Law and Public Safety I - Law in American Society  COURSE #748131H
This is the first course in a four year sequence of Law and Public Safety classes. The course will focus on three main areas: the structure and operation of the legal system in the United States; the criminal justice system; and the fundamentals of trial procedure. You will learn the basics of American government and the criminal court system. You will also learn how to prepare and conduct trials to compete in two mock trial competitions in front of real judges in actual courtrooms.

Prerequisite: Acceptance to the CTE program or selective enrollment
1 credit
Course does not fulfill any of the three year social science course requirement

Honors Law and Public Safety II - Civil & Constitutional Law  COURSE #748231H
This law course is the second in a four-year sequence of law classes and is divided into two sections. During the first semester, you will study the juvenile justice system as well as civil law and civil litigation. You will also study family law and tort law. In the second semester, you will make connections between consumer education and constitutional rights and responsibilities by studying landmark U.S. Supreme Court cases. You will also analyze the decision-making processes of the Court by participating in a civil mock trial competition.

Prerequisite: Honors Law and Public Safety I
Course does not fulfill any of the three year social science course requirement 1 credit

Honors Law and Public Safety III –

Honors Law in American Criminal Justice System  COURSE #748331H
This course explores the areas of the American criminal justice system, the United States Constitution, and criminology. Students will analyze and explain the structures and functions of the American legal system, identify principles of criminal and civil law, study landmark decisions of the United States Supreme Court, become familiar with the major theories of the causes of crime, and study fundamental techniques of investigative procedures and evidence analysis. Students will evaluate their ever-increasing freedoms and responsibilities under the American system of law. This course will also include mock trials and presentations by attorneys and other practitioners in the field of law.

Prerequisites: World Studies and a US History course, or Law and Public Safety I and II
Course does not fulfill the Civics/AP Government course requirement
1 credit
Honors Law and Public Safety IV –
Academic Seminar/Legal Practicum/Internship                COURSE #748431H
This course is the final component of a four-year sequence of Law and Public Safety Academy (LPSA) classes that is designed to give students authentic exposure to careers in the American legal system through participation in an internship experience. The student should have been successful in Honors Pre-Law 1-Law in American Society, Honors Pre-Law II-Civil & Constitutional Law, and Honors Pre-Law III-Criminal Psychology. Before starting the internships, students practice interviewing techniques, effective communication, problem solving in the workplace and diversity training. Students also develop knowledge of legal ethics, effective communication and legal research and writing. Throughout the internship, students will keep a written journal of experiences that will be used to complete their Final Capstone project. Students will be expected to complete all course reading and writing assignments in accordance with the Common Core standards adopted by CPS for this grade.

Prerequisites: Enrolled in the LPSA program

2 credits

For further information follow the links list below.
## English Department Course Progression

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<th>Junior Year</th>
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<td>Introduction to Literature and Language (English I) GR</td>
<td>American Literature and Language (English II) GR</td>
<td>AP English Language and Composition GR</td>
<td>African-American Literature GR*</td>
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<td>English III: Contemporary Literature and Language GR</td>
<td>Asian-American Literature GR*</td>
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<td>Latin American Literature GR*</td>
<td>AP English Literature and Composition GR</td>
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<td>World Literature (English IV) GR</td>
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### ELECTIVES (these do NOT satisfy English graduation requirements)

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**GR = Satisfies graduation requirement**

AP (Advanced Placement) courses are designed to help students develop the knowledge and skills equivalent to a college course in their subjects. As such, the content, workload, and grade expectations of these courses will be more challenging than many other high school courses. Students who sign up for AP courses are expected to meet the demands of these courses with an increased work ethic and an attitude of continual self-improvement.
**English Department Course Descriptions**

**Honors English I – Introduction to Literature and Language**  
**COURSE #184101H**  
Students will learn the fundamentals of literature and rhetoric by reading and analyzing a broad range of genres- including novels, drama, short stories, poetry, and essays, as well as informational readings. Students will write in analytical, argumentative, and creative styles, gaining a variety of writing skills through modeling, editing, and revision. The successful completion of a research paper is required in this course. Core texts include *Romeo and Juliet*, *Oedipus Rex*, *Things Fall Apart*, and *Fahrenheit 451*.  
Prerequisites: None  
1 credit

**Honors English II - American Literature and Language**  
**COURSE #184201H**  
Students will evaluate and analyze a variety of American writings from colonial America through modern periods while reflecting on American identities. Students will continue to write in analytical, argumentative, and creative styles, improving on a variety of writing skills through modeling, editing, and revision. The successful completion of a research paper and a persuasive speech is required in this course. Core texts include *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *Their Eyes Were Watching God*.  
Prerequisites: English I  
1 credit

**Honors English III - Contemporary Literature and Language**  
**COURSE #184301H**  
Students will explore contemporary political and social issues through both nonfiction and fiction. Students will build writing skills that will help prepare them for the rigors of freshmen college composition courses. They will develop skills in argument, rhetorical analysis, and synthesis through readings, discussions, and research, as well as learn various modes of writing. This course is akin to an Honors class version of AP Language, covering a similar skills set, but with more of a focus on writing as a process instead of teaching to the test. Students will write argument essays, rhetorical analyses, op-eds, satire, extended definition essays, synthesis papers, memoirs, and college essays. Core texts include numerous essays, speeches, and nonfiction pieces, as well as longer texts like *Just Mercy*. Students will also participate in reading and writing SAT preparation as well as independent choice reading.  
Prerequisites: English II  
1 credit

**Honors Latin American Literature**  
**COURSE #168101H**  
This core English course meets the graduation requirement for English III. Students in this course examine texts by writers of Latin American ancestry. By examining various genres through literary, historical, social, political, and artistic perspectives, students will develop their skills as highly proficient readers and writers. Students in this course complete rigorous creative and academic writing assignments, including an interdisciplinary research project. Students are challenged to develop their own understanding of the course's themes in a global context and expand their appreciation of writing. Students use the course work to improve their skills in rhetoric, writing, and text analysis based on the ACT English College Readiness Standards, which naturally align with the Illinois state standards. Students also develop their critical-thinking ability: the well-reasoned problem-solving process where one examines evidence and decides what to believe, communicate, or do. Core texts include the work of Alvarez, Cisneros, Diaz, Garcia, and various speeches, essays, and literary criticism. This course serves as English III credit.  
Prerequisites: English II  
1 credit
AP English Language and Composition  
COURSE #175101A
Students in AP English Language and Composition engage in becoming skilled readers of nonfiction prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students become aware, in both their writing and their reading, of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing. Students learn to write prose of sufficient richness and complexity to communicate effectively with mature readers. In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of the course. Students move past assignments that allow for the uncritical citation of sources and, instead, take up projects that call on them to evaluate the legitimacy and purpose of sources used. Core texts include numerous essays, speeches, and nonfiction short pieces, as well as longer texts like *Outliers*, *Justice*, and memoirs. All AP Language students will complete a writing assignment over the summer. This course serves as English III credit.

Prerequisites: English II  
1 credit

Honors English IV - World Literature  
COURSE #184401H
Students read and examine world literature, using advanced techniques of composition to analyze a variety of literary genres. Students evaluate the language used in the various readings, and investigate the cultural and historical contexts that produced the works under study. Students complete an extensive, cross-curricular research paper, demonstrating mastery of research skills and effective written language. Students also prepare for the ACT, SAT, and college entrance exams. In this course, students have the option of enrolling in Dual Credit from Loyola University Chicago. Core texts in this class include *Half of a Yellow Sun*, *Chronicle of a Death Foretold*, and *Othello*, among other various novels, poetry, short stories, and nonfiction. In order to be eligible for dual credit, students must have an unweighted GPA of 3.0 or higher. There may a summer assignment with this course.

Prerequisites: English III  
1 credit

Dual Credit Course (subject to change)

Honors African American Literature  
COURSE #190101H
Applying thematic historical contexts, students in the African American Literature course deconstruct texts and other forms of media from the 1800s to modern times to evaluate how African Americans have been portrayed in the media, community, politics and other governing bodies in the United States. Students will apply educational theory and literary criticism in various forms: essays, research papers, and oral presentations, to understand multiple vantage points of the African American experience. Students will demonstrate the synthesis of rhetorical effect using literary devices. Students will be immersed in the use of the Socratic Method in facilitating an environment of excavation and dialogue. Students will write an extensive, cross-curricular research paper, demonstrating mastery of research skills and effective written language. Students will read works from the following authors: Baldwin, Butler, Larsen, Lorde, Morrison, Wilson, and Wright. This course serves as English IV credit.

Prerequisites: English III  
1 credit
Honors Asian-American Literature  
This course meets the graduation requirement for English IV. This course is a survey of Asian American literature. We will explore major works from the late 19th century to the present, with a focus on classic and contemporary literature. While reading and writing, we will identify the writers' recurring themes, as well as examine the social and political contexts of each written or oral piece. We will concentrate on the immigrant experience as it relates to the following significant themes of identity, memory, alienation, assimilation, solidarity, and resistance. The course focuses on prose (the novel, short stories, and autobiography), poetry, drama, and film. In addition, we will discuss what lies ahead for Asian Americans and all Americans in a multicultural world. Preparation for service learning, ACT, SAT and high stakes tests is incorporated during the year through the application of critical thinking skills in class discussions and assignments, as well as through assessments using standardized test formats. Students will read works from the following authors: Golden, Hosseini, Johnson, Kingston, Lahiri, Okada, and Tan. This course serves as English IV credit.
Prerequisites: English III

AP English Literature and Composition  
In this college-level course, students read carefully and critically to analyze literature, developing skills in analyzing and evaluating structure, style, themes, figurative language, tone, and purpose. Students analyze a variety of literature selections representative of a number of genres from writers of the world, with an emphasis on British Literature, and demonstrate an appreciation for the written word. Students write to understand, to explain, and to evaluate, using different modes of writing including, but not limited to, timed and prompt-based writings and essays developed through the writing and revision process. All essays and class discussion respond to literature (in content, in cultural/sociological/historical context, in style, in literary analysis) in a manner that is persuasive, argumentative, expository, or analytical/interpretive, whether the essay is modeled on the literature (such as through writing one's own satirical essay) or directly responding to the literature through quotes and analysis of the material. Possible texts include Jane Eyre, Hamlet, Invisible Man, and As I Lay Dying. All AP Literature students are required to read The Awakening over the summer, with a possible writing assignment attached. This course serves as English IV credit.
Prerequisites: English III

Honors Creative Writing and Topics in Literature  
In this course, students read and analyze literary works by genre, sub-type, or time period as a way of furthering their own skills as creative writers of short fiction, poetry, drama, memoir, and creative nonfiction. Literary topics are studied in a manner that leads to the furthering of students’ creative writing skills in terms of genre, use of figurative language, narrative and sentence structure, character development, and experimental styles of writing. Students share their work with peers and revise based on peer reviews. Finally, students read literature out loud, thereby gaining an appreciation for the spoken word.
**This course does NOT meet English graduation requirements**
Prerequisites: Must have taken English I and English II.

1 credit
Per the CPS graduation requirement, students are required to complete three years of Math at Jones even if they have earned prior credit from an academic center or have placed into a higher level of Math upon entering high school. In Math 2 and Math 3, the A and B level courses represent the same level of rigor. The difference between A and B level courses is the pace of learning the material. For example, students in Math 3b may go more in depth into some content or study a few additional mathematical topics than students in Math 3a, but the level of rigor is the same in both courses.

**Math Department Course Progression**

- Honors Math 1
  - Honors Math 2 (A or B)
    - Honors Math 3 (A or B)
      - AP Statistics (can be taken concurrently with any class after Math 3)
      - Honors Math 4 (A or B)
        - Honors Calculus OR AP Calculus AB OR AP Calculus BC
          - Honors Multivariable Calculus
      - Financial Algebra (can be taken concurrently with any class after Math 3)
        - OR Honors Probability and Statistics (can be taken concurrently with any class after Math 3)
## Math Department Course Descriptions

In all math classes, students will be expected to develop 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. Students will create and apply mathematical models in order to represent and interpret real-world contexts. The development and comparison of multiple solution methods and mathematical representations build a level of fluency and conceptual understanding essential for the study of advanced mathematics. All students will be regularly engaged in the Standards for Mathematical Practice as defined by the Common Core State Standards. Mathematical content will be addressed through the study of big ideas allowing students to see the connections between multiple concepts.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#400101H</td>
<td>Honors Integrated Math 1</td>
<td>None</td>
<td>In this course, students will get an introduction to mathematical problem solving, the use of variables, the meaning and use of functions and graphs, and basic principles for working with exponents and logarithms. Various concepts from algebra, geometry, and statistics will also be covered as students focus on identifying algebraic and geometric patterns. These ideas will be presented in varied contexts such as the settlement of the American West, the use of linear programming to help a bakery maximize its profits, and Lewis Carroll's &quot;Alice's Adventures in Wonderland.&quot; Students will be placed into this course based on their performance on the Math Benchmark Test. A TI-83+ or TI-84+ calculator is required.</td>
</tr>
<tr>
<td>#434101H</td>
<td>Honors Integrated Math 2A (Geometry)</td>
<td>Math 1</td>
<td>In this course, students will reason inductively to construct geometric patterns, discover geometric relationships and formulate conjectures. Students uncover many mathematical ideas, including properties of parallel lines, properties of similar and congruent triangles, geometric proofs, constructions, coordinate geometry, transformations, graphing systems of inequalities, the Pythagorean Theorem, area of polygons, lateral surface area and volume of right prisms, and quadratic functions. Problem contexts include determining the shadow length of an object by utilizing similar triangles, maximizing efficiency in designing a storage container, and analyzing the motion of a firework using a quadratic model and the corresponding algebraic techniques. The specific amount of time needed outside of class will vary for each student, but students should anticipate spending at least 30 minutes on homework or studying for each block. This course is paced to allow students more time to understand concepts. Incoming freshmen will be placed into this course based on their performance on the Math Benchmark Test. A TI-83+ or TI-84+ calculator is required.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Prerequisite: Math 1</td>
</tr>
</tbody>
</table>
**Honors Integrated Math 2B**

In this course, students will reason inductively to construct geometric patterns, discover geometric relationships and formulate conjectures. Students work with many mathematical ideas, including properties of parallel lines, properties of similar and congruent triangles, geometric proofs, constructions, transformations, coordinate geometry, solving systems of two and three equations/inequalities algebraically and graphically, the Pythagorean Theorem, lateral surface area and volume of right prisms, quadratic functions, and expected value from a geometric model. Problem contexts include determining the shadow length of an object by utilizing similar triangles, maximizing efficiency in designing a storage container, analyzing the motion of a firework using a quadratic model and the corresponding algebraic techniques, and applying the concept of expected value to develop the best strategy for a game in the long run. Incoming freshmen will be placed into this course based on their performance on the Math Benchmark Test. Rising sophomores will be placed in this course based on their grades in the Math 1 course. Anticipate around 30 minutes of homework every block. This course is paced for students who learn new material quickly. A TI-83+ or TI-84+ calculator is required.

**Prerequisite:** Math 1

**1 credit**

**Honors Integrated Math 3A (Advanced Algebra with Trigonometry)**

In this course, students will expand on the topics covered in the previous two courses. Students will study Algebra II concepts, which will include exponential and circular functions, systems of linear equations and inequalities, and rate of change. Students will expand on some geometric concepts including circles, coordinate geometry, and three-dimensional graphing. The students will build upon their knowledge of trigonometric functions, through exploration of the unit circle as well as transformations of sinusoidal curves. Finally, students will analyze data and study various probability tools including the binomial distribution, expected value, permutations, and combinations. These mathematical concepts will be explored using various real world applications, such as plotting out the land use in a city for various developments and analyzing data on world population models. The specific amount of time needed outside of class will vary for each student, but students should anticipate spending at least 30 minutes on homework or studying for each block. This course is paced to allow students more time to understand concepts. A TI-83+ or TI-84+ calculator is required.

**Prerequisite:** Math 2

**1 credit**
Honors Integrated Math 3B  COURSE #400301H
In this course, students will expand on the topics covered in the previous two courses. Students will study Algebra II concepts, which will include conics, exponential, logarithmic and circular functions, systems of linear and non-linear equations and inequalities, rate of change, and graphing in the 3-dimensional coordinate system. Students will also study how matrices can be used to solve systems of equations. Students will expand on some geometric concepts including circles, ellipses, hyperbolas, coordinate geometry, and geometric proof. The students will build upon their knowledge of trigonometric functions, through exploration of the unit circle as well as transformations of sinusoidal curves. Finally, students will analyze data and study various probability tools including the binomial distribution, expected value, permutations, and combinations, as well as develop the binomial theorem through Pascal’s triangle. These mathematical concepts will be explored using various real world applications, such as plotting out the land use in a city for various developments and analyzing data on world population models. The specific amount of time needed outside of class will vary for each student, but students should anticipate spending at least 30 minutes on homework or studying for each block. A TI-83+ or TI-84+ calculator is required.
Prerequisite: Math 2  1 credit

Honors Integrated Math 4A (Pre-Calculus)  COURSE #468101H
In this course, students will gain an understanding of the fundamental concepts of advanced algebra, trigonometry, and functions, and show how these concepts can be used to model real-life situations in preparation for calculus and math beyond high school. Students will extensively investigate topics in polynomial, power, rational, exponential, and logarithmic functions using algebraic, numerical, graphical, and verbal methods for representing problems. Students will also continue their study of the trigonometric functions. Students will use advanced functions of graphing calculators. The specific amount of time needed outside of class will vary for each student, but students should anticipate spending at least 30-45 minutes on homework / studying each block. A TI-83+ or TI-84+ calculator is required. It is strongly recommended that students take Math 4B to be successful in AP Calculus.
Prerequisite: Math 3  1 credit

Honors Integrated Math 4B  COURSE #400401H
In this course, students will gain an understanding of the fundamental concepts of advanced algebra, trigonometry, and functions, to show how these concepts can be used to model real-life situations, and to foreshadow the important ideas of Calculus. Students will extensively investigate topics in polynomial, power, rational, exponential, and logarithmic functions using algebraic, numerical, graphical, and verbal methods for representing problems. Students will also continue their study of trigonometric functions and trigonometric identities, and begin to study parametric equations, polar equations, vectors, partial fractions, sequences, and series. They will finish with an introduction to Calculus. Students will use advanced functions of graphing calculators. The specific amount of time needed outside of class will vary for each student, but students should anticipate spending approximately 45 minutes on homework / studying each block. A TI-83+ or TI-84+ calculator is required. It is strongly recommended that students take Math 4B to be successful in AP Calculus.
Prerequisite: Math 3  1 credit
Honors Calculus  
Honors Calculus is intended for high achieving students who have a passion for studying mathematics. The course extends the opportunity for students to take an in-depth look at complex problems, develop the theoretical ideas behind them and implement strategies to solve them without the time constraints of the AP test. Topics include functions, graphs, limits, derivatives and integrals. Successful completion of Honors Calculus will prepare students for college level coursework in mathematics. Students in this course will not take the AP Calculus exam.  
Prerequisite: Math 4 and seniors only  
1 credit

AP Calculus AB  
AP Calculus AB is a college level calculus class equivalent to one semester of college calculus. This course follows the syllabus of Advanced Placement AB Calculus and includes topics such as limits, derivatives, and integration. Students examine a variety of functions both theoretical and practical, applying differential and integral calculus. Students demonstrate their knowledge graphically, algebraically, and numerically, as well as write concise mathematical solutions. Technology plays a key role in developing conceptual understanding throughout the course. A TI-83+ or TI-84+ calculator is required. Anticipated course load is about an hour of homework every class period. A summer assignment is also given with this course and do the first week of school. It is strongly recommended that students take Math 4B to be successful in AP Calculus.  
Prerequisites: Math 4  
1 credit

AP Calculus BC  
AP Calculus BC is a college level calculus class equivalent to two semesters of college calculus. This course includes all topics in the Calculus AB course plus topics for the BC curriculum, including parametric, polar, and vector functions, applications of integrals, and polynomial approximations and series. Technology continues to play a key role in this course. A TI-83+ or TI-84+ calculator is required. Anticipated course load is about an hour of homework every class period. A summer assignment is also given with this course and do the first week of school. It is strongly recommended that students take Math 4B to be successful in AP Calculus.  
Prerequisites: Math 4  
1 credit

AP Statistics  
AP Statistics is a college-level math class in which students analyze data using graphical, numerical, and inferential techniques. Students conduct experiments, surveys and simulations to gain a quantitative understanding of the world we live in. Advanced functions of graphing calculators and computer software are used and students are required to describe their conclusions in writing. You can expect to have 45-60 minutes of homework between classes and there is more reading and writing involved than your typical math class. While the answer is important, how you chose the procedure and what your answer means in context is just as important in AP Statistics. The course follows the syllabus as defined by the College Board. A TI-83+ or TI-84+ graphing calculator is required.  
Can be taken concurrently with any class after Math 3  
Prerequisites: Math 3  
1 credit
Multi-Variable Calculus  
Multi-variable Calculus is a rigorous extension of previous calculus courses. Topics include graphing in 3 dimensions, vectors, dot and cross products, multivariable functions, partial derivatives, the chain rule and differentials. At the conclusion of this class, students will be prepared for a challenging Calculus 3 class in college. The course will also cover selected topics that might be encountered in a college-level survey of math course including graph theory, the 4th dimension, and fractals. This course is discovery based. Students will complete activities in class with their groups that reveal new knowledge, and then will be expected to apply it on challenging problems at home. Students should plan to spend at least 45 minutes each night on reading and/or homework. The course will also include written assignments.

Prerequisite: AP Calculus AB or BC  
1 credit

Honors Probability and Statistics  
This course includes the concepts and skills needed to apply statistical techniques in the decision-making process. Students will learn the basics about populations and samples and how to design, implement, collect, and interpret a study, and learn the basics of hypothesis testing. This will allow students to build interdisciplinary connections with other subjects and with their world outside of school. The course will include the use of graphing calculators and computer programs. Anticipate around 20 minutes of homework every block.

Can be taken concurrently with any class after Math 3

Prerequisites: Math 3  
1 credit

Financial Algebra  
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. This is a regular level course.

Can be taken concurrently with any class after Math 3

Does not fulfill the three year Math graduation requirement

Prerequisite: Math 3 and only seniors  
1 credit
Physical Education Course Progression

<table>
<thead>
<tr>
<th>PE I and Health</th>
<th>PE II and Driver’s Education</th>
<th>PE III</th>
<th>PE IV</th>
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**PE III**
- Honors: A.C.E.S PE Leaders Juniors
- Adventure Education I/Strength Training
- Aquatics I and II
- Dance I and II and III
- Strength & Conditioning I and II
- Team Sports I and II
- Wellness Walking I and II

**PE IV**
- Honors: A.C.E.S PE Leader Senior
- Adventure Education I
- Aquatics I and II
- Dance I and II and III
- Senior Leaders
- Strength & Conditioning I and II
- Team Sports I and II
- Wellness Walking I and II

Physical Education Dress and Locker Room Use

All freshman and transfer sophomores will be provided a physical education uniform, a swim cap and a combination lock. The uniform, lock, and swim cap are all included in the physical education fee. Students are expected to wear the physical education uniform during physical education classes with the exception of curricular units in aquatics. During aquatics, students will supply their own swimwear.

Students are granted time at the start and end of physical education classes to change into and out of their physical education uniform. Students are required to use their provided lock to secure personal belongings in a locker in the locker room. Use of a non-school issued lock is strictly prohibited. Students must remove the lock and all of their personal belongings from the locker at the end of the class period. In the event of a lost lock, students may purchase a replacement from the Physical Education Department. The school and school staff are not responsible for any lost or stolen items due to a result of students not properly securing their belongings.
Physical Education Course Descriptions

Physical Education I/Health COURSE #990101R

Freshmen will participate in a prescribed program of activity units determined by the Physical Education Department. (1 Semester Health (Classroom) and 1 Semester Activity (Pool, Fitness Center)) During Health students will gain insight on the following topics; how to build a healthy foundation, physical activity and nutrition, mental and emotional health, tobacco, drugs, and alcohol, sex education and the body systems. The student will be exposed to activities and information that will give them the tools to make positive choices regarding their present health as well as their health in the future. During the activity portion, each student will receive instruction in a variety of fitness activities, team building, swimming and aquatic games. Fitness is emphasized throughout the freshman curriculum with a focus on leading healthy lifestyles.

Freshmen must take this course.

FEES: $20 uniform fee $10 lifeguarding fee

Prerequisites: None 1 credit

Physical Education II/Driver Education COURSE #990201R

Driver Education and Safety prepares students for roles in society as safe drivers. Students will participate in a prescribed program of activity units determined by the Physical Welfare Department. Each student will receive instruction in a variety of fitness activities, team sports, individual sports, and aquatics. Students will be required to wear a P.E. uniform during class time.

FEES: $10 lifeguarding fee

Prerequisites: PHYSICAL EDUCATION I / HEALTH 1 credit

Honors: A.C.E.S Available to Juniors and Seniors (returning to the program) COURSE #986102H & 986202H

Acceptance, Caring, Empowerment. Here at Jones we have a large population of diverse learners that need to become a greater part of our school community. A.C.E.s aim is to break down some of the barriers that exist by pairing up students with a buddy during PE class. Games and activities will be modified to bring everyone in the class together. If you want to be a leader, you need to be outgoing, energetic, and willing to give to others. The class is about you encouraging your classmate to do their best by being the best model you can be, caring enough to get them involved and empowering them to be a part of the school community. If you want to make a difference, this is the class for you. If you are part of the PE ACEs group, uniforms are mandatory and will be provided. Journaling about your experiences in the class and around the school with your buddy will be part of your experience.

Prerequisites: PE I and II. Acceptance is dependent upon approval of the Physical Education teachers. 1 credit
PE - Adventure Education I  
COURSE # 994131R
This course will emphasize the development of leadership, team building, health related fitness, skill related fitness and outdoor recreation skills through an experiential based course. During the adventure education portion (approximately one semester), students will experience curricular units including bird spotting, orienteering, geocaching, slacklining, fishing, kayaking, swimming, team/individual sports, fitness walking and strength training. Most of the adventure education portion of the course will take place outdoors. During the fitness portion of this course (approximately one semester), students will experience strength training and various fitness based activities in a weight room setting.
Prerequisite: PE I & II  
1 credit

Aquatics: Swim Conditioning / Life Guarding  
COURSE #994701R & 994711R
(This IS NOT A LEARN TO SWIM CLASS.)
This course is designed for students who wish to continue conditioning and exercise through swimming. This class is suited for moderate to strong swimmers. Through rigorous activity, students will develop technique and workout patterns during class time. All four competitive strokes (freestyle, backstroke, breaststroke, and butterfly) will be learned and refined. This class is also intended to teach the American Red Cross Life-Guarding skills and provide an A.R.C. life-guarding certificate to the students that can complete the required knowledge and skills tests. Students must provide their own swimsuit, towel, and goggles. FEES: $10 lifeguarding fee, $10 CPR mask, $35 ARC lifeguard manual
Prerequisites: PE II and the ability to complete two freestyle lengths (50 yards) of the pool.  
1 credit

Honors Dance Performance I  
COURSE #901101H
This course introduces students with little or no prior dance experience to the complete process of preparing, creating, performing and responding to dance works. Students will be introduced to the four foundational Elements of Dance: the tools of the body, space, time and movement quality. We will then investigate how those elements are applied across diverse dance styles, developing technical and choreographic skills as well as analyzing and evaluating peer and professional performances. Work will culminate with participation in the fall and spring dance concerts. Dress code: Jones t-shirt and black pants/leggings. FEES: have not been determined at time of publication
This course fulfills a fine arts credit, and attendance in a Junior or Senior PE class.
Prerequisites: PE I & PE II  
1 credit

Honors Dance Performance II  
COURSE #901201H
This course pushes the technical and creative development of the experienced dancer. Through a focus on classical dance techniques, this class emphasizes the development of dynamic alignment, internal connectivity, external expressivity and technical proficiency. In addition, dancers will work extensively on developing original choreography through the understanding and application of the Elements of Dance. This course will culminate with participation in the fall and spring dance concerts. Prepared students may have the opportunity to choreograph solos for presentation in the spring concert. Dress code: Jones t-shirt and black pants/leggings. FEES: have not been determined at time of publication
This course fulfills a fine arts credit, and attendance in a Junior or Senior PE class.
Prerequisites: Dance I or Audition  
1 credit
Honors Dance Performance III  
COURSE # 920301H

Dance III will challenge students to be both artists and leaders. This class will look at significant artistic movements in dance history; unpacking the context, works of art, and artists themselves. With a focus on developing student choreographic skills, each unit of study will include creative projects influenced by the key choreographic components of the relevant artistic movement. Dance III students will train in Ballet and Modern in addition to other dance styles. This course will culminate in student-directed choreographic projects to be presented in the Spring Concert, and may include performance opportunities outside of Jones. Dance III will also explore a variety of careers in dance through field trips to view undergraduate dance programs and professional dance events.

Prerequisites: Dance II or Audition  
1 credit

**Students wishing to audition into Dance III should email Ms. Foshay to set up an audition appointment.**

Significant prior dance experience required to audition.

Strength and Conditioning I & II  
COURSE #994506R & 994611R

In this full year course students will spend the entire year learning the most up to date and advanced physical training methods. Throughout the year several different types of training will be utilized including but not limited to: metabolic protocols, bodyweight training, power lifting, rope training, stone lifting, strongman events, band and cable training, free weights. These sections are only offered to juniors and seniors with good academic standing. A Grey Jones T-Shirt, Shorts, and proper athletic footwear are required for participation.

Prerequisite: PE II  
1 credit

Team Sports I & II  
COURSE #990301R & 990311R

Students will learn about and participate in various sports including:

- Individual Sports: Units in badminton, pickleball, personal fitness, and aquatics may be covered.
- Team Sports: Units in volleyball, basketball, floor hockey, softball, team handball, speedball and soccer may be covered.

Prerequisites: PE II  
1 credit

Wellness Walking / Spinning I & II  
COURSE #994911R & 994811R

Wellness walking students will walk outside when the temperature is above 25 degrees. Typical routes include Grant Park and the Lakefront Path. Students who sign up for this class should expect to walk 3-5 miles per class period. On days when temperature is below 25 degree the class will meet in the spin studio. During these days students are required to dress in athletic wear (Jones PE Uniform not required). Your intensity may be measured by heart rate monitors and your grade will depend on staying in certain heart rate zones. Walking Wellness is the perfect class for students who like to be outside, enjoy walking, and want a different PE experience than a team sports PE course.

Prerequisites: PE II  
1 credit
Performing Arts Course Progression

**Music**
- **Beginning**: No Prerequisite
  - Beginning Choir
    - Intermediate Choir I
      - Advanced Choir I
        - Advanced II or Chamber
  - Eagle Level: Audition Required
    - Intermediate Band
      - Concert Band I
      - Concert Band II
  - Concert Level: Audition Required
    - Advanced Band I
      - Advanced Band II
      - Advanced Band III
  - Concert + Audition Required
    - Beginning Orchestra
      - Intermediate Orchestra
      - Advanced Orchestra I
      - Advanced Orchestra II

**Theater and Dance**
- **Beginning**: No Prerequisite
  - Drama I
    - Drama II
      - Production I
      - Production II
  - Intermediate: Audition Required
    - Production III
  - Advanced: Audition Required
    - Production IV

**Other**
- Music ACES
  - Advanced: Audition Required
  - Collaborative Piano

For all performing arts courses:

Placement in all Intermediate and Advanced levels requires successful completion of the previous level and/or an audition with the director by the end of the 3rd quarter of the previous year.

Intermediate and Advanced Performance classes may be repeated at the director's discretion.

Seniors may apply to be a TA for band, choir, dance, or orchestra.
Performing Arts Course Descriptions

Honors Beginning Band
COURSE # 938101H
In beginning band, students learn to play instruments from the woodwind, brass and percussion families. Each student will receive an instrument, workbook and folder. There are no prerequisites for this class. The suggested weekly after school workload is 20 minutes of home/study hall practice, 4 days per week. Mandatory after school and weekend commitments include 2 majors concerts and 1 festival performance. Required materials and resources include an instrument, music folder and any instrument specific accessories. Technique, reading and performing are among the primary topics in this class.
Fees: $40
Prerequisites: None
1 credit

EAGLE BAND
Honors Intermediate Band I, II, III, & IV
COURSE #948101H, 948502H, 948601H, 948701H
In Intermediate band, students transition from introductory instrumental skills to an emerging mastery of reading, technique, theory and overall musicality. Students will explore a diverse selection of musical literature through rehearsing and performing as well as through the study of music theory. Classes will include full ensemble rehearsals, small group rehearsals and independent practice sessions. 25 minutes of home/study hall practice, 4 days per week is the recommended workload outside of class. Mandatory performances after school and on weekends include 2+ concerts and 1-2 festival performances. Pep and marching band events are optional. Required materials and resources include an instrument, music folder and any instrument specific accessories. Reading, music theory, performing and musicality are among the primary topics discussed in this class. Fees: $40
Prerequisites: Audition with instructor
Each successive year requires successful completion of the previous year
1 credit

CONCERT BAND
Honors Advanced Band I, II, III, & IV
COURSE # 958101H, 958201H, 958301H & 958401H
The main objective of advanced band is for students to increase their understanding and knowledge of music through the performance of concert band music. Students will explore a diverse selection of musical literature through rehearsing and performing as well as through the study of music theory. Classes will include full ensemble rehearsals, small group rehearsals and independent practice sessions. Prerequisites include 2+ years of ensemble and/or private lesson experience. 30 minutes of home/study hall practice, 4 days per week is the recommended workload outside of class. Mandatory performances after school and on weekends include 2+ concerts and 2-4 festival performances. Pep and marching band events are optional. Required materials and resources include an instrument, music folder and any instrument specific accessories. Reading, music theory, performing and music analysis are among the primary topics discussed in this class. Fees: $40
Prerequisites: Audition with instructor
Each successive year requires successful completion of the previous year
1 credit
JAZZ BAND
Honors Jazz Band I, II, III, & IV  COURSE # 944101H, 944201H, 944301,944401H
In jazz band, students develop the skills necessary to read, improvise and perform in various contemporary jazz styles including: swing, bebop, bossa nova, and fusion. 1+ years of ensemble and/or private lesson experience required. Students must pass and audition. The suggested after school workload for jazz band is 30 minutes of home/study hall practice, 4 days per week. Mandatory after school and weekend commitments include 2+ concerts, 2-4 festival performances. Pep band and “gig” performances are optional. Suggested materials include “The Real Book,” a tuner and a music folder. Jazz styles, jazz theory, form, analysis and communication are among the primary topics discussed in this class. Fees: $40
Prerequisites:  Audition with instructor
Each successive year requires successful completion of the previous year 1 credit

Honors Beginning Choir  COURSE # 956101H
This course is open to any student. Students enrolled in this course will focus on foundations of vocal development, music reading skills, music writing skills, music improvisation skills and stage presence. Repertoire for the course will include a wide variety of vocal music in one, two, and three parts. Students will present their work at a minimum of two choir concerts during the year. At completion of the course the student will be prepared to sing in Eagle Singers (Intermediate Choir). Fees: $40
Prerequisites:  None 1 credit

EAGLE SINGERS
Honors Intermediate Mixed Choir I & II  COURSE #959101H, 959201H
Enrollment in Eagle Singers is by audition only. Students in this course can independently hold a vocal part while two or more different parts are also sung. Students will continue to build upon their skills in music reading, writing, and improvisation. Eagle Singers will participate a minimum of two choir concerts during the academic year, but they may also participate in additional choral events. During this course students will sing intermediate level repertoire, learn more advanced vocal techniques, and consciously mature as musicians. At completion of the course the student should be prepared to sing in Concert Choir. Fees: $40
Prerequisites:  Audition with instructor
Each successive year requires successful completion of the previous year 1 credit

CONCERT CHOIR
Honors Advanced Mixed Chorus I, II, III, & IV  COURSE#  966101H, 966201H, 966301H, 966401H
Enrollment in Concert Choir is by audition only. Students in this course are able to independently read and learn music without hearing it; they understand advanced music theory including chordal analysis and accompaniment as demonstrated by composition. Students in this course will have reached a mature level of musicianship and stage presence. Concert Choir will participate in a minimum of three choir concert during the academic year, and will likely participate in additional choral events. This course will continue to build upon the repertoire and vocal techniques acquired in Beginning Choir and Eagle Singers. Students may repeat this course, or may audition for placement in Chamber Choir. Fees: $40
Prerequisites:  Audition with instructor
Each successive year requires successful completion of the previous year 1 credit
CHAMBER CHOIR

Honors Chamber Singers I & II COURSE #953101H, 953201H
Enrollment in Chamber Choir is by audition only. Chamber choir is a smaller, select group of the most accomplished musicians. In addition to choral repertoire, students in this course will study solo repertoire that can be used for a variety of competitions and auditions. Students in this course are able to independently read and learn music without hearing it, and consistently make mature musical choices. Chamber Choir will participate in a minimum of four choir concert during the academic year, and may participate in additional choral events. This course will continue to build upon the repertoire and vocal techniques acquired in Beginning Choir, Eagle Singers, and Concert Choir. Students may repeat this course. Fees: $40
Prerequisites: Audition with instructor
Each successive year requires successful completion of the previous year 1 credit

Honors Beginning Orchestra COURSE # 937101H
The Beginning Orchestra offers instruction on violin, viola, cello, or bass with a focus on the skills necessary for long-term success. Fundamentals stressed include proper posture and playing position, development of characteristic tone quality, and training in music literacy. The class is for those with no experience or for those who have experience but who may need a review and reinforcement of music reading, playing fundamentals and technique that are vital for lasting musical development. Students of any grade level are welcome. The Beginning Orchestra performs in the Jones Winter and Spring Instrumental Music Concerts. No audition is required for placement in the Beginning Orchestra - all that is necessary is the desire and motivation to study a stringed instrument. Fees: $40
Prerequisites: None 1 credit

EAGLE ORCHESTRA

Honors Intermediate Orchestra COURSE #947111H
The Intermediate Orchestra provides continuing growth in music through the study and performance of intermediate orchestral literature. This Orchestra is for students who already have an understanding of basic music reading; right-hand technique including detache, spiccato, staccato and slurring; and left-hand technique including the five major finger patterns. Instruction offers continued focus on the refinement of tone quality, technique, aural skills and music literacy. Private lessons are encouraged but not required. The Intermediate Orchestra will perform in the Jones Winter and Spring Instrumental Music Concerts. Placement in the Intermediate Orchestra is by audition and at the discretion of the Director. Fees: $40
Prerequisites: Audition with instructor
Each successive year requires successful completion of the previous year 1 credit
CONCERT ORCHESTRA
Honors Advanced Orchestra COURSE # 947101H, 947201H, 947301H, 947401H
The Advanced Orchestra is composed of students who play violin, viola, cello, and bass. Instruction concentrates on advanced technical and expressive skills in an ensemble-focused setting. Membership in the Advanced Orchestra is selective as advanced reading, musicianship and student responsibility are required. This group will perform in the Jones Winter and Spring Instrumental Music Concerts, the IHSA Organizational contest, and a Chamber Music recital. In addition, students will have an opportunity to try out for the ILEMA District Orchestra and participate in Solo and Ensemble Contest. Private lessons are strongly encouraged. Placement in the Advanced Orchestra is by audition and at the discretion of the Director. Fees: $40
Prerequisites: Audition with instructor
Each successive year requires successful completion of the previous year 1 credit

COLLABORATIVE PIANO
Honors Advanced Piano COURSE# 969101H, 969201H, 969301H, 969401H
Collaborative Piano is a course designed for students who have pre-existing advanced piano skills. Advanced pianists may take this course to gain accompanying skills that can be used in the real world. Students in this class will be assigned a curricular choir to accompany and will receive coaching from Ms. Colby on a regular basis. The student will work on a variety of warm-up patterns in all keys, logical progressions for leading vocalists through warm-ups, following a conductor, supporting a music rehearsal, accompanying a choir, accompanying a soloist, and reading open scores. Students will participate in a minimum of two to four concerts per semester. Placement in this class is by audition only. Fees: $40
Prerequisites: Prior private piano instruction, Audition with instructor 1 credit

Honors A.C.E.S Music (Acceptance, Caring, Empowerment.) COURSE# 955101H
Acceptance, Caring, Empowerment. Here at Jones we have a large population of diverse learners that need to become a greater part of our school community. A.C.E.s aim is to break down some of the barriers that exist by pairing up students with a "buddy" during a music class. The goal is to pair students together during class activities so they can work together throughout the year. If you want to be a buddy, you need to be outgoing, energetic, and willing to give to others. The class is about you encouraging your buddy to do their best by being the best model you can be, caring enough to get them involved and empowering them to be a part of the school community, not just being in the school. For all ACES class journaling about your experiences in the class and around the school with your buddy will be part of your experience.
This class is open to sophomores, juniors and seniors and can fulfill a Fine Arts required credit.
Prerequisites: A beginning level music class (band, choir, or orchestra) 1 credit

Drama I COURSE #973101H
Drama I is the entry level theatre course. Students analyze the multidisciplinary aspects of the entire theatrical experience through individual and group performances. The class examines how the voice and body are used in performance through public speaking, storytelling, pantomime and improvisation. Students also write short plays and sketches, explore theatrical literature and history, and attend productions at Jones and various professional theatres throughout the year. Elements of setting, staging, characterization, and acting techniques interface with the many literary, historical, mathematical, and scientific elements in theatre. Fees: $40
Prerequisites: None 1 credit
Honors Drama II       COURSE #973201H
In Drama II, students, working as an ensemble, train in voice, speech, movement, and acting
techniques, while surveying all aspects of theater and entertainment arts such as script analysis,
dramaturgy, directing, stagecraft, dance, and design. Modeled on national professional
performance training programs, students practice performance and design techniques with
classic and contemporary literature; research, interpret, analyze, create, and perform scenes with
interdisciplinary connections. Students identify theatre occupations and training at the collegiate
level, or explore undergraduate and career applications of theatre, entertainment, and media
skills. Fees: $40
Prerequisites: Drama I

Honors Theatre Production I       COURSE #982101H
Theatre Academy students receive real-world training as they work intensively as a part of a
production company, producing both scripted and original theatre pieces for the Department of
Theatre’s annual productions. Students survey all practical aspects of theatre and entertainment
arts such as performing, stage management, dramaturgy, directing, stagecraft, dance, design,
publicity, front of house responsibilities, and play and sketch writing as they work on the school
play and musical, Faculty Follies, student directed one-acts, Comedy Showcase and more. In
addition, students practice advanced performance techniques with classic and contemporary
literature; research, interpret, analyze, create, and perform scenes with interdisciplinary
connections. Students identify theatre occupations and training at the collegiate level, or explore
undergraduate and career applications of theatre, entertainment, and media industries.
Participation in one Production Company (Fall or Spring, comprising approximately 180 hours) is
required as the “lab” part of this course. Fees: $40
Prerequisites: Drama II + 20 hours of service on a production as an underclassman. 1 credit

Honors Theatre Production II       COURSE #982291H
Upper class Academy students assume leadership positions in our production company, learning
in a hands on, practical method as they direct, stage manage, produce, write, and perform at the
most advanced level, working on the school play and musical, Faculty Follies, student directed
one-acts, Comedy Showcase and more. In addition, students study advanced performance
techniques, while surveying all aspects of theater and entertainment arts such as dramaturgy,
directing, stage management, stagecraft, dance, design, publicity, front of house responsibilities,
and play and sketch writing. Students who plan to continue on in theatre occupations or college
training practice college auditions and interviews, and receive help with theatrical portfolios,
resumes, headshots and more. Participation in one Production Company (Fall or Spring,
comprising approximately 180 hours) is required as the “lab” part of this course. Fees: $40
Prerequisites: Theatre Production I 1 credit

Honors Dance Performance I       COURSE #901001H
This course introduces students with little or no prior dance experience to the process of
preparing, creating, performing and responding to dance works. Students will be introduced to
the four foundational Elements of Dance: the tools of the body, space, time and movement
quality. We will then investigate how those elements are applied across diverse dance styles,
developing technical and choreographic skills as well as analyzing and evaluating peer and
professional performances. Work will culminate with participation in the fall and spring dance
concerts. Dress code: Jones t-shirt or leotard and black pants/leggings. Fees: $40
Prerequisites: none for freshman and sophomores or PE I and PE II for juniors and seniors
1 credit
Honors Dance Performance II  
COURSE #901201H
This course continues the work begun in Dance I, pushing the technical and creative development of the dancer. Through a focus on classical dance techniques, this class emphasizes the development of dynamic alignment, connectivity and coordination, external expressivity and technical proficiency. In addition, dancers will work extensively on developing composition and analytical skills through participation in choreographic projects and guest artist residencies. This course culminates with performing in the fall and spring dance concerts. Dress code: Jones t-shirt or leotard and black pants/leggings. FEES: $40
Prerequisites: Dance I or Audition

Honors Dance Performance III  
COURSE #901301H
Dance III will challenge students to be both artists and leaders. With a focus on cultivating and communicating student’s artistic identity, each unit includes creative projects in which students will be challenged to create for their own bodies, or direct choreography to be performed by their peers. Dance III students will study Contemporary dance in addition to other dance styles. This course will include opportunities to create and present work in addition to participating in the two JCP Dance concerts. Dance III will help prepare students for college and careers in dance by touring undergraduate dance programs and attending college and professional dance events. Dress code: Jones t-shirt or leotard and black pants/leggings. Fees: $40
Prerequisites: Dance II or Audition

Honors Dance Performance IV  
COURSE #901401H
Dance IV will challenge students to be both artists and leaders. Students will engage in similar learning objectives to Dance III, but with an emphasis on performance and the creation of dance productions. They will be challenged via a variety of creative processes to choreograph for their own bodies as well as direct choreography to be performed by peers. With an emphasis on cultivating and communicating artistic identity, students in Dance IV will work with guest artists and mentors to choreograph, teach and analyze dances, as well as investigate college and career goals in dance and dance-related fields. Students are also expected to participate in additional performances and rehearsals outside of class time as established by the instructor. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate additional time outside of the classroom to their study of dance, additional rehearsals and performances as established by the instructor. Dress code: Jones t-shirt or leotard and black pants/leggings. Fees: $40
Prerequisites: Dance II or Audition

Dance Teaching Assistant
Advanced dance students interested in learning more about dance pedagogy are encouraged to sign up for this course. Dance Teaching Assistants will work with Dance I classes, helping to lead the class through warm up material, correct dancer’s technique and assist with demonstrating new movement vocabulary. Teaching Assistants will also have the opportunity to choreograph for the class in which they are assisting. Dress code: Jones t-shirt or leotard and black pants/leggings. Fee: $40
Prerequisites: Dance III and instructor approval
Science Department Progressions

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<td>Physics*</td>
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**Optional Electives**

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics
- Anatomy & Physiology
- Astronomy
- Environmental Science
- Forensic Science

* Students MUST earn a high school Biology or AP Biology credit in order to meet CPS graduation requirements. Starting with the class of 2022, students MUST earn high school Biology, Chemistry and Physics credits.

* If a student already has biology credit before coming to JCP they may take AP Biology, another AP science course, and/or an elective course.

AP (Advanced Placement) courses are designed to help students develop the knowledge and skills equivalent to a college course in their subjects. As such, the content, workload, and grade expectations of these courses will be more challenging than many other high school courses. Students who sign up for AP courses are expected to meet the demands of these courses with an increased work ethic and an attitude of continual self-improvement.
Honors Anatomy and Physiology

COURSE # 391101H

Students learn the basic concepts of anatomy and physiology through the study of anatomical language, tissue & organ levels of organization, homeostatic changes, structure & function and current topics in health and disease in relation to human organ systems. Students are encouraged to rely on information read from the textbook as well as the lecture notes to gain a college level understanding of anatomy and physiology. To build a deeper understanding of the material students will, apply newly learned terminology, dissect organ systems, prepare tissue slides, view and discuss documentaries, build models, write laboratory reports, create presentations and use computer simulations. This course will build skills in note-taking from a scientific text and lecture, collaboration, dissection practice, microscopy and application of factual knowledge to understand complex systems. Students should expect to spend 1-2 hours outside of class time on reading assignments and review worksheets. More time may be required during the weeks that include unit exams or dissection lab reports. Internet access is helpful outside of class. There is no summer assignment for this course.

Prerequisites: credits in Biology and Chemistry (or concurrent enrollment in Biology) 1 credit

Honors Astronomy

COURSE # 350101H

Astronomy reaches back to the beginning of science and human thought; all of our knowledge and understanding can be traced back to a single question, "What is this place?" Confined to our "pale blue dot," most of our understanding had to come simply by watching, and not interacting, unlike in the other scientific disciplines. The incomprehensible vastness of space, the splendor and wonder of things seemingly forever out of reach make astronomy a compelling and humbling discipline. The course follows two intertwining threads. The first thread is a historical study of how people, places and events shaped our journey for a greater understanding of the vast universe around us. The second thread will focus on specific astronomical concepts and how they shed a small light on the vast unknowns of the universe. The course formally covers topics in celestial observation, classical physics, telescope/spectroscopy, planetology, astrometrics, cosmology, and astrobiology. Learning for this course is done primarily in class through group work and guided lectures with review assigned for homework (~1hr/week outside of class). This course utilizes a textbook as a reference with minimal required reading between classes (~1hr/week). The course is designed for upperclassmen to prepare them for the transition to college. There is an emphasis on argumentative writing, writing to specific audiences, reading academic texts, understanding social emotional states in relation to work and academic expectations, and emotional coping/healing strategies. There are no required materials and no summer assignment for this course.

Prerequisites: credits in Physics, Chemistry and Biology (or concurrent enrollment in Biology) 1 credit
AP Biology and AP Biology Extended    COURSE #  372101A & 372201A
In this college-level introductory biology course, students analyze the rapidly changing science of biology by applying factual knowledge, analytical skills, and the scientific method. Students evaluate the field not only as a series of events that occur in living systems but also as a set of themes that provide a structure for all fields in the biological sciences. Students interact with biological concepts (such as evolution, ecology, cell structure, biochemistry, inheritance and molecular genetics) as they complete a series of laboratory and hands-on activities in preparation for the Advanced Placement examination. This course will meet for one class period each day. This course will build skills in note-taking, collaboration, data analysis and application of factual knowledge to complex problems. Lectures are a large part of this course, but new content will sometimes be presented through in-class activities, handouts, labs, reading assignments, peer teaching, independent note-taking, videos, or projects. Students can expect to spend 2-3 hours outside of class time on homework and studying in a typical week. However, some weeks have unit exams or lab write-ups that may require more time. There is no summer assignment for this course. **AP Biology and AP Biology Extended must be taken together.**
Prerequisites: credits in Chemistry and Biology (OR Chemistry and departmental approval)

2 credits

Honors Biology    COURSE #  332101H
Students identify central biological concepts (such as evolution, inheritance, ecology, and energy) in a comprehensive framework, assess scientific methods and processes, and use higher-order thinking skills to relate the study of biology to everyday life. Students use hands-on activities, lectures, modeling, computer simulations, and the Internet as part of their learning. Students integrate multicultural perspectives and contributions to science in order to place biological advances in a context and to further their exploration of science careers. There is usually 1-2 hours of homework per week. Home internet access is helpful but not required for success in this course.
Prerequisites: credits in Chemistry

1 credit

AP Chemistry and AP Chemistry Extended    COURSE #  374101A & 374201A
This course is equivalent to a full-year college introductory chemistry course in which students investigate atomic structure, chemical bonding, behavior of gases, chemical reactions, kinetics, chemical equilibrium, acid-base chemistry, thermodynamics, electrochemistry, and organic and nuclear chemistry. With a focus on deep, conceptual understanding of topics through the use of hands-on laboratory activities and computer/calculator simulations, students will be prepared for the Advanced Placement examination. This course will meet for one class period each day. The average workload for this course is approximately 30 to 45 minutes per day. No outside resources are required, although home internet access is helpful. There is no summer assignment for this course for students with prior chemistry credit. Students who earn departmental approval will be required to do a summer assignment and attend a “boot camp” prior to the start of the course. **AP Chemistry and AP Chemistry Extended must be taken together.**
Prerequisites: credit in Chemistry OR departmental approval

2 credits

Dual Credit Course
Honors Chemistry

Students analyze and apply concepts in matter and energy including chemical reactions, atomic structure, the periodic table, chemical bonding, stoichiometry, kinetics, equilibrium, acid-base chemistry, and electrochemistry. Students participate in hands-on activities and inquiry-based learning. Students will be assessed on their factual and conceptual knowledge of chemistry concepts as well as their development of laboratory and mathematical reasoning skills throughout the year. Students can expect about 1-2 hours of homework per week (20-30 min per class period). No outside resources are required, although home internet access is helpful.

Prerequisites: credits in Physics and Algebra (Math I)

AP Environmental Science

AP Environmental Science is equivalent to an introductory college course that delves into ecosystem level functioning of the natural world. We study the interaction between abiotic (non-living) and biotic (living) components of the world we live in. We then also study how a properly functioning ecosystem enables human survival, and how anthropogenic (human) influences can disrupt ecosystem function either by depleting natural resources or by adding pollution to the environment. Finally, we study how human societies can approach sustainability in our use of resources and interactions with the environment. Studying the causes, impacts, and long term trends associated with climate change is a major point of emphasis in this course. Laboratory activities include making and maintaining eco-columns (contained ecosystems), algae competition, and testing air quality among many others!

This course meets for one class period, every other day. In terms of materials, students need a dedicated binder or notebook for environmental science only. Students can expect 1 or 2 short homework assignments per week as well as several larger assignments such as lab reports and group presentations. There is no summer homework assignment for this course, but it’s strongly encouraged to make time during the summer to visit forest preserves or other wild places. Many observations and questions you might develop during these experiences will be addressed in the course!

Prerequisites: credits in Chemistry and Biology (or concurrent enrollment in Biology)

Honors Environmental Science

This course focuses on investigating the interrelationships of the natural world, analyzing natural and human-made environmental problems, and examining alternative solutions for resolving/preventing these problems. This is an activity-based, laboratory science course that will challenge students to evaluate the environmental, societal, and economic issues concerning the impact of developing science and technology on the environment. Examples of laboratory activities include mark and recapturing pill bugs, modeling glacial erosion using blocks of ice, a field trip (weather permitting) to a forest preserve to analyze the impacts of invasive species, and constructing your own ozone/particulate matter testing strips, among others. Students typically spend about an hour outside of class per week on homework. There is no summer assignment for this course. You will need internet access for this course.

Prerequisites: credits in Chemistry and Biology (or concurrent enrollment in Biology)
**Honors Forensics Science**  
**COURSE # 302101H**

In this course students will learn about the basic principles and uses of forensic science in the American system of justice. Forensic science is the study and application of science to the collection, examination, evaluation and interpretation of evidence. Students will use current science technology to help analyze various aspects of evidence. Students will also engage and learn how to create scientific lab reports based off activities done in class. This interdisciplinary course will review the basic applications of biological, physical, environmental, chemical, medical and behavioral sciences pertaining to evidence and the law. Assessments include traditional assessments, as well as lab practical assessments that may include a formal written lab report. Topics covered may include: DNA evidence and gel electrophoresis, chromatography, fingerprint and handwriting analysis. There is no summer assignment for this course.

**Prerequisites:** credits in Physics, Chemistry and Biology (or concurrent enrollment in Biology)

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**AP Physics C:**

**Mechanics and AP Physics C: Mechanics Extended**  
**COURSE # 373301A & 373401A**

AP Physics C: Mechanics is a calculus-based physics course that covers kinematics, dynamics, energy, momentum, rotation, gravitation and oscillation. This course is the first of a two-course sequence that is equivalent to the introductory physics sequence taken by science and engineering students at most colleges and universities. Students will exhibit their understanding of these topics by conducting laboratory and research projects, presenting their findings through oral, written, and multimedia products, and by successfully completing the Advanced Placement exam. This course will meet for one class period each day. There is no summer assignment for this course. AP Physics C: Mechanics and AP Physics C: Mechanics Extended must be taken together.

**Prerequisites:** credits in Physics, Chemistry, Biology (or concurrent enrollment in Biology) and concurrent enrollment (or credit) in an AP Calculus course (Honors Calculus does not qualify)

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**Honors Physics**  
**COURSE # 333101H**

Using a conceptually driven physics curriculum students will build the foundation of scientific literacy in content as well as methodology, developing models of the natural world and using these models to make predictions. First semester’s content will focus on mechanics with an emphasis on force and energy as those two concepts will serve as the foundation for understanding chemistry. Second semester’s content focuses on other physics topics such as circuits and optics. Students will also further develop mathematical skills such as interpreting graphs, reasoning proportionately and solving equations. Students can expect about 1 hr of homework per week (approximately 20 min per class period). No outside resources are required, although home internet access is helpful as all documents are posted to Google Drive.

**Prerequisites:** None
AP (Advanced Placement) courses are designed to help students develop the knowledge and skills equivalent to a college course in their subjects. As such, the content, workload, and grade expectations of these courses will be more challenging than many other high school courses. Students who sign up for AP courses are expected to meet the demands of these courses with an increased work ethic and an attitude of continual self-improvement.

All courses not listed as AP are honors level courses.
Social Science Course Descriptions

Honors World Studies  
COURSE # 231101H  
Students identify and analyze the issues facing the world in which we live today using historical and current events. Students compare and contrast the human cultures that inhabit our planet and analyze them from the point of view of the basic social sciences: Political Science, Economics, Geography, History, and Sociology. Students use knowledge and the basic assumptions and techniques of social analysis in a variety of authentic, creative projects and demonstrations. The following topics are covered throughout the course: Agricultural Revolution, Ancient Civilizations, Imperialism, Industrialization, Political Revolutions, the Politics of Religion and Belief, Globalization (Historical & Modern), and Motivations for War. Students also develop skills with reading academic texts and expository and argumentative writing and speaking. Students learn most of the new content in the classroom, and so the homework load is lighter than AP Human Geography. Students can expect to complete unfinished classwork, short essays, or creative projects at home.  
Prerequisites: None  
1 credit

AP Human Geography  
COURSE # 277101A  
Human geography is the study of our physical spaces’ influence on our decisions, economy, and culture- and vice versa. People are central to geography in that their activities help shape the earth’s surface largely through their interaction with the physical environment. It is in that milieu that humans either compete for control of space and resources or work out systems of social, economic, and political cooperation. The aim of this AP course is to provide the student with a learning experience equivalent to that obtained in most college introductory human geography courses. Therefore there is a heavy emphasis on students already having the skills of reading, notetaking, and critical thinking. The course is separated into seven units: 1. The Basics of Geography, 2. Population Demographics, 3. Cultural Patterns and Processes, 4. Political Organization of Space (Geopolitics), 5. Agricultural and Rural Land Use, 6. Industrialization and Development (Economic Geography), and 7. Cities and Urban Land use. As this is a college level course, students are expected to read a textbook section (usually half a chapter long) and complete an associated study guide at home, which takes about 60-90 minutes to complete for the typical Jones reader. This is assigned each period, except before quiz or exam days. As a result, students are expected to learn new content at home before reviewing with the class. Additionally, students should be constantly reviewing material as pop quizzes are frequent and every assessment is cumulative in order to prepare students for the AP test in May. Each unit also has one project that involves connecting class content to current events. Students are expected to complete this in a 2-3 week window while keeping up with the textbook readings and quizzes. A prior course or strong interest in U.S. History, World Studies and/or politics is recommended but not required.  
Prerequisites: Only offered to 9th grade students  
1 credit
Honors U.S. History  COURSE #  236101H
Students analyze and evaluate issues in United States history ranging from the formation of the nation to the present day. Students analyze core documents, events, and beliefs that shaped America’s unique structure of government and consider the constitutional rights and obligations of citizens. Students think and write critically on nationalism, sectionalism, unity, diversity, the role of government and business in economic development, and the role of the United States as a member of the world community. A few topics of focus are the writing of the Constitution, how the country put itself back together after Civil War, and the state of police brutality in light of former Chicago Police Commander, Jon Burge. The workload for this course varies by the week, but on average students can expect a homework time commitment of 2-3 hours per week of reading and writing. This course is different than AP US History in that it provides a slightly more scaffolded approach to learning, using more differentiated techniques, such as projects, simulations, debates, and public speaking. Long texts such as books or chapters from books, as well as short texts like individual primary source accounts will be read. Students will be assigned informal and formal essays and complete a research paper. All students must take either AP US History or Honors US History.

Students in this course are not eligible to take AP United States History
Prerequisites: World Studies or AP Human Geography  1 credit

AP U.S. History  COURSE #  276101A
This course is the equivalent of a two-semester introductory college or university U.S. History course. AP students investigate significant events, individuals, developments, and processes in nine historical periods from 1491 to 2009. Students develop the same skills, practices, and methods used by university or college level history students. Daily work consists of regular engagement and analysis of primary and secondary source historical material. On average, students can expect about six and a half hours a week of homework. Students are also expected to complete a summer reading assignment before arriving to class in September. The summer assignment is a 200-page book by a noted popular historian, Joseph Ellis. Students will be expected to integrate the summer assignment into course materials in the first three units. Students are assessed on a standards-based grading scale. Therefore, students will likely see lower grades in the first semester of the year. In May, students will be required to sit for the College Board exam. If they pass said exam, they will be eligible to receive credit at many colleges and universities.

Students in this course are not eligible to take Honors United States History
Prerequisites: World Studies or AP Human Geography  1 credit
Honors Civics

COURSE # 213101H / 213102H

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, and is unique in that it gives students insight into the implementation of democracy and government at the local and state levels as well. 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. 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. There is no summer assignment to be completed for Civics. Honors courses are weighted.

Offered to 11th graders only or 9th and 10th graders who have met the prerequisite
Prerequisites: World Studies or AP Human Geography and US History or AP US History

1 credit

AP U.S. Government and Politics

COURSE #272201A

Equivalent to a college-level course, students analyze perspectives on government and politics in the United States in preparation for the updated and redesigned Advanced Placement examination in United States Government and Politics, effective 2019. The course lays heavy emphasis on the intricate details of 15 landmark U.S. Supreme Court cases and 9 foundational documents over the course of 7 units that include: 1: The Constitution and Federalism; 2: Civil Liberties, Civil Rights, and The Judicial Branch; 3: The Legislative Branch; 4: The Executive Branch; 5: American Public Opinion and its Policy Implications; 6: Political Parties, Campaigns & Elections; 7: Linkage Institutions (The Media and Interest Groups). A great deal of reading and note taking is required in this very writing-intensive course. Deep analysis of Supreme Court decisions and applying holdings to current cases is common, argumentative writing is regular, and other regular writing assignments are to be expected. Students must complete summer assignments in preparation for this AP class.

Offered to 11th graders only or 9th or 10th graders who have met the prerequisite
Prerequisites: World Studies or AP Human Geography and US History or AP US History

1 credit
Social Science Electives:

**AP European History**

Students in this college-level course analyze the development of the ideas, personalities, civilization, and institutions of the nations of Europe from the Renaissance to the present. Using the tools of the social sciences, including primary source documents, written and oral records, geography, social anthropology, and technology, students use historical evidence to answer document-based questions on the interdependence and interrelatedness of the European community economically, politically, and culturally. Students take the Advanced Placement examination for possible college credit in May.

**Prerequisites:** World Studies or AP Human Geography and US History or AP US History and Honors Civics or AP US Government 

**AP Macroeconomics**

Economics is about how we make decisions to make ourselves better off. Macroeconomics focuses specifically on decision making at the national and international levels. This AP Macroeconomics course will look at what countries do to make themselves best off (or in some cases, not best off). This AP course deals with business and politics, explains the significance of statistics like GDP, employment, inflation, and interest rates, using them to make sense of the world around us. If you have ever talked with someone about: jobs in the US going to China or Mexico, how expensive everything (including college tuition) is getting, or wondered how what the government of a country actually does to impact the way you live, then AP Macroeconomics is for you! Students can expect to complete a summer assignment prior to the start of the school year (check google classroom for specifics), and roughly 1-2 hours of reading per week, plus time spent practicing the concepts or working on projects as they are assigned. Macroeconomics at this level is largely about pattern recognition and cause-effect relationships that are revealed through data. This means that students will be using and creating graphic representations of data sets, as well as writing about data-informed conclusions.

**Prerequisites:** World Studies or AP Human Geography and US History or AP US History and Honors Civics or AP US Government 

**AP Psychology**

In this college-level psychology course (equivalent to Psychology 100), students will prepare rigorously for the A.P. Psychology exam. In this class students will analyze the scientific study of human behavior and mental processes. Topics will include the following: history of psychology as a science, prominent psychologists and their theories, motivation and emotion, memory, states of consciousness, research methods, learning principles and applications, human development from infancy through old age, theories of personality development, and psychological disorders. Students should expect reading assignments of about 1 hour for each class period. There are two major projects each semester. The skills which will be most valuable in this course are note-taking and applying concepts to real life scenarios. Students will be challenged to question group behavior and motivation for why people do the things they do. All students in this class will be expected to take the A.P. exam. There is a summer assignment for this class.

**Prerequisites:** World Studies or AP Human Geography and US History or AP US History and Honors Civics or AP US Government
Honors African American History COURSE # 190101H
This course is a thematic survey of African American History. The study of African American History allows students to better understand the people, ideas, and forces that have shaped and impacted this country by considering the experiences of African Americans in it. As a class, we will examine the role that racial identity has played in American History in order to help us better understand both the incredible accomplishments and the devastating struggles of African Americans. Through inquiry, students will study (and make relevant to their lives) the leaders, organizations and events that are significant to African American history, politics, economics, culture and social structures over time. The course is divided into thematic units that are introduced by several essential questions that students will grapple with during each unit. Students will formulate and defend original interpretations of these major historical problems. The content studied within each unit is structured chronologically. In addition to classwork/homework and readings from the textbook, supplementary reading assignments will be required.
Prerequisites: World Studies or AP Human Geography and US History or AP US History and Honors Civics or AP US Government 1 credit

Honors Criminal Psychology (Honors Pre-Law III) COURSE # 748331H
This course explores the areas of criminology and the American criminal justice system. Students will become familiar with the major biological, psychological, and social theories of the causes of crime; fundamental techniques of investigative procedures and evidence analysis; trends in crime rates and crime prevention strategies in the United States and in Chicago communities; the treatment of juveniles by the criminal justice system; and the ways in which mental health issues are addressed by the criminal justice system. Interested students may take this course as a dual credit with Loyola University Chicago. Space in this class is limited to the seats that are left available after the Law program students have filled them.
Prerequisites: World Studies or AP Human Geography and US History or AP US History and Honors Civics or AP US Government. May be taken junior year only if Honors Civics or AP US Government is also being taken their junior year or has previously been fulfilled.
Dual Credit Course (subject to change) 1 credit
Honors Gender and Sexuality in History  
(Course Code: 247101H)  
In this course, students examine what has, and has not, changed for American women by analyzing the ideas and experiences of women in the United States as well as the historical emergence and construction of lesbian, gay, bisexual, and transgender identities. Students will consider the social, political, cultural, and economic histories of women and LGBT communities in the United States, paying attention to how these groups played active roles in shaping American history and society. From a variety of angles, students investigate connections between historical and contemporary cultural expressions, discourse, and institutional practices relating to gender and sexual identities, specifically including their intersection with race, class, nation, and other forms of social difference and power. Students apply critical thinking skills in class discussions, projects and writing concerning continuities and changes in the meaning and implications of gender and sexual diversity over time and across social contexts. A few topics include queer identity in the Harlem Renaissance, sexual politics during the Depression, and the gender nonconformists of the Frontier West. A range of texts such as essays, articles, film, songs, and fictional literature are examined to reflect on how these identities have been formed, framed, politicized and theorized over the course of United States history, cultivating the analytical tools provided by queer and gender studies.  
Prerequisites: World Studies or AP Human Geography and US History or AP US History and Honors Civics or AP US Government  
1 credit

Honors Journalism I  
(Course Code: 159101H)  
Throughout modern history, people have depended on the mass media to spread the word about events and people of interest to the general public. Journalism I introduces students to the exciting world of print, online and broadcast media. In this writing intensive class, students will explore all basic areas of journalistic writing including news, feature, and opinion formats as a writer for the Blueprint newspaper staff. Law, ethics and the history of journalism with complement the major units of study: reporting, writing, editing, photography, advertising, design, management and teamwork. The course may provide students insights in college and career choices. Out-of-class time is expected conducting interviews and covering Jones events. With Jones’ mission statement in mind, students are to strive for excellence in all endeavors of this class. In keeping with the Jones’ Grad at Grad values, this course will emphasize developing personal moral and ethical integrity, compassionate and honest reporting, and developing enthusiastic student reporters able to think “outside the box.”  
**This course does NOT meet English graduation requirements**  
Only students who have applied and been accepted are able to enroll in this course.  
Prerequisites: English I  
1 credit

Honors Journalism II  
(Course Code: 159201H)  
Advanced Journalism is designed to provide advanced training for students in the techniques of editing and producing the Blueprint newspaper and news website. Emphasis is placed on the carry-over and advancement of the basic skills introduced in Journalism I. At this level, students contribute solely to the production of the school’s newspaper and its website, through writing, editing, page layout, advertising, photo and video.  
**This course does NOT meet English graduation requirements**  
Only students who have applied and been accepted are able to enroll in this course  
Prerequisites: Completion of Journalism I  
1 credit
Honors Journalism III  
COURSE #159301H
Advanced Journalism is designed to provide advanced training for students in the techniques of editing and producing the *Blueprint* newspaper and news website. Emphasis is placed on the carry-over and advancement of the basic skills introduced in Journalism I. At this level, students fulfill a leadership role, contribute solely to the production of the school’s newspaper and its website, through writing, editing, page layout, advertising, photo and video.

**This course does NOT meet English graduation requirements**

Only students who have applied and been accepted are able to enroll in this course

Prerequisites: Completion of Journalism I and Journalism II

1 credit

Honors Middle Eastern Studies  
COURSE # 243201H
This course is a survey of the Middle East, its people, geography, cultures and history. Primary emphasis will be upon the Islamic period (seventh century to the present) and upon the interrelated development of religious beliefs, political and social ideologies, and cultural practices and contemporary issues. This course will be a true “Studies” course – examining the Middle East through the interdisciplinary lenses of Geography, Religious & Cultural Studies, Political and Contemporary Studies. A Historical analysis will be interwoven throughout each of these fields of study. Among the topics covered are: Islamic Art & Music (Sufi); Gender Experiences & Identities; Contemporary Art & Music; The Arabic Language; The Arab/Israeli Conflict & The Politics of Oil & Water. Time is usually given in class to complete assignments, so there is very little homework assigned to complete outside of class. There is no summer assignment for this course.

Prerequisites: World Studies or AP Human Geography and US History or AP US History and Honors Civics or AP US Government

1 credit
**World Language Course Progression**

![Course Progression Diagram]

Placement exams will be given for any student with prior language experience. It is the student's responsibility to find out the dates and times of the placement exams and be in attendance.

**World Language Department Policy**

1. All students with prior language experience who intend to begin, advance or change their World Language courses will be responsible for taking a placement test during the previous school year in order to determine their level of competence in the language. Placement testing will happen during the Second Semester in Academic Lab. Location and dates will be communicated to students by the World Language and the counseling department.

2. Students who do not take the placement exam and have prior knowledge of the language will be placed in the first level of the language. (In rare cases, the student may be tested the first day of school, but at that time there is no guarantee that the school will be able to accommodate a schedule change.)

3. It is strongly recommended that all first year language students not be placed above the third level of a language.

4. It is strongly recommended that students not switch languages before they have completed their two-year graduation requirement. If they would like to learn another language, they may enroll in the other language concurrently.

5. Students will not be permitted to switch levels or languages based on teacher preference.

6. If a student fails a semester of a language, it is strongly recommended that they make up that semester in summer school or night school prior to moving on to the next level.
7. It is strongly recommended that students not be placed into an AP World Language Course without taking at least one year of language at Jones.

8. Students may be enrolled in multiple AP courses within the World Language Department; however, it is strongly recommended that AP Spanish students take AP Spanish Language the year before they take AP Spanish Literature when possible.

9. All discussion of placement and level changes should begin with the language teacher. No level changes or drops will be made without the permission of the student’s teacher and the World Language Department Chair.

10. It is strongly recommended that students take language courses consecutively (and avoid taking a year break between enrollment).
World Language Course Descriptions

Honors French I COURSE# 552101H
Students learn to communicate in a basic conversation as well as present ideas about themselves, their family, friends, school, food, home, and city. They also interpret French sources both written and oral. Students express themselves and describe others through basic vocabulary, pronunciation and grammar skills while exploring short reading and writing exercises that are centered on French speaking people and countries. Students are introduced to a variety of Francophone cultures and traditions from countries around the world. Instruction is in French and regular participation in French is required.
Prerequisites: None 1 credit

Honors French II COURSE# 552201H
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 reading and writing practice related to the three areas of communication, presentation, and interpretation. In level two students work more intensively in the past tense with themes related to holidays, clothing, travel, food, health and housing in various Francophone countries. Instruction is in French and regular participation in French is required.
Prerequisites: French I 1 credit

Honors French III COURSE# 552301H
Students continue the expansion of the second year of study, including conversation, vocabulary, grammar and cultural awareness through the study of various aspects of geographical and regional characteristics. Students read short narratives, newspapers and other sources of information as an introduction to French literature. Instruction is in French and regular participation in French is required.
Prerequisites: Average of C or better in French II 1 credit
Dual Credit course depending on teacher (subject to change)

Honors French IV COURSE# 552401H
Students intensify their conversational skills through discussion and activities, as well as through creative writing and projects related to literature. Students use language skills to explore the politics, history, geography, traditions, art and music of French speaking people. Instruction is in French and regular participation in French is required.
Prerequisites: Average of C or better in French III 1 credit
Dual Credit course depending on teacher (subject to change)
AP French Language and Culture  COURSE # 572101A  
Students who have satisfactorily completed the preparatory course sequence of the French program may enroll in this college level course conducted exclusively in French. AP French Language students demonstrate accurate and fluent mastery of basic language acquisition skills with intensive focus on reading literature, writing compositions and fluent, conversational speaking. Students prepare for the Advanced Placement Examination in French. Instruction is in French and regular participation in French is required.  
Recommended prerequisites: Level III and/or IV, teacher recommendation, must be a junior or senior.  
Prerequisite: Level III and/or IV 1 credit

Honors Mandarin Chinese I  COURSE # 540101H  
Chinese I will start with the initials, compound initials and finals of the Chinese Pinyin system. It will then focus on the sound combinations and the four tones. Chinese characters, words, and phrases will be taught almost simultaneously with the sounds. Course work will center on phonetic practices, vocabulary and dialogues in various content areas such as greetings, family, hobbies, time and dates, visits and appointments, school and learning Chinese. Bell ringers, exercises and daily homework will create situations for the students to use the words and structures they are learning. Attention will also be directed to the students’ speaking ability through presenting dialogues and role-playing on their part.  
Prerequisites: None 1 credit

Honors Mandarin Chinese II  COURSE # 540201H  
Chinese II is the continuation of Chinese I. Practice to enhance students’ ability in identifying sound combinations and in mastering the four tones will still be an important part of Chinese II. Coursework will center around vocabulary and dialogues in different content areas such as shopping, weather, dining, transportation, location, directions, entertainments, etc. Bell ringers, worksheets and daily homework will create language situations for students to use the words and structures that they are learning.  
Prerequisites: Chinese I 1 credit

Honors Mandarin Chinese III  COURSE # 540301H  
Chinese III can be considered an intermediate language course. The lessons are still arranged around vocabulary, dialogues, grammar and pattern drills. However, Chinese III expects students to demonstrate greater ability in recognizing Chinese characters, as the Pinyin versions of the dialogues are no longer provided to assist reading. In Chinese III, students will encounter more advanced sentence structures and usages. Efforts will be made to enhance their ability to use what they have learned in communication. Homework will include more cognitive exercises such as composing sentences, dialogues and writing letters.  
Prerequisites: C average or better in Chinese II 1 credit
Honors Mandarin Chinese IV  
COURSE # 540401H
Chinese IV is an advanced Mandarin Chinese language course. Vocabulary will be learned in the contexts of sports, travel, public services, etc. Students will learn advanced sentence structures and usages, and accordingly the course will push for greater abilities on the part of the students in writing and speaking. Paragraph and passage writing will be expected of the students instead of sentence writing, though there will still be a certain amount of the latter. Conversational Chinese practice will become a routine part of class activities in Chinese IV, and the course aims at increasing students’ abilities not only in constructing Chinese sentences, but also in delivering these sentences with ease and fluency. Students are encouraged to do research on Chinese history and culture for their course projects.
Prerequisites: C average in Chinese III  
1 credit

Honors AP Mandarin Chinese Language and Culture  
COURSE # 579401A
AP Chinese is the most advanced Chinese language course we offer. The course will emphasize the mastery of Mandarin Chinese in reading, speaking, listening and writing (in Chinese characters), so classes will be mostly student-centered and assignments will be speaking, reading and writing intensive. The course will step up listening comprehension practices and some real world Chinese materials will be used for reading and listening training. Real world topics and situations will be given to students for note, letter, and message writing and oral production in the forms of description, narration and speeches. Class sessions will also be devoted to readings and lectures on Chinese culture. To prepare students for the AP Chinese Test, the course will align its exercises with the test format and content and will also train students in test taking skills.
Prerequisites: Chinese III and/or IV  
1 credit

Honors Spanish I  
COURSE # 558101H
Spanish I presents the Spanish language and the cultures of the Spanish speaking countries. Effective communication and confidence using the language are emphasized. The course objectives are for students to be able to converse utilizing the present and future tenses, to possess a broad basic vocabulary, and to interact with some fundamental components of the Hispanic culture. Students speak Spanish in every class, take regular written and oral examinations, develop projects on local and international Spanish-speaking communities, and put on short presentations. Instruction is in Spanish and regular participation in Spanish is required. There is a website associated with this course, so access to the internet is preferred.
Prerequisites: None  
1 credit

Honors Spanish II  
COURSE # 558201H
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 interaction with the culture of Spanish speaking countries. Instruction is in Spanish and regular participation in Spanish is required. There is a website associated with this course, so access to the internet is preferred.
Prerequisites: Spanish I or placement exam equivalent  
1 credit
Honors Spanish III  
COURSE # 558301H  
Students continue the expansion of the second year of study, including skills in conversation, vocabulary, grammar, and cultural awareness through the study of geographical and regional characteristics. Students read short narratives as an introduction to Spanish literature. Instruction is in Spanish and regular participation in Spanish is required. There is a website associated with this course, so access to the internet is preferred.  
Prerequisites: Average of C or better in Spanish II or placement exam equivalent  
1 credit  
Dual Credit course depending on the teacher (subject to change)

Honors Spanish IV  
COURSE # 558401H  
Students intensify their conversational skills, participate in activities and discussions, and complete creative writing and projects. Students use language skills to explore the politics, history, geography, art, and music through Spanish literature. Instruction is in Spanish and regular participation in Spanish is required. There is a website associated with this course, so Internet access is preferred.  
Prerequisites: Average of C or better in Spanish III or placement exam equivalent  
1 credit  
Dual Credit course depending on the teacher (subject to change)

Honors Spanish for Heritage Speakers II (The course is conducted in Spanish only.)  
COURSE # 540301H  
Spanish for Heritage Speakers III is an extensive review of grammar and spelling. Students improve their reading skills through extensive reading of Hispanic literature, legends of Latin America, Spanish classic literature, and newspaper and magazine articles on current events. Compositions and group discussions of literary styles and writers’ uses of words will further enhance students’ communication skills. Students identify causes and effects of the conquest of the Americas by examining pre-Columbian civilizations such as the Mayas, Aztec, Incas, and Tainos. Students will recognize the influence of historical events on the Hispanic culture and examine the influence of other languages on the Spanish language. Students will further examine regional dialects of Spain and Latin America and will develop a sense of pride for their Hispanic heritage and the Spanish language. At the end of the course the students will be ready to take Spanish for Heritage Speakers IV.  
Prerequisites: Placement Test  
1 credit
Honors Spanish for Heritage Speakers III
(The course is conducted in Spanish only.)
Spanish for Heritage Speakers IV is designed to further develop and challenge students’ skills in speaking, reading and writing. Students expand their bilingual range through reading literary selections from Spain and Latin America. Students will further develop the ability to describe and narrate short stories and novels with acquired thematic vocabulary and in depth literary analysis. Written narratives, compositions and essays as well as group discussions of literary styles and authors’ points of view will further enhance students’ communicative skills. Students will identify cultural elements found in short stories, novels, fables, myths, and legends of Spain and Latin America, and will compare and contrast the unique culture of each Spanish speaking country. Students will continue to develop a sense of pride for their Hispanic heritage and the Spanish language. By the end of the course the students will be ready to take AP Spanish Language and the following year AP Spanish Literature and Culture so they can complete 4 years of the same language which will benefit their college acceptance.

Prerequisites: Spanish for Heritage Speakers III or placement exam equivalent
1 credit

AP Spanish Language and Culture
AP Spanish Language, emphasizing the use of language for active communication, has the following objectives: The development of vocabulary sufficiently ample for reading literary text and all forms of technical writing without the use of a dictionary; and the ability to express oneself coherently, resourcefully and with reasonable fluency and accuracy in both written and spoken Spanish; in addition, being able to comprehend the spoken language in an academic setting. The course seeks to develop language skills (listening, speaking, reading and writing) that can be used in a variety of activities and disciplines. Extensive training in the organization and writing of compositions is emphasized.

Prerequisites: Levels III and/or IV, Current Jones students must take a diagnostic exam to best counsel them on their choice of AP Spanish Language. A passing score on the exam is not a prerequisite for this course.
1 credit

AP Spanish Literature and Culture
Students analyze and evaluate the literature of Spain and Spanish-America with emphasis placed on major writers, themes, and literary movements from the medieval periods to the 20th century. Extensive training in the organization and writing of analytical essays is emphasized. Students take tests and do project based assessments and presentations based on the literature studied. It is suggested by the World Language Department that this course be taken after AP Spanish Language.

Prerequisites: Levels III and/or IV and/or Advanced Placement Spanish Language, Current Jones students must take a diagnostic exam to best counsel them on their choice of AP Spanish Literature. A passing score on the exam is not a prerequisite for this course.

1 credit
Honors German I (Online course)  

A study of the German language. This course is offered as an online course through Illinois Virtual School (IVS). Currently students receive a scholarship for this course through the Goethe-Institute and their relationship with IVS. The scholarship may not always exist, which then cost of the course would then become the responsibility of the student. This course is one of the student’s 7 courses and will meet in the Library during the assigned class period. Students should be comfortable with a virtual learning platform and able to self-start and advocate for themselves when necessary. This course follows the schedule of IVS. The Fall semester will start on September 9, 2019 and end on January 3, 2020. The Spring semester will begin on February 10, 2020 and end on June 12, 2020. Students receive credit towards their World Language requirement and an Honors level letter grade that is incorporated into their GPA.

Prerequisites: None  

Materials: Headphones with microphone capabilities  

1 credit
Visual Arts Course Descriptions

- **ART I**
  - Intro 2D/Drawing

- **SCULPTURE I**
  - Intro 3D

- **DIGITAL I**
  - Intro New Media

- **MIXED MEDIA**
  - Advanced 2D/Drawing

- **SCULPTURE II**
  - Advanced Sculpture

- **DIGITAL II**
  - Video & Animation

- **AP ART**
  - Advanced Portfolio

- **DIGITAL III**
  - Content Creation

- **DIGITAL IV**
  - Independent Study
INTRODUCTORY COURSES

HONORS DIGITAL IMAGING 1: COURSE #919101H
Photographic images are seductive because of their perceived ability to be truthful, but photography has been manipulated since its inception. Digital Imaging 1 introduces students to understanding and applying basic digital SLR camera functions, and learning the basics of various Adobe suite programs to enhance their creative ideas. Primarily the class focuses on photo/pixel manipulation using Photoshop. Students explore various techniques and conceptual themes by creating projects based in photography, simple animation, video and 3D modelling. All materials except for an inexpensive SD card are provided in class, so attendance and active participation in class is essential to getting your projects completed to a level you will be proud of. This class serves as a prerequisite for Digital Imaging II.

Prerequisites: None

1 credit

HONORS ART 1: COURSE #915101H
Art 1 is not just about making pretty pictures, but rather learning to think like an artist. Students of all abilities are welcome to take this introductory course, where you will explore a wide variety of techniques, art mediums, contemporary social issues and artists. Art 1 not only focus on traditional ideas and techniques of the art world, but also a broader view of our shared visual culture, encompassing not only the visual but also the conceptual, social and political domains in which students engage on a daily basis. Through both creating their own work, and analyzing the work of others, students will make new connections to broaden their understanding of the world. Because the majority of the work is done in class, where you have access to art materials, attendance and active participation are essential to your success in Art 1. This class is a prerequisite for Mixed Media.

Prerequisites: None

1 credit

HONORS STUDIO SCULPTURE I COURSE #904101H
Ceramics and Sculptural Practices: Sculpture I is an introductory level visual arts class that explores three-dimensional forms with an emphasis on traditional and contemporary practices of clay. Students will engage with the history of sculpture as well as a diverse range of contemporary artists through materials, techniques, processes, concepts, and critiques. Creative and critical thinking skills will be developed through the conceptualization, design, and construction of sculptural forms. The course structure begins with establishing a foundation of ceramic skills like handbuilding, glazing, and firing as well as proficiency in visual arts language, regardless of prior knowledge or experience. The accumulation of sculptural skills will lead to more independently-guided experimentation with unconventional materials that successfully represent the individual’s artistic vision.

Prerequisites: None

1 credit
ADVANCED VISUAL ART COURSES

A.C.E.S (Acceptance, Caring, Empowerment.)  COURSE #918201H

Acceptance, Caring, Empowerment. Here at Jones we have a large population of diverse learns that need to become a greater part of our school community. A.C.E.s aim is to break down some of the barriers that exist by pairing up students with a “buddy” during an art class. The goal is to pair students together during class activities so they can work together throughout the year. Projects and activities will be modified to bring everyone in the class together. If you want to be a buddy, you need to be outgoing, energetic, and willing to give to others. The class is about you encouraging your buddy to do their best by being the best model you can be, caring enough to get them involved and empowering them to be a part of the school community, not just being in the school. Additionally, you need to be prepared to have your life impacted through the friendship and bond that you will build with your buddy. If you want to make a difference in your life and the life of another, this is the class for you. Each ACEs class will consist of approximately 20 general education students and 20 special needs students. The classes will be in an art room. For all ACES class journaling about your experiences in the class and around the school with your buddy will be part of your.

Prerequisites: An introductory art class or approval by the Department staff
This is an honors class open to sophomores, juniors and seniors and can fulfill a Fine Arts required credit.  1 credit

DIGITAL IMAGING II:  COURSE #919201H

Video and Animation: Make weird videos and share them with your friends and family. Students build on skills learned in Digital I like layers, photoshop, filters, effects, and make those things come to life with AfterEffects! Learn advanced animation, green screen, motion tracking, special effects, explosions, and 3d camera. All you need for this class is a 32 GB class 10 SD card to save your footage and editing files.

Prerequisites: Digital Imaging I (Students must pass Digital Imaging I or pass a placement exam from Mr. Myers before course selection)  1 credit
**Digital Imaging III & IV**

**Both classes meet in the same room at the same time. Students can choose which curriculum they want to pursue at the beginning of each semester**

**Digital III Content Creator/Youtuber:** Students in this class are required to create content every week. They can make video game play-throughs, vlogs, product reviews, short sketch comedies, animations, etc. Students can also collaborate with other Digital III and IV students and work on their skills as a cinematographer, actor, writer, editor, sound engineer, or lighting specialist.

**Digital IV Digital Cinema:**

Students in this class will master advanced skills in cinematic video production including animation, cinematography and editing. Before the year is over, each student is encouraged to submit at least one video they produced to a high school film festival. Additionally, students will create a professional video reel that they can use to apply for internships, summer jobs and film schools.

**Prerequisites:** Students must complete Digital Imaging II (they can choose to skip Digital III curriculum) 1 credit

**HONORS MIXED MEDIA:**

This class is for **advanced art students** who have a specific interest in contemporary art making and practices and who have mastered the skills in the introductory Drawing, Painting & Sculpture class. Students in Honors Mixed Media are expected to be extremely motivated and have a rigorous work ethic in order to prepare them for AP Studio Art or post-secondary education in the arts. Honors Mixed Media provides students an opportunity in art to build upon prior knowledge and further develop art making techniques. Various contemporary and traditional methods are explored in order for students to learn how to manipulate and combine different mediums. Mediums used range from traditional materials to unconventional arts materials the artist chooses to investigate in order to communicate their ideas. Students will investigate themes, study artists and learn to visually convey their ideas through the choice of materials, processes and techniques. This course demands a lot from its students, as creative critical thinkers and developing artists. **Mastery of basic drawing techniques is expected and required.**

**Prerequisites:** Successful completion of Art 1 with a B or better.

Digital Imaging I does not qualify as an Art I class 1 credit

**HONORS STUDIO SCULPTURE II:**

**Advanced Spatial and Material Studies:** Sculpture II is an advanced visual arts course for students who have successfully completed Sculpture I and wish to further engage with contemporary practices of sculpture. Students will be challenged in a range of sculptural materials and methods including clay, paper, wire, carving, moldmaking and casting, found objects, site-specific installation, etc. The emphasis of the course is the development of personal artistic vision that culminate with a conceptually unified body of work.

**PREREQUISITES:** Successful completion (B or higher) of Sculpture I, or Instructor Approval. 1 credit
ADVANCED PLACEMENT COURSES

AP (Advanced Placement) courses are designed to help students develop the knowledge and skills equivalent to a college course in their subjects. As such, the content, workload, and grade expectations of these courses will be more challenging than many other high school courses. Students who sign up for AP courses are expected to meet the demands of these courses with an increased work ethic and an attitude of continual self-improvement.

AP STUDIO ART (DRAWING PORTFOLIO)

AP Studio Art is an advanced visual arts course for independently motivated students synthesizing materials, techniques, processes, concepts, and critiques to develop the skills of a lifelong maker and produce an exemplary portfolio of artwork. Students in AP Drawing will submit a portfolio of 24 digital images that demonstrate a range of approaches (Breadth) as well as a sustained investigation of a theme (Concentration), exploring drawing issues including line quality, rendering of form, composition, surface manipulation, and mark-making through drawing, painting, and mixed media. AP Art students are expected to spend a significant amount of time outside of class for written assignments, conceptual research, media exploration, technical development, and the successful execution of individually-directed artworks. The rigor of the class is aligned with the AP Studio Art course guidelines as specified by the College Board, as well as to prepare students for college applications, scholarship opportunities, and personal artistic goals.

Prerequisites: Successful completion (B or better) of at least 2 visual arts classes and a Mandatory Portfolio Review. It is strongly encouraged for AP Drawing students to have completed or concurrently take Mixed Media.

1 credit

AP STUDIO ART (2D DESIGN PORTFOLIO)

AP Studio Art is an advanced visual arts course for independently motivated students synthesizing materials, techniques, processes, concepts, and critiques to develop the skills of a lifelong maker and produce an exemplary portfolio of artwork. Students in AP 2D Design will submit a portfolio of 24 digital images that demonstrate a range of approaches (Breadth) as well as a sustained investigation of a theme (Concentration), exploring two-dimensional media of their choice: graphic design, digital imaging, photography, printmaking, collage, fashion design, fashion illustration, textiles, drawing, and painting. AP Art students are expected to spend a significant amount of time outside of class for written assignments, conceptual research, media exploration, technical development, and the successful execution of individually-directed artworks. The rigor of the class is aligned with the AP Studio Art course guidelines as specified by the College Board, as well as to prepare students for college applications, scholarship opportunities, and personal artistic goals.

Prerequisites: Successful completion (B or better) of at least 2 visual arts classes and a Mandatory Portfolio Review. It is strongly encouraged for AP 2D Design students to have completed or concurrently take Mixed Media or Digital Imaging II.

1 credit
AP STUDIO ART (3D DESIGN PORTFOLIO)

AP Studio Art is an advanced visual arts course for independently motivated students synthesizing materials, techniques, processes, concepts, and critiques to develop the skills of a lifelong maker and produce an exemplary portfolio of artwork. Students in AP 3D Design will submit a portfolio of 28 digital images that demonstrate a range of approaches (Breadth) as well as a sustained investigation of a theme (Concentration), exploring three-dimensional media of their choice: sculpture, assemblage, installation, ceramics, glass work, architectural models, fibers, etc. AP Art students are expected to spend a significant amount of time outside of class for written assignments, conceptual research, media exploration, technical development, and the successful execution of individually-directed artworks. The rigor of the class is aligned with the AP Studio Art course guidelines as specified by the College Board, as well as to prepare students for college applications, scholarship opportunities, and personal artistic goals.

Prerequisites: Successful completion (B or better) of at least 2 visual arts classes and a Mandatory Portfolio Review. It is strongly encouraged for AP 3D Design students to have completed or concurrently take Sculpture II.

1 credit
Seminar Programs

Honors or AP CPS Special Programs
Gallery 37, the Field Museum, the Shedd Aquarium, the Art Institute of Chicago, the Beverly Arts Center, and the Police and Fire Academy offer special credit bearing classes for CPS students. Each of these programs has its own application process and requirements. Students who make this request will take on the responsibility of researching, registering for, and completing all requirements of these special program choices. CPS Special Programs schedules and applications are usually released after course requests are made. Therefore, students should know that a suitable program and schedule may not be possible in the end, at which time a viable scheduling alternative will be pursued. Please see the Outside Course Policy and Program Information for important details about CPS Special Programs.

Because academic success is of the utmost importance, continued participation in early release programs, like Gallery 37, college bridge or dual enrollment is contingent upon successful completion of all first semester academic courses. Students who fail classes at the semester will be removed from their early release program and placed into classes at Jones for the full school day where they will have access to the resources to insure their success.
Prerequisites: Junior or senior standing, approval from the student’s counselor .5 or 1 credit

Honors Jones Teacher Assistant Program
Students who demonstrate an interest and a deeper understanding in a subject matter of choice, are recommended to enroll in this course. These students will have the opportunity to work alongside teachers in a classroom setting and expand their knowledge on the subject. Teachers will expect students to complete tasks including, but not limited to, making copies, grading assignments, leading review sessions, and aiding in students’ academic needs. Students are required to lead one lesson per semester, based on teacher approval. In order to enroll in this course, students must meet with the teacher who teaches the class they would like to TA for and then complete the application process.
Teacher Approval Required
Offered to 12th grade students only
Prerequisites: earned B or better in the course student will be a TA 1 credit