Table of Contents

Letter from the Administration 3
Mission Statement 4
Advanced Placement 6
AP Capstone Diploma Program 7
Career & Technical Education Programs (CTE) 8
Dual Enrollment with City Colleges of Chicago 9
Loyola Dual Credit Program 10
Advanced Placement vs. Dual Credit Courses 12
Leadership Programs 13
Educational Services 14
Graduation Requirements 16
Grading Policy 17
Sample Four Year Plans 19
Schedule Change Policy 24
Physical Education (PE) Waiver 25
Computer Science Waiver 26
Driver’s Education Policy 27
Outside Course Policy and Program Information 28
Remediation Policy 29
Incoming Freshman Request for Higher-Level Course Placement 30
JCP Course Descriptions
   Computer Science 32
   CTE Pre-Engineering Program 34
   CTE Pre-Law Program 35
   English Department Course Progression 36
   Math Department Course Progression 41
   Physical Education Department Course Offerings 46
   Performing Arts Department Course Progression 51
      - Instrumental Music 52
      - Drama 53
      - Vocal Music 54
   Science Department Course Progression 56
   Social Science Department Course Progression 60
   World Language Department Course Progression 65
   Visual Arts Department Course Descriptions 72
JCP Seminars 76
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

Mrs. Therese Plunkett
Assistant Principal

Dr. Eric Fay
Assistant Principal

Mr. Eric Mitchell
Assistant Principal

Mrs. Meredith Kramer
Director of Student Services

COUNSELORS:
Mrs. Latoya Hudson, Department Co-Chair
Mr. Brian Coleman, Department Co-Chair
Mrs. Vijaya Schnatterbeck
Ms. Hope Stimac
Mrs. Sajida Syed
Mrs. Erica White
Mission Statement
The mission of Jones College Prep is to help students develop themselves as leaders through a rigorous college prep program that focuses on educating the whole person.

Profile of the Ideal Graduate of Jones College Prep at Graduation*
At Jones, our Philosophy of Curriculum and Instruction demonstrates the process of how our students engage in their journey towards becoming the ideal graduates at graduation, or Grads at Grad.

In light of the mission of the school, we have created this profile as our "dream" statement of who we hope our students will be on the road to becoming as they walk across their graduation stage. All of our energies are focused on helping students develop as the type of individual described here.

Socially Skilled & Mature
In order to develop our students into socially skilled and mature grads at grad, our curriculum and instruction emphasize the development process rather than emphasizing immediate and/or impulsive solutions to complex problems. Our curriculum and instruction develop socially skilled and mature individuals by creating student-centered learning environments and activities requiring cooperation, teamwork, and recognition of others unique abilities and perspectives, thus encouraging our students to make sense of complex issues.

Compassionate
In order to develop students who represent compassionate grads at grad, our curriculum and instruction illustrate and model positive social interactions and behavior that focuses not on the benefit to self, but on the benefit to others.

Socially Just & Responsible
In order to foster students who represent socially just and responsible grads at grad, our curriculum includes materials and texts, and generates performances, that present a variety of critical approaches on topics to increase awareness of the multiple perspectives of historically marginalized groups including, but not limited to, issues around gender, race/ethnicity, (dis)ability, sexual orientation, and socio-economic status.

Well-Rounded & Holistic
In order to develop students who represent well-rounded and holistic grads at grad, our curriculum and instruction are based on a holistic viewpoint. Teachers inspire students to explore the learning process and not focus only on the results. Students are encouraged to question us as educators, to question social norms, and to self-reflect. Our students make connections across academic disciplines and apply this knowledge to their everyday lives. Our students read primary sources representing multiple perspectives, including perspectives tailored to studies of gender, race, ethnicity, religion, socio-economic status, sexuality, political leanings, and critical lenses.

Intellectually Competent
In order to develop students who represent intellectually competent grads at grad, our curriculum enables our students to be critical analytical thinkers. We accomplish this through instruction that promotes advanced levels of literacy, mathematical problem-solving, self-awareness, others and global awareness, as well as a social commitment to effect productive change to the world’s most harrowing problems. Our curriculum and instruction also develop self-sufficient thinkers who make knowledgeable decisions from multiple perspectives with integrity.

*To see the complete JCP Profile of the Ideal Graduate please visit our website at www.JonesCollegePrep.org
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>English</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language</td>
<td>AP Biology</td>
</tr>
<tr>
<td>AP English Literature</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>History &amp; Social Sciences</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>AP European History</td>
<td></td>
</tr>
<tr>
<td>AP Human Geography</td>
<td></td>
</tr>
<tr>
<td>AP Psychology</td>
<td></td>
</tr>
<tr>
<td>AP Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>AP United States Government</td>
<td></td>
</tr>
<tr>
<td>AP United States History</td>
<td></td>
</tr>
</tbody>
</table>

Arts
AP Studio Art 2-D Design (Photography)
AP Studio Art 2-D Design (Graphic Design)
AP Studio Art 3-D Design
AP Studio Art Drawing Portfolio

AP Chemistry
AP Computer Science A
AP Computer Science Principles
AP Environmental Science
AP Physics C: Electricity & Magnetism and Mechanics
AP Statistics
World Languages & Cultures
AP Chinese Language
AP French Language
AP Spanish Language
AP Spanish Literature
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 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.

**AP Capstone Diploma Requirement**

Completion of six AP courses (including AP Seminar and AP Research) and a scoring of a 3 or higher on the AP exams for the 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. It is required that this course be taken along with 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.

**What is in it for me?**

The AP Capstone Diploma is a distinguishing honor that will set you apart from all other students in the nation, as very few schools were chosen to implement this program. The AP Seminar and Research courses are very similar to an AP English and/or History class, as they will strengthen your reading, writing, analytical, and critical thinking skills (to name a few). These skills will be essential when taking standardized tests and applying for colleges. The AP Research class also helps with communication and presentation skills, which are vital for employment interviews and future academic and workforce requirements. Moreover, the AP Seminar and AP Research classes, like all other AP courses, are weighted on a 6.0 scale, which may boost your GPA, which will be beneficial for college admissions.
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](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
Hebrew (contingent upon enrollment and staffing)
Spanish III/IV or French III/IV (depending on the teacher)
World Literature

continued on the next page
Student’s 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>
Jones College Prep
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.
Educational Services  
(Special Education Services)

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 for the Class of 2019

<table>
<thead>
<tr>
<th>CPS Graduation Requirements</th>
<th>College Prep Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 English</td>
<td>4.0 English</td>
</tr>
<tr>
<td>3.0 Mathematics</td>
<td>4.0 Mathematics</td>
</tr>
<tr>
<td>3.0 Science</td>
<td>4.0 Science</td>
</tr>
<tr>
<td>2.0 World Language</td>
<td>4.0 World Language</td>
</tr>
<tr>
<td>3.0 Social Science</td>
<td>4.0 Social Science</td>
</tr>
<tr>
<td>2.0 Physical Education**</td>
<td>2.0 Physical Education**</td>
</tr>
<tr>
<td>2.0 Fine Arts (in any discipline)</td>
<td>2.0 Fine Arts</td>
</tr>
<tr>
<td>5.0 Electives</td>
<td>5.0 Electives</td>
</tr>
<tr>
<td>CPS Administered SAT Test (April)</td>
<td></td>
</tr>
<tr>
<td>Three Service Learning Projects</td>
<td></td>
</tr>
</tbody>
</table>

- ** 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 9&lt;sup&gt;th&lt;/sup&gt; to 10&lt;sup&gt;th&lt;/sup&gt; grade, JCP students must:</th>
<th>To be promoted from 10&lt;sup&gt;th&lt;/sup&gt; to 11&lt;sup&gt;th&lt;/sup&gt; grade, JCP students must:</th>
<th>To be promoted from 11&lt;sup&gt;th&lt;/sup&gt; to 12&lt;sup&gt;th&lt;/sup&gt; 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), *Pass the US Constitution, Consumer Education test, Drivers Education, and Health, *Complete two service learning projects in sophomore and junior year or completion of three service learning projects for the class of 2019.</td>
</tr>
</tbody>
</table>
Grading Policy Explained

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

A  90 - 100%
B  80 – 89%
C  70 – 79%
D  60 – 69%
F  59% and below

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.
  o 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.
  o 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.
  o 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.
  o 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.
  o An “F” indicates inadequate progress towards mastery.
Sample Four Year Plans

Sample 4-year course maps are provided as a guide for students. Some students will find that they will begin at different levels. We recommend that you work with your counselor to help develop a sample 4 year map that will help you meet your goals.

Class of 2019 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>Honors Social Science Elective</td>
<td>Honors Biology</td>
<td>Honors World Language III (Recommended) or Elective</td>
<td>PE III</td>
<td>Elective</td>
</tr>
<tr>
<td>Senior</td>
<td>Honors English IV (Recommended)</td>
<td>Honors IMP IV (Recommended)</td>
<td>Honors Social Science Elective (Recommended) or Elective</td>
<td>Honors Science Elective (Recommended) or Elective</td>
<td>Honors World Language IV (Recommended) or Elective</td>
<td>PE IV</td>
<td>Elective</td>
</tr>
</tbody>
</table>
### Class of 2019 Sample 4 Year Plan for a Jones CTE Student

Students in the CTE program qualify for a PE III/IV Waiver in order to make space for their CTE Course

<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>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>CTE Course</td>
</tr>
<tr>
<td>Junior</td>
<td>Honors English III</td>
<td>Honors IMP III</td>
<td>Honors Social Science Elective (required)</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 (Recommended)</td>
<td>Honors Social Science Elective (Recommended) or Elective</td>
<td>Honors Science Elective (Recommended) or Elective</td>
<td>Honors World Language IV (Recommended)</td>
<td>PE IV or Arts Course</td>
<td>CTE Course</td>
</tr>
</tbody>
</table>
## Class of 2020-2021-2022 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</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Senior</td>
<td>Honors English IV (Recommended)</td>
<td>Honors IMP IV (Recommended)</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</td>
<td>Elective</td>
</tr>
</tbody>
</table>
### Class of 2020-2021-2022 Sample 4 Year Plan for a Jones CTE Student

Students in the CTE program qualify for a PE III/IV Waiver in order to make space for their CTE Course

<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>
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<th>PE I/ Health</th>
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<tbody>
<tr>
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<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 (Recommended)</td>
<td>Honors Social Science Elective (Recommended)</td>
<td>Science Elective (Recommended) or Elective</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.
Scheduling Policies
Schedule Change Policy

Students can make schedule changes with their counselors until April 27th, 2018. After April 27th, schedule changes will not be considered for the rest of the current school year. For the 2018-2019 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 27th 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 qualify 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. Are enrolled in the Eagle Leaders course
5. Need to complete a graduation requirement that otherwise cannot be met (credit recovery for failed courses do not count)

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.

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 of 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 four 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

Students interested in applying for a CS Waiver need to complete the CS waiver application. Completed applications need to be submitted to their counselor by the given deadline. 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. If the application is denied, your counselor will remove your chosen elective and add the computer science course. Students need to apply for a waiver for their junior year and their senior year.

Computer Science Waivers applications are available in the counseling office.
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 2018-2019
Summer School for Credit Recovery
(Including summer 2018)

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 2018-2019

Overview

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. For course request purposes, if you are in one of these programs, you can assume that credit will be granted as long as you meet CPS standards of a C or better.

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.

1. One English credit will be accepted for English I as long as all Illinois Board of Education requirements are met.

2. One Biology credit may be accepted as long as all Illinois Board of Education requirements are met.

3. One Algebra/Math 1 credit may be accepted as long as all Illinois Board of Education requirements are met. Up to 1 Geometry/Math 2 credit may be accepted as long as all Illinois Board of Education requirements are met. However, three years of math are required to be taken at Jones regardless of the credit earned prior to enrolling at Jones.

4. One credit that meets the World Studies requirement will be accepted as long as all Illinois Board of Education requirements are met.

5. Up to 2 World Language credits for Spanish, French, or Mandarin Chinese will be accepted as long as all Illinois Board of Education requirements are met. You must take and pass the appropriate JCP world language placement test to make sure that you are adequately prepared for the next level course. Any student who has a background in a language must take the JCP placement test.

6. One Music, Drama, or Visual Art credit may be accepted as long as all Illinois Board of Education requirements are met. You may continue in these disciplines at JCP after auditioning with the instructor.
PLEASE NOTE

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

Exploring Computer Science is an introductory computing 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 basic computing concepts including: parts of a computer and how humans interact with computers, methods of problem solving, web page design and styling, programming, data analysis, and robotics. This introductory course will provide students with a strong foundation in computing skills that will help them in future CS courses.

The three themes of inquiry, equity, and computer science content are foundational to the course. Through curiosity and inquiry students will 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. [ECS Partnership: http://www.exploringcs.org/]

Prerequisite: Completion of an Algebra course prior to enrolling is highly recommended

1 Credit

AP Computer Science A

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 many CS1 courses in colleges and universities.

Prerequisites: successful completion of a first-year high school algebra course with a strong foundation in basic algebraic concepts dealing with function notation and problem-solving strategies and either ECS, AP CSP, or approval of instructor.

1 Credit
AP Computer Science Principles is a new course being launched by the college board in fall 2016. This course will introduce 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. In addition, this course will prepare students to take the AP® Computer Science exam and covers topics typically found in a first semester college computer programming course.

The course is unique in its focus on fostering students to be creative. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. 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 who take an AP Computer Science Principles course will develop a range of skills vital to success in subsequent college courses, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. Students will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

Prerequisite: None

Offered to 11th and 12th graders only (Completion of Algebra and Exploring Computer Science Recommended)

1 Credit
CTE: Pre-Engineering Program

Pre-Engineering Foundation Courses:

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

Engineering Design and Development (EDD)
COURSE #699531H
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.
Prerequisites: IED, POV, and Specialized Course 1 credit
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
CTE: Pre-Law Program

Law and Public Safety (LPSA) Courses

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  1 credit
Course does not fulfill any of the three year social science course requirement

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  1 credit
Course does not fulfill the Civics/AP Government course requirement
Course does fulfill the third year of the social science requirement (Class of 2019)

Law and Public Safety IV - Academic Seminar and 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 I -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.
# Jones College Prep
## English Course Progression

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
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</thead>
<tbody>
<tr>
<td>Introduction to</td>
<td>American Literature</td>
<td>AP English Language and Composition</td>
<td>African-American Literature</td>
</tr>
<tr>
<td>Literature and Language</td>
<td>and Language</td>
<td>GR</td>
<td>GR*</td>
</tr>
<tr>
<td>(English I) GR</td>
<td>(English II) GR</td>
<td>British Literature (English III) GR</td>
<td>Asian-American Literature GR*</td>
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<td></td>
<td>Contemporary Literature and</td>
<td>AP English Literature and</td>
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<td></td>
<td>Language (English III) GR</td>
<td>Composition GR</td>
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<td></td>
<td>Latin American Literature GR*</td>
<td>World Literature (English IV) GR</td>
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**ELECTIVES (these do NOT satisfy English graduation requirements)**

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<td>AP Seminar</td>
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<td>Journalism I-II</td>
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<td>Yearbook</td>
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</tbody>
</table>

**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.

* Students who completed 9th grade English at an Academic Center and have taken American Literature as a freshmen are allowed to take either Contemporary Literature OR British Literature as a sophomore. They cannot take AP Language or Latin American Literature as a sophomore. Please note: because of the similarities in skills and assessment between AP Language and Contemporary Literature, if a student intends on taking AP Language as a junior, we recommend taking British Literature sophomore year.
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.
Prerequisites: None 1 credit

Honors English II - American Literature and Language COURSE #184201H
Students will evaluate and analyze a variety of American writings from the colonial 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 is required in this course.
Prerequisites: English I 1 credit

Honors English III - Contemporary Literature and Language COURSE #183101H
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. This course is akin to an Honors class version of AP Language, covering a similar skills set.
Prerequisites: English II* 1 credit

Honors English III - British Literature COURSE #184301H
Students read an overview of British literature from the Medieval period to the Modern, integrating a study of history to better supply a context for an appreciation and understanding of the literature, with emphasis on a variety of prose and poetic genres. Students write critical and argumentative essays, complete a research paper, engage in creative writing projects, and make technology-assisted oral presentations. Preparation for 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 with pre-ninth credit can enroll in this course.
Prerequisites: English II* 1 credit

English III - 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.
Prerequisites: English II 1 credit

Offered to 11th grade students only
Honors English III - 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.

Prerequisites: English II
Offered to 11th grade only

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.

Prerequisites: English III
1 credit
Dual Credit Course (subject to change)
Offered to 12th grade only

English IV - AP English Literature and Composition  
COURSE #170101A
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.

Prerequisites: English III
1 credit
Offered to 12th grade students only
Honors English IV - African American Literature  
This course meets the graduation requirement for English IV (but not both). 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.

Prerequisites: English II and English III  
Offered to 12th grade students only  
1 credit

Honors English IV – 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.

Prerequisites: English II and English III  
Offered to 12th grade students only  
1 credit

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
Honors Journalism I  
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  
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

Yearbook I and II  
This is an elective two-semester course designed to develop basic skills in page design, advanced publishing techniques, digital photography, writing/editing, journalism, managing, and marketing. Students gain challenging real world skills and experiences in meeting deadlines via time management, marketing, responsibility, teamwork, brainstorming, communication, and graphic design principles. Activities include mandatory attendance to school events, which include before/after school activities as well as night/weekend events. As a result, students will produce a high quality yearbook by March. During the remainder of the school year, students will use their yearbook production skills to create a personal yearbook and/or E-Portfolio that can be edited throughout their higher education experience.

**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.
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.

Honors Integrated Math 1A (Algebra) COURSE #413301H

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 "Alice's Adventures in Wonderland." Students will be placed into this course based on their performance on the Math Benchmark Test. This course is designed for students who may not have had extensive exposure to Algebra topics in past math courses. A TI-83+ or TI-84+ calculator is required.

Prerequisites: None

Honors Integrated Math 1B COURSE #400101H

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 "Alice's Adventures in Wonderland." 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.

Prerequisites: None

Honors Integrated Math 2A (Geometry) COURSE #434101H

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, 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. 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.

Prerequisite: Math 1

1 credit
Honors Integrated Math 2B  COURSE #400201H
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. A TI-83+ or TI-84+ calculator is required.
Prerequisite: Math 1  1 credit

Honors Integrated Math 3A (Advanced Algebra with Trigonometry)  COURSE #435101H
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 theorem, 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. 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 exponential, logarithmic and circular functions, systems of linear equations and inequalities, derivatives, 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, 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. 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 year will wrap up with an introduction to rational functions and conic sections. 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. 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. A TI-83+ or TI-84+ calculator is required.
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 the trigonometric functions and trigonometric identities, and begin to study parametric equations, polar equations, vectors, partial fractions, sequences, and series. The students will finish with an introduction to Calculus. Students will use advanced functions of graphing calculators. A TI-83+ or TI-84+ calculator is required.

**Prerequisite:** Math 3  
1 credit

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Honors Calculus  
**COURSE#491101H**

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 function, 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  
1 credit

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AP Calculus AB  
**COURSE #471101A**

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.

**Prerequisites:** Math 4B  
1 credit

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AP Calculus BC  
**COURSE #472101A**

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.

**Prerequisites:** Math 4B  
1 credit

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AP Statistics  
**COURSE #474101A**

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. 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 Math 4**

**Prerequisites:** Math 3  
1 credit
Multi-Variable Calculus

Multivariable Calculus is an extension of previous calculus courses. Topics include vectors, dot and cross products, vector-valued functions, parameterization of curves, functions of several independent variables, partial derivatives, the chain rule and differentials. The majority of students who take this course will expect to need a sound mathematical background as they prepare for future studies in the fields of mathematics, engineering, chemistry or physics.

**Prerequisite:** AP Calculus AB or BC  

1 credit

Honors Operations Research

This course explores real-world mathematical modeling concepts in industrial engineering, specifically the mathematical analysis applied to decision making and improving industrial processes. Using mathematical concepts such as multi-criteria decision making, linear and binary programming, sensitivity analysis, and shortest path logistics, students will explore the mathematical analysis of the airline and pharmaceutical industries, delivery and financial services as well as local government policy studies and regulation. The course will also include topics in statistics such as binomial and normal distribution, quality control, false positive/negative testing and queuing theory.

**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. Students will explore and master mathematical concepts and skills such as data analysis (scatter plots, averages, frequency distributions); fitting data to equations; linear, quadratic, exponential, and piecewise models; interest formulas (simple, compound, and continuous); and present and future value. This is a regular level course.

**Prerequisite:** Math 3  

1 credit
## Physical Education Offerings

<table>
<thead>
<tr>
<th>PE I and Health</th>
<th>PE II and Drivers Education</th>
<th>PE III</th>
<th>PE IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors: A.C.E.S (Jr. Leaders)</td>
<td>Adventure Education I</td>
<td>Aquatics I and II</td>
<td>Senior Leaders</td>
</tr>
<tr>
<td>Dance I and II and III</td>
<td>Intro to Exercise Science/Personal Training</td>
<td>Strength &amp; Conditioning I and II</td>
<td>Strength &amp; Conditioning I and II</td>
</tr>
<tr>
<td>Personal Fitness (0 Period)</td>
<td>Team Sports I and II</td>
<td>Wellness Walking I and II</td>
<td>Team Sports I and II</td>
</tr>
</tbody>
</table>

## 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 swim wear.

Students are granted time at the start and end of physical education classes to change into and out of their physical education uniform. 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

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

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.

PE - Adventure Education I

COURSE # 994131R

This course will emphasis the development of leadership, team building and outdoor recreations skills through an experiential based experience. Students will experience curricular units including hiking, bird spotting, camp set up, orienteering, geocaching, fishing, biking, kayaking and fitness development. This is an ideal choice for students who love outdoor recreation!

PREREQ = PE I & II
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, breast stroke, 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 swim suit, 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 1-PE 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

Prerequisites: PE I & PE II

This course fulfills a fine arts credit, and attendance in a Junior or Senior PE class.

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 or leotard and fitted black pants/leggings.

FEES: have not been determined at time of publication

Prerequisites: Dance I or Audition

This course fulfills a fine arts credit, and attendance in a Junior or Senior PE class.

1 credit

Honors Dance Performance III COURSE #

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 instructor approval

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.
**Intro to Exercise Science/Personal Training**  
COURSE #994601H / 994602H  
This course incorporates the disciplines of anatomy and physiology, biomechanics, psychology, nutrition, and program design which are studied in the context of exercise and health. A 50/50 combination of classroom content and work in the weight room will provide the opportunity for students to acquire the advanced knowledge and understanding necessary to apply and analyze human performance. The end goal is of this class is for students to be able to take and pass the NSCA personal training exam. The course is designed for students who may be interested in university courses including those specifically related to Sport, Sports Science or Physical Education. The cost of the exam is to be paid by the students at a discounted group rate. Practice exams will be provided during class time at no cost.  
Prerequisites: PE I and PE II  
1 credit

**Honors: Physical Education Senior Leaders**  
COURSE #986201H  
Students must complete PE Junior Leaders to take this class. Students leaders will be expected to provide assistance to the teachers for the physical component of the freshman and sophomore PE classes. Some examples of tasks that the leaders will be expected to help with are: lead warm ups, provide feedback during skill development, referee games and collect fitness testing data. There may be at least one mandatory meeting during academic lab time each month, to discuss issues and happenings in the various classrooms that the leaders will be spread throughout.  
Prerequisite: Approval of a PE teacher  
1 credit

**Personal Fitness and Wellness (ZERO PERIOD)**  
COURSE #990401R  
Students will spend the majority of class time in the JCP Fitness Center learning how to exercise with free weights, machines, body weight, ropes, bands, chains, and kettle bells. Emphasis will be placed on overall body strength exercises with daily emphasis on core strength agility and injury prevention. Students will also gain knowledge of the muscle groups involved in exercise, as well as the kinesthetic movements of the body. These sections are only offered to juniors and seniors with good academic standing. A Navy Blue Jones T-Shirt, Shorts, and proper athletic footwear are required for participation.  
Prerequisites: PE I, PE II  
1 credit

**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: PEII  
1 credit

**Team Sports I & II**  
COURSE #990301R & 990311R  
Students will learn about and participate in various sports including:  
- Individual Sports: Units in badminton, pickelball, 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

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 be 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 Progressions

**Instrumental**

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Band I</td>
<td>Advanced Band II</td>
<td>Advanced Band III</td>
<td>Advanced Band IV</td>
</tr>
<tr>
<td>Advanced Orchestra I</td>
<td>Advanced Orchestra II</td>
<td>Advanced Orchestra III</td>
<td>Advanced Orchestra IV</td>
</tr>
<tr>
<td>Beginning Band</td>
<td>Advanced Orchestra II</td>
<td>Jazz Band I</td>
<td>Jazz Band III</td>
</tr>
<tr>
<td>Beginning Orchestra</td>
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</tbody>
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**Theater**

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama I</td>
<td>Drama II</td>
<td>Theatre Production I</td>
<td>Theatre Production II</td>
</tr>
</tbody>
</table>

**Vocal**

<table>
<thead>
<tr>
<th>Years in JCP Choir</th>
<th>For students with little or no experience singing/reading music</th>
<th>For students with prior knowledge of experience singing/reading music*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beginning</td>
<td>Intermediate- Eagle Singers*</td>
</tr>
<tr>
<td>2</td>
<td>Intermediate I - Eagle Singers*</td>
<td>Advanced I - Concert Choir*</td>
</tr>
<tr>
<td>3</td>
<td>Advanced I - Concert Choir*</td>
<td>Advanced II - Concert Choir*</td>
</tr>
<tr>
<td>4</td>
<td>Advanced II - Chamber Choir*</td>
<td>Advanced III- Chamber Choir*</td>
</tr>
</tbody>
</table>

*Intermediate and Advanced ensembles require a placement audition and successful completion of the prior year. Not every student will progress following this model. It is an option to repeat Intermediate and Advanced Choirs. The decision to repeat a level will be made by the choir director based on student progress demonstrated in class and an audition.

Auditions are required for students wishing to take advanced courses their freshmen year.
Performing Arts Course Descriptions

INSTRUMENTAL MUSIC

Honors Advanced Band I, II, III, and IV  
**COURSE # 958101H, 958201H, 958301H & 958401H**
Advanced Instrumental classes are designed to give instruction to students who have had satisfactory to good success in the previous level classes and wish to move on to the next level. The students in Level I read literature between musical grade levels of 2.5 to 5. Level II literature ranges from musical grade levels 2 to 3 although much of the literature can be similar to that of the Level III students, which is designed to give instruction to advanced instrumentalists. Musical grade reading level ranges from 2.5 to 4. All performing groups (Orchestra, Symphonic Band, and Jazz Band) are award winners. From city, state, and university festivals, as well as international competitions, the Jones College Prep Instrumental Academy has proven itself to facilitate students’ development in all areas directly tied to academia: cognitive, psychomotor, and the affective, while providing a social setting which supports JCP’s vision.
**Prerequisites:** Instructor permission following an audition or Instrumental Music I.  
Each successive year requires successful completion of the previous year.  
1 credit

Honors Advanced Orchestra I, II, III, and IV  
**COURSE # 947101H, 947201H, 947301H & 947401H**
Advanced Orchestra classes are designed to give instruction to students who have had satisfactory to good success in the previous level classes and wish to move on to the next level. The students in Level I read literature between musical grade levels of 2.5 to 5. Level II literature ranges from musical grade levels 2 to 3 although much of the literature can be similar to that of the Level III students, which is designed to give instruction to advanced instrumentalists. Musical grade reading level ranges from 2.5 to 4. All performing groups (Orchestra, Symphonic Band, and Jazz Band) are award winners. From city, state, and university festivals, as well as international competitions, the Jones College Prep Instrumental Academy has proven itself to facilitate students’ development in all areas directly tied to academia: cognitive, psychomotor, and the affective, while providing a social setting which supports JCP’s vision.
**Prerequisites:** Instructor permission following an audition or Instrumental Music I. Each successive year requires successful completion of the previous year.  
1 credit

Beginning Band  
**COURSE # 938101R**
This class is designed to give instruction in music to those who have never played a wind instrument or percussion before and to those who currently play but are not at an advanced level.
**Prerequisites:** None  
1 credit

Beginning Orchestra  
**COURSE # 938101R**
This class is designed to give instruction in music to those who have never played a stringed instrument before and to those who currently play but are not at an advanced level.
**Prerequisites:** None  
1 credit

Honors Jazz Band I, II, III, & IV  
**COURSE # 944101H, 944201H, 944301H & 944401H**
This class is designed to increase participant awareness of the Jazz idiom. This will be accomplished with various pedagogical tools including improvisatory playing and interpretive analysis of Jazz literature. Students will occasionally be required to perform before an audience. This class is intended for intermediate to advanced students intermediate students who should possess reasonable sight-reading skills. Beginning players are welcome to audition.
**Prerequisites:** Instructor permission following an audition. Each successive year requires successful completion of the previous year.  
1 credit
Performing Arts Course Descriptions

DRAMA

Drama I
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.

Prerequisites: None; this course fulfills the performing arts graduation requirement and is ideal for the student who seeks a survey-level introduction to theater. 1 credit

Drama II
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.

Prerequisites: Drama I (or equivalent transfer credit) 1 credit

Theatre Production I
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.

Prerequisites: Drama II (or equivalent transfer credit) + 20 hours of service on a production as an underclassman. 1 credit

Theatre Production II
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.

Prerequisites: Theatre Production I 1 credit
Performing Arts Course Descriptions

VOCAL MUSIC

Beginning Bass Choir
COURSE # TBD
Formerly “Men’s Chorale,” this course is open to any individual with tenor or bass voices. 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

Beginning Treble Choir
COURSE # TBD
Formerly “Women’s Chorale,” this course is open to any individual with soprano or alto voices. 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

Eagle Singers (Intermediate Mixed Choir)
COURSE # TBD
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 Ms. Colby before the end of 3rd quarter and successful completion of Beginning Choir

Concert Choir (Advanced Mixed Chorus)
COURSE # TBD
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 Ms. Colby before the end of 3rd quarter, and successful completion of Intermediate Choir. No freshman students allowed to enroll in this course.
Chamber Choir (Advanced Mixed Chorus)  
COURSE # TBD  
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 Ms. Colby before the end of 3rd quarter and successful completion of Concert Choir  
1 credit

Collaborative Piano (Advanced Piano)  
COURSE# TBD  
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 Ms. Colby  
1 credit

A.C.E.S (Acceptance, Caring, Empowerment.)  
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 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.  
Prerequisites: A beginning level music class (band, choir, or orchestra)  
1 credit  
This class is open to sophomores, juniors and seniors and can fulfill a Fine Arts required credit.

*Transfer students coming into Jones or students without consecutive years of choir need to meet with Ms. Colby for an audition and placement.
Science Department Progression

Freshman Year
Physics*

Sophomore Year
Chemistry or AP Chemistry*

Junior Year
Biology* or AP Biology*
Anatomy & Physiology
AP Chemistry
Environmental Science or AP Environmental Science
AP Physics
Consumer Chemistry
Astronomy
Forensic Science

Senior Year
AP Biology*
Anatomy & Physiology
AP Chemistry
Environmental Science or AP Environmental Science
AP Physics
Consumer Chemistry
Astronomy
Forensic Science

* Meets graduation requirements; students MUST earn a high school Biology or AP Biology credit in order to meet CPS graduation requirements. Starting with the class of 2021, students MUST earn high school Biology, Chemistry and Physics credits.

* If a student already has biology credit before coming to JCP he/she 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.
Science Department Course Descriptions

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 encourage a deeper understanding of the material, students will dissect organ systems, prepare tissue slides, view and discuss documentaries, build models, write laboratory reports, create presentations and use computer simulations.
Prerequisites: credits in Biology and Chemistry (or concurrent enrollment in Chemistry) 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?" Astoundingly, astronomy might be the area of science we know the least about. Confined to our "pale blue dot" most of our understanding had to come by simply watching and not interacting unlike 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.
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 practice personal interaction with biological concepts 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. 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 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 computer-based laboratory experiences, hands-on activities, computer simulations, and the Internet as part of their research. 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.
Prerequisites: credits in Chemistry 1 credit
AP Chemistry and AP Chemistry Extended  
**COURSE # 374101A & 374201A**

This course is equivalent to a college introductory chemistry course in which students investigate topics dealing with the structure of the atom, bonding of elements, behavior of gases, chemical reactions, kinetics, equilibria, electrochemistry, thermodynamics, and organic and nuclear chemistry. This exploration focuses on conceptual learning through the use of hands-on laboratory activities and computer/calculator simulations, which allows the students personal experience with chemistry concepts in preparation for the Advanced Placement examination. This course will meet for one class period each day. AP Chemistry and AP Chemistry Extended must be taken together.

**Prerequisites:** credit in Chemistry OR departmental approval  
2 credits

Dual Credit Course

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Honors Chemistry  
**COURSE # 334101H**

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 skills throughout the year.

**Prerequisites:** credits in Physics and Algebra (Math I)  
1 credit

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Consumer Chemistry  
**COURSE # TBD**

Consumer chemistry is an appreciation and understanding of the nature of chemistry and how it can be applied to our daily lives. Students will think critically about chemical concepts through hands-on experiences to help them understand why many chemical reactions occur. Topics of study include chemical literacy in society, consumer testing of various cleaning and personal care products, color and chemicals (natural, vat and food dyes), adhesives, chemical product testing, electrochemical cells, metals and corrosion, ceramics, polymers and composites. Students will develop and use their knowledge of matter and its chemical properties to make informed decisions about the application of science and technology to enhance the quality of their lives.

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

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AP Environmental Science  
**COURSE # 376101A**

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 will follow the recommendations set by the College Board. This is an activity-based course that will challenge students to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. This course meets for one class period, every other day.

**Prerequisites:** credits Chemistry and Biology (or concurrent enrollment in Biology)  
1 credit
Honors Environmental Science  
**COURSE #** 339101H  
This course focuses on the understanding of earth processes, the evaluation of alternative energy systems, pollution control and mitigation, natural resource management, and the effects of global climate change. Biological, chemical, and physical principles will be applied to the study of the physical environment and the solution of environmental problems as well as the interaction between human society and the natural environment. This is an activity-based, laboratory science course that will challenge students to evaluate the issues concerning the impact of science and technology on the environment.  
**Prerequisites:** credits Chemistry and Biology (or concurrent enrollment in Biology)  
1 credit

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 processes of law and involves the collection, examination, evaluation and interpretation of evidence. This interdisciplinary course will review the basic applications of the biological, physical, environmental, chemical, medical and behavioral sciences to questions of evidence and law. There will be an emphasis in laboratory work, complex reasoning and critical thinking.  
**Prerequisites:** credits in Physics, Chemistry and Biology (or concurrent enrollment in Biology)  
1 credit

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. **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 a Calculus course  
Dual Credit Course  
2 credits

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.  
**Prerequisites:** None  
1 credit
# Social Science Course Progression

<table>
<thead>
<tr>
<th>9th Grade (Required)</th>
<th>10th Grade (Required)</th>
<th>11th Grade (Required)</th>
<th>Electives</th>
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</thead>
<tbody>
<tr>
<td>World Studies</td>
<td>United States History</td>
<td>Civics</td>
<td>AP European History</td>
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<td>OR</td>
<td>OR</td>
<td>or</td>
<td>Middle Eastern Studies</td>
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<tr>
<td>AP Human Geography</td>
<td>AP United States History</td>
<td>AP Government and Politics</td>
<td>AP Macroeconomics</td>
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<td>Modern World History</td>
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<td>AP Psychology</td>
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<td>Criminal Psychology</td>
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</table>

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 Department Course Descriptions

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. 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. Honors courses are weighted.  
Prerequisites: World Studies or AP Human Geography and US History or AP US History  
1 credit  
Offered to 11th graders only or 9th and 10th graders who have met the prerequisite

Honors Criminal Psychology (Honors Pre-Law III)  
COURSE # TBD  
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  
1 credit  
Dual Credit Course (subject to change)

AP European History  
COURSE # 275101A  
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 inter-relatedness 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
**AP Government and Politics**

Equivalent to a college-level course, students analyze perspectives on government and politics in the United States in preparation for the Advanced Placement examination in United States Government and Politics. Using specific case studies, students identify and critically evaluate various institutions, groups, public policies, civil rights, and liberties that constitute U.S. politics. Students analyze the philosophy of the American ideological consensus, the process behind elections, the trends and patterns in the electorate’s behavior, and the impact of mass media and political players on the system and its components. Students complete summer reading assignments in preparation for their AP class. Students take the Advanced Placement examination for possible college credit.

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

Offered to 11th graders only or 9th or 10th graders who have met the prerequisite

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**AP Human Geography**

Human geography is the study of people from a spatial and ecological perspective. People are central to geography in that their activities help shape the earth’s surface largely through their interaction with the physical environment. Human settlements and structures are part of that tapestry of interaction. 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 the development of reading, writing, critical thinking and presentation skills. In addition, and as a constant concern, this class will prepare students to take the AP Human Geography exam. To aid the preparation for the AP test, the course will be divided into seven topic areas or units: 1. The Nature and Perspectives of Geography, 2. Population Demography, 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.

**Prerequisites:** None

Only offered to 9th grade students

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**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 take the Advanced Placement examination for possible college credit in May.

**Prerequisites:** Honors World Studies or AP Human Geography and Honors United States History or AP US History. Students who have already completed Economics cannot enroll in this course.
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. The course will also focus on relevant contemporary issues. 
Prerequisites: World Studies or AP Human Geography and US History or AP US History 1 credit

Honors Modern World History  
COURSE #  234101H  
In this course students will survey World History from 1875 to the present. The political, economic and social changes which occurred in various world regions will be analyzed in a historical context. Listed below is the topic outline for the course:
1. Imperialism
2. World War & Depression
3. Cold War
4. Africa, Asia & Latin America- pre-WW II
5. Africa, Asia & Latin America- post-WW II
6. The World Today
Case Study approach- in each region that is covered (Africa, Asia and Latin America) several countries will be surveyed. The issues and events that are highlighted in these case studies are representative of problems facing the entire region. Some of the countries surveyed will be: Africa- Nigeria, Egypt and South Africa, Asia- India, China and Turkey, Latin America- Mexico, Argentina and Brazil
Prerequisites: World Studies or AP Human Geography and US History or AP US History 1 credit

AP Psychology  
COURSE #  271101A  
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 analyze interpretive readings and real-life case studies. They will interpret data; participate in small group activities, and research projects and experiments. 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.
Prerequisites: World Studies or AP Human Geography and US History or AP US History 1 credit

AP United States History  
COURSE #  276101A  
Students in this college-level course critically analyze and authoritatively discuss the historical development and significant social issues that have shaped US History. Students write brief argumentative essays, use historical evidence to answer document-based questions, complete extensive reading assignments, and create projects demonstrating and supporting their interpretation of events which are discussed and debated to support a variety of viewpoints. Students complete summer reading assignments in preparation for their fall AP history class. In May, students take the College Board Advanced Placement examination for possible college credit.  
Students in this course are not eligible to take Honors United States History
Prerequisites: World Studies or AP Human Geography 1 credit
Honors United States History  
COURSE # 236101H  
Students analyze and evaluate issues in United States history ranging from the formation of the nation to the beginning of the twenty-first century. 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. 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

Honors World Studies  
COURSE # 231101H  
Students identify and analyze the issues facing the world in which we live. 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 projects and demonstrations.  
Prerequisites: None  
1 credit
World Language Course Progressions

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 their World Language graduation requirement will be responsible for taking a placement test during the previous school year in order to determine their level of competence in the language.

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 listen, speak, read and write French to begin the mastery of basic skills. The students manipulate basic vocabulary, pronunciation and grammar skills through 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. 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.

Prerequisite: Level III and/or IV  
1 credit

Recommended prerequisites: Level III and/or IV, teacher recommendation, must be a junior or senior.
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 in format and content and will also train students in test taking skills.

Prerequisites: Chinese III and/or IV

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  
Dual Credit course depending on the teacher (subject to change)  
1 credit

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  
Dual Credit course depending on the teacher (subject to change)  
1 credit
Spanish for Heritage Speakers III (The course is conducted in Spanish only.)  
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

Spanish for Heritage Speakers IV (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. Students who are in Spanish for Heritage Speakers III do not qualify to take AP Spanish Language. Heritage Speakers IV is a prerequisite for AP Spanish Language and Culture

1 credit
AP Spanish Literature and Culture  
COURSE # 578101A
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 Arabic I  
COURSE # 549101H
A study of the Arabic language  
Prerequisites: None  
Class offering contingent upon enrollment and staffing

Honors Hebrew I  
COURSE # TBD
A study of the Hebrew language.  
Prerequisites: None  
Class offering contingent upon enrollment and staffing

Honors German I (online course)  
COURSE # TBD
A study of the German language.  
Prerequisites: None
Visual Arts Course Descriptions

INTRODUCTORY COURSES

ART 1:  
COURSE #915101H
This entry level visual arts class fulfills one of the required arts credits needed for graduation and is geared towards all students — both students who are interested in expressing their creative side through making and learning about art and focused art students who intend to continue taking advanced art classes in ensuing years. In this class students will explore techniques, aesthetics, artists and contemporary/social issues and the relationship between how an artist creates and how they express themselves through a variety of media and context. Emphasis on creating a body of work that highlights a student’s artistic growth and problem-solving abilities in drawing, painting and sculpture will be the main focus.
Prerequisites: None
1 credit

DIGITAL IMAGING 1:  
COURSE #919101H
Digital Imaging 1 introduces students to understanding and utilizing basic Digital SLR Camera functions, and various Adobe suite programs to enhance their creative ideas. Primarily the class focuses on photo/pixel manipulation. Students examine different methods of capturing ideas through photography, basic animation, and non-linear video editing. This class serves as a prerequisite for Digital Imaging II and fulfills one of the required arts credits needed for graduation.
Prerequisites: None
1 credit

STUDIO CERAMICS I & II:  
COURSE #917101H
This class is open to students seeking an introductory level visual arts class and/or who are interested in continuing their arts education through creating three-dimensional works of arts using the medium of clay. Students will acquire skills in hand constructed projects evolving in complexity to create sculptural objects based on a wide variety of techniques and will solve problems using skill and imagination. Students will also learn about the cultural significance of ceramics and its relevance to understanding history and personal experience. Besides clay construction techniques students will also be introduced to embellishment, glazing techniques and kiln operation.
Prerequisites: none: Ceramics II — successful completion of Ceramics I.
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 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 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 1 credit
This is an honors class open to sophomores, juniors and seniors and can fulfill a Fine Arts required credit.

ADVANCED PORTFOLIO DEVELOPMENT: COURSE #916101A
This class is for highly motivated students who are serious and dedicated to creating a visual arts portfolio that showcases their best work and prepares them for applying to higher level arts programs. The class consists of studio work days, critiques, research, discussion and writing assignments. Students may choose to take the class as an honors course or may take the AP Studio Art exam, which will require additional work outside of class and individual meetings with the teacher.

Students will produce an advanced portfolio using the medium and processes that best supports their concepts, reflecting the ways in which contemporary artists work and the demands of leading post-secondary art programs. At the end of each semester students will document their work, discuss each other’s portfolios and exhibit their pieces in a gallery show. In addition, their portfolios will be critiqued by emerging Chicago artists and recent art graduates.

Prerequisites: successfully completed two arts courses at Jones and have earned a B or higher in both courses 1 credit

DIGITAL IMAGING II: COURSE #919201H
Video and Animation: This is a second level Digital Imaging class that focuses primarily on shooting, editing, and animating video. Students will use Digital SLR cameras, Lenses, Cinematic Stabilizers, Shotgun Microphones, Lavaliere Microphones, Audio recorders, LED lights and green screens to create studio video projects. They will also use Adobe Photoshop, Premiere, AfterEffects and Soundbooth to edit their projects. The year ends with a screening in the auditorium where students can showcase projects they created over the course of the year.

Prerequisites: Digital Imaging I (Students must get a ‘B’ or higher in Digital Imaging I) 1 credit
DIGITAL IMAGING III:  COURSE #919301H

**Advanced Cinema & Broadcasting:** Students in this class will master advanced skills in cinematic video production including animation, cinematography and editing. Students will also learn to produce relevant and exciting content. Before the year is over, each student is required to send 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 and to film schools.

**Prerequisites:** Students must get a ‘B’ or higher in both Digital Imaging I & II 1 credit

HONORS MIXED MEDIA: COURSE #912131H

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
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 2D DESIGN PORTFOLIO:
Highly motivated, serious, and self-directed juniors and seniors who intend to pursue the study of art in college complete challenging college-level studio artwork in 2 dimensional design with emphasis on graphic design and digital photography. Throughout the course of the year, students in AP 2-D Design will use various media to prepare a 24-piece portfolio that will be comprised of both class projects and independent work. These portfolios will then be submitted for possible college credit, art school admission, and scholarships. Students should expect to spend a significant amount of time working outside of class on major projects, sketchbook concept drawings, and written assignments. Students accepted into this rigorous class will be expected to complete four summer assignments that they will receive before summer break. These assignments are due the first day after summer break. This class is aligned with the AP Studio Art course guidelines as specified by the College Board.

PREREQUISITES: successful completion (B or better) of 2 prior visual arts classes or teacher permission. It is also highly recommended that students in AP take a second visual arts class concurrently to support their work in AP. 1 credit

AP STUDIO ART 3D DESIGN PORTFOLIO:
Highly motivated, serious, and self-directed juniors and seniors who intend to pursue the study of art in college complete challenging college-level studio artwork in 3 dimensional design. Projects for portfolios are independently chosen areas of in-depth study. Throughout the year, students create and submit professional-quality work for College Board review. Intense teacher/student interaction and mentorship prepare and guide students as they create a body of work. Students accepted into this rigorous class will be expected to complete three summer assignments that they will receive before summer break. These assignments are due the first day after summer break. This class is aligned with the AP 3D Design Art course guidelines as specified by the College Board.

PREREQUISITES: successful completion (B or better) of 2 prior visual arts classes or teacher permission. It is also highly recommended that students in AP take a second visual arts class concurrently to support their work in AP. 1 credit

AP STUDIO ART DRAWING PORTFOLIO:
Highly motivated, serious, and self-directed juniors and seniors who intend to pursue the study of art in college complete challenging college-level studio artwork. Projects for portfolios are independently chosen areas of in-depth study. In this course, students create and submit professional-quality work for College Board review. Intense teacher/student interaction and mentorship prepare and guide students as they create a body of work. Students accepted into this rigorous class will be expected to complete four summer assignments that they will receive before summer break. These assignments are due the first day after summer break. This class is aligned with the AP Drawing course guidelines as specified by the College Board.

PREREQUISITES: successful completion (B or better) of 2 prior visual arts classes or teacher permission. It is also highly recommended that students in AP take a second visual arts class concurrently to support their work in AP. 1 credit
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

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 go through an application process, which varies by department.

Prerequisites: earned B or better in the course student will be a TA
Teacher Approval
Offered to 12th grade students