

**DR. MARTIN LUTHER KING JR.**  
**COLLEGE PREPARATORY HIGH SCHOOL**

**Course Descriptions**

June 13, 2019

## English

### 184101H - Honors English I (1.0)

Type of Graduation Credit Earned: English I

In English I students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts to bridge their learning from middle school to high school. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English I will employ academic English in discussion that align to CCSS for Speaking & Listening. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English I honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

### 184201H - Honors English II (1.0)

Type of Graduation Credit Earned: English II

In English II, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will build upon English I. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple

writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English II will employ academic English in discussion that align to CCSS for Speaking & Listening. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English II honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

### 184201H - Honors English III (1.0)

Type of Graduation Credit Earned: English III

In English III, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will emphasize college and career preparation. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English III will employ academic English in discussion that align to CCSS for Speaking & Listening. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level

appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English III honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

### **175101A - Advanced Placement Language and Composition (1.0)**

Prerequisites: English II and Teacher Recommendation

Type of Graduation Credit Earned: English III

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

### **184401H - Honors English IV (1.0)**

Type of Graduation Credit Earned: English IV

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

independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English IV honors will participate in a summer reading project. Honors courses are weighted.

### **170101A - Advanced Placement Literature and Composition (1.0)**

Prerequisites: English III and Teacher Recommendation

Type of Graduation Credit Earned: English IV

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.

### **190101H - Honors African American Literature (1.0)**

Type of Graduation Credit Earned: Career Ed; Elective

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

conventions of the CCSS writing modes. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

### **132101H - Honors Journalism (1.0)**

Type of Graduation Credit Earned: Career Ed; Elective

In this course, students will explore the basic elements of journalism and news production aligned to the relevant strands of the CCSS. Students will develop their competencies and skills with interviewing, journalism writing, editing and newspaper production. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

## **Math Department**

### **413301R - Algebra I (1.0)**

Type of Graduation Credit Earned: Algebra

In Algebra I, students begin to study number properties more generally and become fluent at

### **143101H - Honors Creative Writing (0.5) Semester Course**

Type of Graduation Credit Earned: Career Ed; Elective

Creative writing will support the development of narrative writing as identified in the CCSS. The course will focus on the fundamentals of writing fiction, e.g. short stories, plays, personal narratives, screenplays, poetry, etc. Students will delve into the craft of writing technique, tone, style, and voice as they draft, revise, and provide and receive feedback from peers and teacher

### **134101H - Honors Speech (0.5) Semester Course**

Type of Graduation Credit Earned: Career Ed; Elective

In this course, students will concentrate on the organization, content and delivery of traditional public speaking that are aligned to the relevant strands of CCSS. Students will present a variety of speeches using multiple methods. The course is designed to improve poise and self-confidence in all speaking situations, as well as develop logical thinking skills. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

manipulating symbols with multiple step methods. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple

concepts. The mathematical content of Algebra I includes Properties of Rational and Irrational Numbers, Creating and Interpreting Expressions and Equations, Linear Equations and Inequalities, including Linear Systems, Solving Quadratic Equations using Multiple Methods, Interpreting and Building Functions using Proper Function Notation, and Summarizing, Representing, and Interpreting Data.

### **413301H - Honors Algebra I (1.0)**

Type of Graduation Credit Earned: Algebra

In Algebra I, students begin to study number properties more generally and become fluent at manipulating symbols with multiple step methods. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content of Algebra I includes Properties of Rational and Irrational Numbers, Creating and Interpreting Expressions and Equations, Linear Equations and Inequalities, including Linear Systems, Solving Quadratic Equations using Multiple Methods, Interpreting and Building Functions using Proper Function Notation, and Summarizing, Representing, and Interpreting Data. In an honors class, students will be expected to develop more advanced problem-solving methods and precisely communicate their in-depth understanding of the mathematical concepts covered. Students will also be asked to make connections across mathematical ideas while justifying their thinking and strategies. Successful completion of Algebra I H will prepare students for future honors and AP coursework in mathematics Circles.

### **434101H - Honors Geometry (1.0)**

Prerequisites: Algebra I

Type of Graduation Credit Earned: Geometry

In Geometry, students will reason inductively to construct geometric patterns, discover geometric relationships and formulate conjectures. Students will reason deductively to construct logical arguments and proofs using appropriate terminology. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content of Geometry includes Similarity and Congruence, Transformational Geometry, Right Triangles, Geometric Constructions and Proofs, Measurement and Dimension, Modeling, Coordinate Geometry, and Circles. In an honors class, students will be expected to develop more advanced problem-solving methods and precisely communicate their in-depth understanding of the mathematical concepts covered. Students will also be asked to make connections across mathematical ideas while justifying their thinking and strategies. Successful completion of Geometry H will prepare students for future honors and AP coursework in mathematics.

### **435101H - Honors Advanced Algebra with Trigonometry (1.0)**

Prerequisites: Algebra I

Type of Graduation Credit Earned: Adv Alg/Trig

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Mathematics In Honors Advanced Algebra with Trigonometry, students will extend their knowledge of functions to create and apply mathematical models to represent and interpret real-world contexts. The development and comparison of multiple solution methods and mathematical representations builds a level of fluency and conceptual understanding essential for the study of more advanced mathematics. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to

see the connections between multiple concepts. The mathematical content of Algebra II includes Non-linear Relationships and Functions, Solving Complex Equations using Multiple Methods, Interpreting, Building, and Modeling with Functions, Making Inferences and Conclusions from Data, and Probability. In an honors class, students will be expected to develop more advanced problem-solving methods and precisely communicate their in-depth understanding of the mathematical concepts covered. Students will also be asked to make connections across mathematical ideas while justifying their thinking and strategies. Successful completion of Algebra II will prepare students for future honors and AP coursework in mathematics.

### **458101H - Honors College Algebra Course (1.0)**

Prerequisites: Algebra I, Advanced Algebra with Trigonometry

Type of Graduation Credit Earned: Career Ed; Elective

This course is designed to build confidence and encourage an appreciation for mathematics in students who do not anticipate a need for mathematics in their future studies. Students will examine functions, statistics and trigonometry using various tools, including graphing calculators and math software. Students should expect to engage in technical writing and discourse around the following types of functions: linear, quadratic, exponential, logarithmic, trigonometric, circular, polynomial and rational; additional topics are probability, binomial and normal distributions, and sequences and series. In an honors class, students will be expected to develop more advanced problem-solving methods and precisely communicate their in-depth understanding of the mathematical concepts covered. Students will also be asked to make connections across mathematical ideas while justifying their thinking and strategies. Successful completion of Honors College Algebra

will prepare students for Pre-Calculus or college level coursework in mathematics.

### **468101H - Honors Pre-Calculus (1.0)**

Prerequisites: Algebra I, Advanced Algebra with Trigonometry

Type of Graduation Credit Earned: Career Ed; Elective

In Pre-Calculus, students will study advanced concepts in preparation for Calculus and/or other college level mathematics courses. Students should leave the course fluent in the manipulation of complex equations, understanding of mathematical relationships, and the ability to communicate and justify their thinking. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core.

Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content of Pre-Calculus includes Operations with Complex Numbers, Vectors and Matrices, Inverse Functions, Composition of Functions, Trigonometric Functions and Identities, and Probability. In an honors class, students will be expected to develop more advanced problem-solving methods and precisely communicate their in-depth understanding of the mathematical concepts covered. Students will also be asked to make connections across mathematical ideas while justifying their thinking and strategies. Successful completion of Pre-Calculus H will prepare students for future AP or college level coursework in mathematics

### **471101A - Advanced Placement Calculus AB (1.0)**

Prerequisites: Algebra I, Advanced Algebra with Trigonometry, Geometry, Pre-Calculus

Type of Graduation Credit Earned: Career Ed; Elective Recommended

Calculus AB and Calculus BC are primarily concerned with developing the students'

understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important.

### **474101A - Advanced Placement Statistics (1.0)**

Prerequisites: Algebra I, Advanced Algebra with Trigonometry, and Geometry

Type of Graduation Credit Earned: Career Ed; Elective

## **Science Department**

### **332101H - Honors Biology (1.0)**

Type of Graduation Credit Earned: Biology

Biology is a standard introductory course into the scientific study of life and life processes that is designed for students who are developing their problem-solving and analytical skills. Students taking Biology will regularly experience hands-on, inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as the structure, function and information processing, matter and energy in organisms, inheritance and variation of traits, natural selection, and evolution. In an honors class, students will be expected to engage in more advanced problem solving and extend their learning to science projects outside of the classroom. Successful completion of Biology H will prepare students for future honors and AP coursework.

### **334101R - Chemistry (1.0)**

Prerequisites: Algebra I

Type of Graduation Credit Earned: Chemistry

The AP statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Major content topics are divided into four themes: exploratory analysis, planning and conducting a study, probability, and statistical inference. Important components of the course should include the use of technology, projects and laboratories, cooperative group problem-solving, and writing, as a part of concept-oriented instruction and assessment. This will allow students to build interdisciplinary connections with other subjects and with their world outside school.

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

### **334101H - Honors Chemistry (1.0)**

Prerequisites: Algebra I and Departmental Placement

Type of Graduation Credit Earned: Chemistry

Chemistry is a standard introductory course into the scientific study of the properties of matter and the changes that matter undergoes during reactions that is designed for students who are developing their problem-solving and analytic skills. Students taking Chemistry will regularly experience hands-on,

inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as structure and properties of matter and chemical reactions. In an honors class, students will be expected to engage in more advanced problem solving and extend their learning to science projects outside of the classroom. Successful completion of Chemistry H will prepare students for future honors and AP coursework.

### **333101R - Physics (1.0)**

Prerequisites: Algebra I

Type of Graduation Credit Earned: Physics

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

### **333101H - Honors Physics (1.0)**

Prerequisites: Algebra I and Departmental Placement

Type of Graduation Credit Earned: Physics

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

essential Big Ideas such as force and motion, waves, and interactions of energy and matter.

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

### **372101A - Advanced Placement Biology (1.0)**

Prerequisites: Biology and Chemistry and Teacher Recommendation

Type of Graduation Credit Earned: Additional Lab Science; Career Ed; Elective

The redesigned AP biology course challenges the shift from the traditional content model of study to one that focuses on enduring, conceptual understands and the content Page 110 Chicago Public Schools Course Descriptions Science that supports them. This will allow students to spend less time on factual recall and more time on inquiry-based learning and essential concepts, and will help them develop reasoning skills necessary in science practices. The key concepts and related content are organized four underlying principles called “Big Ideas”, which encompass the core scientific principles, theories and process governing living organisms and biological systems.

### **372201A - Advanced Placement Biology Extended (1.0)**

Prerequisites: Students must also be enrolled in the AP Biology class

Type of Graduation Credit Earned: Elective

Supports student-directed laboratory investigations used throughout the course allowing students to apply the seven science practices that includes at least two lab experiences in each of the four big ideas. AP biology investigative work is integrated throughout the course for a minimum of 25 percent of instructional time.



### **373501A - Advanced Placement Physics 1 (1.0)**

Prerequisites: Geometry, concurrently taking Algebra II or an equivalent course and Teacher Recommendation

Type of Graduation Credit Earned: Physics; Career Ed; Elective

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian Science mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. The course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

### **373401A - Advanced Placement Physics 1 Extended (1.0)**

Prerequisites: Students must also be enrolled in the AP physics 1 class

Type of Graduation Credit Earned: Elective

Supports opportunities for students to apply knowledge of physics principles to real world scenarios. Students are provided with the opportunity to spend a minimum of 25 percent of instructional time engaging in hands-on laboratory work that apply to all seven science practices defined in the physics curriculum framework.

### **374101A - Advanced Placement Chemistry (1.0)**

Prerequisites: Chemistry and Teacher Recommendation

Type of Graduation Credit Earned: Additional Lab Science; Career Ed; Elective

The key concepts and related content that define the course and exam are organized around a few

underlying principles called the big ideas, which encompass the core scientific principles, theories, and processes governing chemical systems. For each of the six big ideas, enduring understandings, which incorporate the core concepts that students should retain from the learning experiences are also identified. The course is designed with this curriculum Course Catalog Page 113 Course Descriptions Science framework as its foundation, it will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains.

### **374201A - Advanced Placement Chemistry Extended (1.0)**

Prerequisites: Students must be enrolled in the AP Chemistry class

Type of Graduation Credit Earned: Elective

Supports a student-directed, inquiry-based lab experience that provides opportunities for student to design experiments, collect data, apply mathematical routines and methods, and refine testable explanations and predictions. A minimum of 25 percent of instructional time should be devoted to lab investigations to conduct at least 16 hands-on laboratory investigations.

### **391101H - Honors Anatomy and Physiology (1.0)**

Type of Graduation Credit Earned: Career Ed; Elective; PE Enrollment Requirement

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

student considering a career in biology or the medical field. In an honors class, students will be expected to engage in more advanced content and extend their learning to science projects outside of the classroom, which may include extended laboratory investigations and research papers.

### **350101H- Honors Astronomy (1.0)**

Type of Graduation Credit Earned: Career Ed; Elective

Astronomy is an elective science course that introduces students to the study of the universe,

## **Social Science**

### **231101H - Honors World Studies (1.0)**

Type of Graduation Credit Earned: World Studies

This course will focus student learning on the peoples, ideas, and forces that have shaped our world, and enable students to investigate their place in and capacity to act in an increasingly interdependent global society. It will allow students to appreciate the rich cultures that exist across the world. This course will advance through a combination of content knowledge, inquiry, and appropriate analytical skills in a literacy-rich fashion. These thematic investigations will include an emphasis on interdisciplinary social sciences and build understanding of cultural, institutional, economic, and technological patterns that, along with geography, have set the human stage. In an honors course, students will make thematic connections in a reading and writing intensive setting. Students will be expected to meet the standards with less scaffolding and more independent and collaborative practice. Increased complexity of texts, tasks, and responses will prepare honors students for advanced placement and college level coursework. Additionally, it will incorporate an extensive research project allowing students to interweave the content and skill sets they

solar system, stars, and galaxies. Students taking Astronomy will regularly experience hands-on, inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about the origin and history of the Universe and the formation of the solar system, stars, and galaxies. In an honors class, students will be expected to engage in more advanced problem solving and extend their learning to science projects outside of the classroom.

have work on throughout the year. Honors courses are weighted.

### **236101H - Honors US History (1.0)**

Type of Graduation Credit Earned: US History

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

### **276101A - Advanced Placement United States History (1.0)**

Prerequisites: Teacher Recommendation

Type of Graduation Credit Earned: U.S. History; Other Social Science; Career Ed; Elective

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

### **213101H - Honors Civics (0.5) Semester Course**

Type of Graduation Credit Earned: Civics

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 work on throughout the course. Honors courses are weighted.

### **290101H - Honors African American History (1.0)**

Prerequisites: World Studies and US History

Type of Graduation Credit Earned: Other Social Science; Career Ed; Elective

This elective course in African American History has been designed to examine the history of African Americans from their African origins, with a focus on West African culture, to the present. Students who enroll in this introductory course will explore Africa's rich culture and history prior to the Atlantic Slave Trade and determine what essential cultural elements are necessary to strengthen African American communities today. Furthermore, they will discover the various strategies used by African leaders to resist oppression on the African continent, at sea and in the Americas. In addition to African resistance, students will investigate how people of African descent confronted racism and discriminatory practices during the dismal days of slavery and Jim Crow by developing their own institutions, electing Black officials and challenging unjust laws. The course will conclude with an examination of the continuing struggles and triumphs from the 1960's to the present.

### **277101A - Advanced Placement Human Geography (1.0)**

Prerequisites: Teacher Recommendation

Type of Graduation Credit Earned: World Studies; Career Ed; Elective

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human

understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The seven major themes of study are: Geography: Its Nature and Perspectives; Population and Migration; Cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production, and Rural Land Use; Industrialization and Economic Development; and Cities and Urban Land Use.

### **238101H - Honors Contemporary American History (0.5) Semester Course**

Type of Graduation Credit Earned: Other Social Science; Career Ed; Elective

This course will focus on political, economic, and social issues facing the United States throughout the 20th Century. Students will analyze, synthesize, and

connect important events within and outside the boundaries of the United States, connecting our successes and failures to events of today. The themes will be accessed through a variety of rich text and disciplinary literacy strategies that will provide multiple perspectives on the transformation of America throughout the 20th Century and develop connections that span between events – allowing the students to understand the interrelatedness of the events and decisions. 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 work on throughout the year. Honors courses are weighted.

## **World Languages**

### **552101H - Honors French I (1.0)**

Type of Graduation Credit Earned: World Language; Career Ed; Elective

This is an accelerated version of French I where an introduction to the practical mastery of basic language skills and understanding of French is provided. Students practice listening, speaking, reading and writing in French. The course also enhances knowledge of the French-speaking world.

### **552201H - Honors French II (1.0)**

Prerequisites: French I or Teacher Recommendation or placement exam

Type of Graduation Credit Earned: World Language; Career Ed; Elective

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.

### **552301H - Honors French III (1.0)**

Prerequisites: French II or Teacher

Recommendation or placement exam

Type of Graduation Credit Earned: World Language; Career Ed; Elective

This is an advanced version of French III. In this third-year course students will review and build on vocabulary and structures covered in French I and II. The emphasis is on oral reproduction, pronunciation and more complex grammatical structures. This course will focus on all language domains such as listening, speaking, writing and

reading. Another important feature of this course is the exploration of the history and cultures of the French-speaking world.

### **552501H - Honors French V (1.0)**

Prerequisites: French III or Teacher Recommendation or placement exam

Type of Graduation Credit Earned: World Language; Career Ed; Elective

This course is an accelerated version of French IV and a complement to AP French. It is an advanced course designed to enhance the language skills students have already learned in French I-IV. This course is usually taught exclusively in French and all students are expected to use French in every aspect of language learning.

### **572101A - Advanced Placement French Language and Culture (1.0)**

Prerequisites: French III and Teacher Recommendation or placement exam  
Type of Graduation Credit Earned: World Language; Career Ed; Elective

AP French Language is comparable in content and in difficulty to a course in French Composition and Conversation at the 3rd year college level. The course seeks to develop language skills in reading, writing, listening, and speaking. Vocabulary is emphasized along with the ability of students to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. Extensive training in the organization and writing of compositions is emphasized.

### **558101H - Honors Spanish I (1.0)**

Type of Graduation Credit Earned: World Language; Career Ed; Elective

This course is an accelerated version of Spanish I. In this course, effective communication and

confidence using the Spanish language is 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 practice speaking Spanish in every class, take regular written and oral examinations and develop projects on local and international Spanish-speaking communities.

### **558201H - Honors Spanish II (1.0)**

Prerequisites: Spanish I or Teacher Recommendation or placement exam  
Type of Graduation Credit Earned: World Language; Career Ed; Elective

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

### **558301H - Honors Spanish III (1.0)**

Prerequisites: Spanish II or Teacher Recommendation or placement exam

Type of Graduation Credit Earned: World Language; Career Ed; Elective  
Recommended Course Duration: 2 semesters

This is an advanced version of Spanish III. This advanced course builds on previous language skills learned in levels I and II. Instruction and class participation is in the target language. The emphasis is on oral reproduction, pronunciation and more complex grammatical structures. This course will focus on all language domains such as listening, speaking, writing and reading. Another important feature is the exploration of the diverse and rich Spanish-speaking world.

## **578101A - Advanced Placement Spanish Language (1.0)**

Prerequisite: Spanish III and Teacher Recommendation

Type of Graduation Credit Earned: World Language; Career Ed; Elective

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the

## **Fine Arts**

### ***Dance***

#### **901001H - Honors Dance Performance I (1.0)**

Type of Graduation Credit Earned: Fine Arts – Dance; Career Ed; Elective; PE Enrollment Requirement

This course uses beginning level dance technique as a foundation for performance opportunities. Students are expected to spend additional time preparing for these opportunities, including outside rehearsal time as established by the instructor. Students will engage in similar learning objectives to Dance I but with an emphasis on performance. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate additional time outside of the classroom to their study of dance.

#### **901201H - Honors Dance Performance II (1.0)**

Prerequisites: Dance Performance I Honors or Teacher Recommendation  
Type of Graduation Credit Earned: Fine Arts – Dance; Career Ed; Elective; PE Enrollment Requirement

This course uses beginning to intermediate level dance technique as a foundation for performance opportunities. Students are expected to spend additional time preparing for these opportunities,

21st Century are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K–12 Learners. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts.

including outside rehearsal time as established by the instructor. Students will engage in similar learning objectives to Dance II but with an emphasis on performance. This course should also begin to explore topics related to the creation of dance productions. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate additional time outside of the classroom to their study of dance.

#### **901301H - Honors Dance Performance III (1.0)**

Prerequisites: Dance Performance II Honors or Teacher Recommendation  
Type of Graduation Credit Earned: Fine Arts – Dance; Career Ed; Elective; PE Enrollment Requirement

This course uses intermediate level dance technique as a foundation for performance opportunities. Students are expected to spend additional time preparing for these opportunities, including outside rehearsal time as established by the instructor. Students will engage in similar learning objectives to Dance III but with an emphasis on performance and the creation of dance productions. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate additional time outside of the classroom to their study of dance.

### **901401H - Honors Dance Performance IV (1.0)**

Prerequisites: Dance Performance III Honors or Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Dance; Career Ed; Elective; PE Enrollment Requirement

This course uses intermediate level dance technique as a foundation for performance opportunities. Students are expected to spend additional time preparing for these opportunities, including outside rehearsal time as established by the instructor. Students will engage in similar learning objectives to Dance III but with an emphasis on performance and the creation of dance productions. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate additional time outside of the classroom to their study of dance.

### ***Music***

### **938101H - Honors Beginning Band (1.0)**

Type of Graduation Credit Earned: Fine Arts – Music; Career Ed; Elective

This is an entry level course designed for students desirous on learning to perform on wind or percussion instruments; including, but not limited to: flute, clarinet, saxophone, bassoon, oboe, trumpet, French horn, trombone, euphonium, tuba, batter and mallet percussion. Notation, rhythm, pitch, time signature, meter will be stressed. Individual and group training will be incorporated into this class. 90% classroom/rehearsal-10% performance. Honors credit may be earned with extra classroom responsibilities, performance opportunities, increased music theory instruction, and/or other opportunities at director discretion. No previous experience or teacher recommendation is required for BEGINNING BAND.

### **948101H - Honors Intermediate Band I (1.0)**

Prerequisites: Beginning Band and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Music; Career Ed; Elective Recommended

This class is designed for the student who is not prepared to perform independently in an ensemble setting. In addition to individual attention, this class will rehearse in solo, ensemble and large organizations performing advanced-beginning and intermediate level music. Honors credit may be earned with extra classroom responsibilities, performance opportunities, increased music theory instruction, and/or other opportunities at director discretion. Students can perform solos and ensembles on the local level.

### **944101H - Honors Jazz Band I (1.0)**

Prerequisites: Intermediate Band and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Music; Career Ed; Elective

In addition to the requirements for JAZZ BAND I, HONORS students are encouraged to actively audition for and perform in all-city and state/district bands. Students must participate in local recitals, performances and festivals at the school/community level. Performance in small combos is encouraged but not required. Additional performance requirements can be added based on teacher discretion.

### **948201H - Honors Marching Band I (1.0)**

Prerequisites: Beginning Band and Teacher Recommendation

Type of Graduation Credit Earned: Arts-Music; Career Ed; Elective; PE Enrollment Requirement

Students will explore (or expand on) their abilities as a musician and performer. Honors Marching Band I (Varsity Band): Band, Drumline, Majorettes, and Flag Corps. This ensemble is for the student with more than 2 years of experience. Varsity Band

was formed solely for the purpose of providing music, spirit, and enthusiasm at athletic events. For the fall semester, the Varsity Marching perform at all home football games and local parades. During the winter, they perform at every home basketball (boys and girls). For the 2nd semester they focus on concert band repertoire, Brazilian drumming styles, West African drumming and dancing, and traditional music.

### **948301H - Honors Marching Band II (1.0)**

Prerequisites: Beginning Band, Marching Band I and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Music; Career Ed; Elective

Marching Band II (H) is an organization designed to teach teamwork, self-discipline, and develop higher level thinking skills necessary to express one's self through music. In the fall the organization will perform as the Marching Band II (H) and will perform at all varsity football games as well as various marching parades. Students receive PE waiver by participating in the Marching band II (H). After the conclusion of the marching season the band will become the Pep Band and will be required to perform at the home games for the basketball team and continue to participate in parades. The Band will perform at minimum three concerts during the year, as well as participate in clinics and contests adjudicated by the best music educators in the country. Opportunities for solo performances will come from the Chicago Public Schools Solo and Ensemble Contest.

### **958101H - Honors Advanced Band I (1.0)**

Prerequisites: Beginning or Intermediate Band and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Music; Career Ed; Elective

In addition to the requirements for Advanced Band I, HONORS students are encouraged to audition for and perform in all-city and state district bands. These students successfully participate in local

recitals, city and state solo and ensemble contests. Private lessons are encouraged but not necessary. Additional performance requirements can be added based on teacher discretion.

### **958201H - Honors Advanced Band II (1.0)**

Prerequisites: Advanced Band I and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Music; Career Ed; Elective

In addition to the requirements for ADVANCED BAND II, HONORS students are encouraged to actively audition for and perform in all-city and state district bands. Students must successfully participate in local recitals, city and state solo and ensemble festivals/contests. Private lessons are encouraged but not necessary. Additional performance requirements can be added based on teacher discretion.

### **958301H - Honors Advanced Band III (1.0)**

Prerequisites: Advanced Band II and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Music; Career Ed; Elective

In addition to the requirements for ADVANCED BAND III, HONORS students are encouraged to actively audition for and perform in all-city, state district and all-state bands. Students must successfully participate in school/community recitals, city and state solo and ensemble contests/festivals. Private lessons are encouraged but not required. Additional requirements can be added based on teacher discretion.

## ***Theatre***

### **973101R - Drama I (1.0)**

Type of Graduation Credit Earned: Fine Arts – Theatre/ Drama; Career Ed; Elective



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

### **973201R - Drama II (1.0)**

Prerequisites: Drama I

Type of Graduation Credit Earned: Fine Arts – Theatre/ Drama; Career Ed; Elective

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

### **973301H - Honors Drama III (1.0)**

Prerequisites: Drama II and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Theatre/ Drama; Career Ed; Elective

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

### **973401H - Honors Drama IV (1.0)**

Prerequisites: Honors Drama III and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Theatre/ Drama; Career Ed; Elective

This course is designed for the advanced level student. Students will engage actively in the theatrical process through designing, directing, and producing performance pieces. Student will explore different genres of theatre exploring the historical and cultural nature of a variety of texts. Students will demonstrate their proficiency as actors and directors through audition experiences.

### ***Visual Arts***

### **915101H - Honors Art I (1.0)**

Type of Graduation Credit Earned: Fine Arts – Visual Art; Career Ed; Elective

This is an intensive visual arts course that meets the high school graduation requirement. Students will plan and create both two and three-dimensional artwork using a variety of media, study International, national, and local artists, participate in critique sessions, learn about career opportunities in the arts, and understand the broader context of the art world and how their work fits in the discourse. Participants will also research and write artist statements and reports on the arts. Each student is required to explore and document ideas within a sketchbook.

### **901101H - Honors Creative Arts Studio I (1.0) (Pre-AP)**

Prerequisites: Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Visual Art; Career Ed; Elective

This course is offered to students who are working at a more advanced arts level as an option to work on a variety of media and explore varying themes or concepts. Participating students will create a cohesive body of work based on a written and approved Artist Statement and by using a sketchbook for project development and execution.

Students will also participate in one on one and group critiques to further support their studio practice.

### **905101A - Advanced Placement Studio Art: 2D Design Portfolio (2.0) (AP Photography)**

Prerequisites: Art 1 and Teacher Recommendation  
Type of Graduation Credit Earned: Fine Arts – Visual Art; Career Ed; Elective

2D Design Portfolio is intended to address two-dimensional (2-D) design issues. Students submit portfolios for evaluation. The instructional goals of the AP Studio Art are to encourage creative and systematic investigation of formal and conceptual issues; emphasize art-making as an ongoing process in which the student makes informed and critical decisions; help students develop technical skills and understand the functions of visual elements; encourage students to become independent thinkers who contribute inventively and critically to their culture through the making of art.

## **Physical Education**

### **990101R - PE I-Health (1.0)**

Type of Graduation Credit Earned: Physical Education I

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

### **990201R - PE II Course (1.0)**

Type of Graduation Credit Earned: Physical Education II

### **916101A - Advanced Placement Studio Art: Drawing Portfolio (2.0)**

Prerequisites: Art 1 and Teacher Recommendation  
Type of Graduation Credit Earned: Fine Arts – Visual Art; Career Ed; Elective

Drawing Portfolio is intended to address a breadth of drawing issues and media, including painting. Students submit portfolios for evaluation. The instructional goals of the AP Studio Art are to encourage creative and systematic investigation of formal and conceptual issues; emphasize art-making as an ongoing process in which the student makes informed and critical decisions; help students develop technical skills and understand the functions of visual elements; encourage students to become independent thinkers who contribute inventively and critically to their culture through the making of art.

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

### **990301R - PE-Team Sports (Competitive) (11th Grade) (1.0)**

Type of Graduation Credit Earned: Physical Education III

This course will focus on developing and maintaining health related and skill related fitness through participation in various team games and sports in a competitive setting. Team games and sports may include but not limited to: basketball,

flag football, soccer, ultimate Frisbee, Pickleball, badminton, and volleyball.

### **986101H - Honors PE-Junior Leaders (1.0)**

Prerequisites: Teacher Recommendation

Type of Graduation Credit Earned: Physical Education III ; Career Ed; Elective

Students will learn the methods and techniques of teaching physical education, the policies and procedures of the physical education department and rules and equipment.

### **990401R - PE-Indv/Lifetime Activity (12th Grade) (1.0)**

Type of Graduation Credit Earned: Physical Education IV

Students will engage in a variety of physical activities designed to promote and develop lifelong health and skill related fitness through participation in individual lifetime physical activities including but not limited to dance, bicycling, bowling, golf, ice/inline skating, jogging, martial arts, racquetball, skiing, tennis, walking and dancing.

### **986201H - Honors PE-Senior Leaders (1.0)**

Prerequisites: Physical Education -Junior Leaders and Teacher Recommendation

Type of Graduation Credit Earned: Physical Education IV; Career Ed; Elective

Students will learn advanced methods and techniques of teaching physical education and have the opportunity to put these in practice. Students are assigned to PE I and II classes to serve as peer teachers and teacher aids.

### **985101R - PE-Dance Fitness (1.0)**

Type of Graduation Credit Earned: Physical Education III or Physical Education IV; Career Ed; Elective

Students will engage in a variety of dance based physical activities designed to promote and develop lifelong health and skill related fitness. Students may learn about and engage in many dance forms including but not limited to; ballet, jazz, tap, hip-hop, modern, swing, country western, folk, Latin and various forms of aerobic dance.

### **901001H - Honors Dance Performance I (1.0)**

Type of Graduation Credit Earned: Fine Arts – Dance; Career Ed; Elective; PE Enrollment Requirement

This course uses beginning level dance technique as a foundation for performance opportunities. Students are expected to spend additional time preparing for these opportunities, including outside rehearsal time as established by the instructor. Students will engage in similar learning objectives to Dance I but with an emphasis on performance. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate additional time outside of the classroom to their study of dance.

### **901201H - Honors Dance Performance II (1.0)**

Prerequisites: Dance Performance I Honors or Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Dance; Career Ed; Elective; PE Enrollment Requirement

This course uses beginning to intermediate level dance technique as a foundation for performance opportunities. Students are expected to spend additional time preparing for these opportunities, including outside rehearsal time as established by the instructor. Students will engage in similar learning objectives to Dance II but with an emphasis on performance. This course should also begin to explore topics related to the creation of dance productions. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate

additional time outside of the classroom to their study of dance.

### **901301H - Honors Dance Performance III (1.0)**

Prerequisites: Dance Performance II Honors and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Dance; Career Ed; Elective; PE Enrollment Requirement

This course uses intermediate level dance technique as a foundation for performance opportunities. Students are expected to spend additional time preparing for these opportunities, including outside rehearsal time as established by the instructor. Students will engage in similar learning objectives to Dance III but with an emphasis on performance and the creation of dance productions. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate additional time outside of the classroom to their study of dance.

### **901401H - Honors Dance Performance IV (1.0)**

Prerequisites: Dance Performance III Honors and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Dance; Career Ed; Elective; PE Enrollment Requirement

This course uses intermediate level dance technique as a foundation for performance opportunities. Students are expected to spend additional time preparing for these opportunities, including outside rehearsal time as established by the instructor. Students will engage in similar learning objectives to Dance III but with an emphasis on performance and the creation of dance productions. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate additional time outside of the classroom to their study of dance.

### **948201H - Honors Marching Band I (1.0)**

Prerequisites: Beginning Band and Teacher Recommendation

Type of Graduation Credit Earned: Arts-Music; Career Ed; Elective; PE Enrollment Requirement

Students will explore (or expand on) their abilities as a musician and performer. Honors Marching Band I (Varsity Band): Band, Drumline, Majorettes, and Flag Corps. This ensemble is for the student with more than 2 years of experience. Varsity Band was formed solely for the purpose of providing music, spirit, and enthusiasm at athletic events. For the fall semester, the Varsity Marching perform at all home football games and local parades. During the winter, they perform at every home basketball (boys and girls). For the 2nd semester they focus on concert band repertoire, Brazilian drumming styles, West African drumming and dancing, and traditional music.

### **948301H - Honors Marching Band II (1.0)**

Prerequisites: Beginning Band, Marching Band I and Teacher Recommendation

Type of Graduation Credit Earned: Fine Arts – Music; Career Ed; Elective

Marching Band II (H) is an organization designed to teach teamwork, self-discipline, and develop higher level thinking skills necessary to express one's self through music. In the fall the organization will perform as the Marching Band II (H) and will perform at all varsity football games as well as various marching parades. Students receive PE waiver by participating in the Marching band II (H). After the conclusion of the marching season the band will become the Pep Band and will be required to perform at the home games for the basketball team and continue to participate in parades. The Band will perform at minimum three concerts during the year, as well as participate in clinics and contests adjudicated by the best music educators in the country. Opportunities for solo performances

will come from the Chicago Public Schools Solo and Ensemble Contest.

### **391101H - Honors Anatomy and Physiology (1.0)**

Type of Graduation Credit Earned: Career Ed; Elective; PE Enrollment Requirement

Anatomy and Physiology explores the structures and functions of systems in the human body including the circulatory, respiratory, endocrine, and reproductive systems. This course is usually taken after a comprehensive initial study of biology.

## **Career and Technical Education**

### **Computer Science**

668201H - Honors Exploring Computer Science (1.0)

Type of Graduation Credit Earned: Computer Science

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

### **668201A - Advanced Placement Computer Science Principles (1.0)**

Prerequisites: Algebra 1 and Teacher Recommendation

Type of Graduation Credit Earned: Computer Science; Career Ed; Elective

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this

Students will explore the role of diagnostic tools and research in the prevention and control of disease. Students will engage in lab work, hands-on activities, research projects, and presentations. Anatomy and Physiology is recommended for any student considering a career in biology or the medical field. In an honors class, students will be expected to engage in more advanced content and extend their learning to science projects outside of the classroom, which may include extended laboratory investigations and research papers.

course students will develop computational thinking vital for success across all disciplines, such as computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. Students will develop communication and collaboration skills, working individually and collaboratively to solve problems.

### ***CTE: Pre-Engineering***

### **699131H - Introduction to Engineering Design (1.0)**

Type of Graduation Credit Earned: Career Ed; Elective

The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced (solving real world problems). As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems. You will use

Inventor, a state of the art 3-D design software package from AutoDesk, to help you design solutions to different design projects. Working in teams, you will learn about documenting your solutions, solving problems, and communicating your solutions to other students and members of the professional community of engineering and engineering design. Introduction to Engineering Design™ is intended to serve as a foundation course within the Project Lead The Way® (PLTW) course sequence. All of the topics learned in this course will be used in future courses. CTE Program: Pre-Engineering

### **699231H - Principles of Engineering (1.0)**

Prerequisites: Introduction to Engineering Design  
Type of Graduation Credit Earned: Career Ed; Elective

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. Principles of Engineering (POE) is the second of three foundation courses in the Project Lead The Way (PLTW) high school engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. CTE Program: Pre-Engineering

### **699331H - Digital Electronics (1.0)**

Prerequisites: Introduction to Engineering Design  
Type of Graduation Credit Earned: Career Ed; Elective

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. CTE Program: Pre-Engineering

### **CTE: Digital Media**

#### **693101R - Digital Media I (1.0)**

Type of Graduation Credit Earned: Career Ed; Elective

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

#### **693201R - Digital Media II (1.0)**

Type of Graduation Credit Earned: Career Ed; Elective

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

### **693301R - Digital Media III (1.0)**

Type of Graduation Credit Earned: Career Ed;  
Elective

Prerequisites: Teacher Recommendation

This is the third course in a three-year sequence of Digital Media classes. You will demonstrate

increased proficiency in multimedia skills and the application of design principles. At this level you will plan and develop a website, movie, and DVD through the import and manipulation of different file formats.

## **Chicago Police & Firefighter Training Academy**

The Chicago Police and Firefighter Training Academy (CPFTA) program provides training for students interested in careers in public safety, law enforcement, criminal justice, and fire science. The 2-year program was developed jointly by the Chicago Public Schools' Department of Career and Technical Education (CTE), the Chicago Police Department (CPD), the Chicago Fire Department (CFD), and the City Colleges of Chicago (CCC).

The CPFTA curriculum allows juniors and seniors who are city residents to progress seamlessly from high school directly into any City College of Chicago to complete their Associate's degree.

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

## **CHICAGO POLICE AND FIREFIGHTER TRAINING ACADEMY Grades 11-12**

Type of Graduation Credit Earned: Career Ed;  
Elective

Prerequisite: Sophomore application in February, Minimum 2.0 GPA, 95% attendance, two letters of recommendation, parental permission, parent/student interview, pass a drug test and background check.

CPFTA is a 2-year after school program that allows students to train at the Chicago Police and Fire Academies for a career in law, public safety, fire science, and more while earning school credit.

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### ADVANCED ARTS EDUCATION PROGRAM (AAEP) Grades 11-12

Prerequisite: Applicants must be interviewed and submit a portfolio or audition for review.

For more information, please contact Ms. Serena Hill at (773-535-1369). This is an off-campus arts

program that provides high school juniors/seniors who show exceptional talent and interest in the arts. Students may earn honors or Advanced Placement credit toward completion of a year of study and course objectives. See Ms. Outten in the Counseling Office for more information.

### AP CAPSTONE PROGRAM

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

#### 013111A - AP Seminar (1.0) Juniors and Seniors

Type of Graduation Credit Earned: Career Ed; Elective

Prerequisites: Teacher Recommendation

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and

precision in order to craft and communicate evidence-based arguments.

#### 013211A - AP Research (1.0) Seniors

Prerequisites: Teacher Recommendation

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.