Table of Contents

Senn High School Vision 3
Senn High School Mission 3
Program Offerings 3
  Diploma Programme 3
  Diploma Candidates 3
  Course Candidates 4
  IB Courses Offered at Senn High School 4
  Assessment and Award of the IB Diploma or IB Certificate 4
  Eligibility for IB Courses 4
  Middle Years Programme 4
  Senn Arts 5
Graduation Requirements 6
2020-2021 Course Options by Program 8
English Department 9
  English Pathway 9
  English Department Course Descriptions 9
Mathematics Department 14
  Mathematics Pathway 14
  Mathematics Department Course Descriptions 14
Social Studies Department 16
  Social Studies Pathway 16
  Social Studies Department Course Descriptions 16
Science Department 20
  Science Department Pathway 20
  Science Department Course Descriptions 20
World Language Department 23
  World Language Pathway 23
  World Language Department Course Descriptions 23
Arts Department 28
  Arts/Senn Arts Pathway 28
  Arts Department Course Descriptions 28
  Senn Arts Department Course Descriptions 31
Physical Education/JROTC Department 38
  Physical Education/JROTC Pathway 38
  Physical Education Department Course Descriptions 38
Design/Major Studies Department 40
  Design/Major Studies Pathway 40
  Design/Major Studies Course Descriptions 40

*This is a working draft. Contents and classes are subject to change. Please use this as a guide for programming.*
Senn High School Vision
Nicholas Senn High School is to be an inclusive, world-class educational institution and the first choice high school for its community. Our goal is to develop global, competitive learners who will attend college and pursue the career of their choice.

Senn High School Mission
The mission of Nicholas Senn High School is to develop lifelong learners, who value diversity and social-awareness, and who possess the critical thinking, creative, and technological skills to active and responsible citizens. To achieve this mission, faculty, staff, and the community will engage in developing and implementing a rigorous, college and career readiness, internationally-minded curriculum by participating in professional learning communities focused upon increasing academic achievement for all and closing achievement gaps, especially ELL students. The MYP Framework will be expanded across Grades 9 - 10 using IB best practices, strategies, and key program components. IB certificate options will be accessible to all students. Additionally, Senn will reconnect and re-dedicate itself to neighborhood families, while maintaining magnet programs. We will provide a menu of program options to ensure that every student knows they are part of a valued Senn program, and they, in turn, are valued by the program. Programs include MYP/IB, Senn magnet Fine Arts, and the IB Edgewater/Andersonville “safe seats” strands of Digital Journalism and Environmental Studies.

Program Offerings
Diploma Programme
The IB Diploma Programme is a challenging program of study for grades 11-12. Students are enrolled as Diploma Candidates or Course Candidates.

Diploma Candidates
Students enrolled in the full Diploma Programme will be awarded the IB Diploma after successful completion of all IB courses and core assessments. Diploma Candidates take two-year IB courses in six subject areas, plus complete the programme core:

- Theory of Knowledge – an interdisciplinary course
- Extended Essay – a 4,000 word research paper based on the candidate’s independent investigation on a self-selected topic
- Creativity, Activity, Service – the student’s portfolio of learning experiences beyond the classroom

The Diploma Programme develops students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study at least two languages
- explore the nature of knowledge through the programme’s unique theory of knowledge course
- are recognized by universities as well-prepared students who can set challenging goals and persist in achieving those goals
Course Candidates
Students opting to enroll in 1-3 IB courses will be awarded the IB Certificate in the subject after successful completion of all IB assessments in the course(s).

IB Courses Offered at Senn High School
Diploma and Course Candidates will experience the unique benefits of an IB classroom. Classes are student-centered, inquiry-based, work within global contexts, and explore significant content. Students develop skills including analyzing information, constructing arguments, and applying key concepts. In addition, students taking IB courses earn added value points towards their GPA and are eligible for college credit.

Assessment and Award of the IB Diploma or IB Certificate
IB coursework is assessed internally by Senn faculty as well as externally by IB examiners around the world. Assessments include essay-writing, structured problem-solving, oral commentaries, field work, interviews, data-response questions, and artistic presentations. The candidates are informed of their grade results in July of their senior year.

IB Courses
Biology
Computer Science
English A Literature
Dance
French B
French ab initio
Global Politics
History
Mathematics: Applications and Interpretations
Music
Physics
Spanish B
Spanish ab initio
Sports Exercise and Health Science
Theory of Knowledge
Theatre
Visual Arts

Students who have demonstrated serious work ethic, strong academic performance, and a commitment to completing the two-year IB course are eligible for enrollment. Guidance counselors and programme coordinators will meet with students individually to discuss details of IB courses before enrollment. Teacher recommendation required.

Middle Years Programme
The International Baccalaureate (IB) Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop Approaches to
Learning (ATL) skills, and deepen conceptual understanding through their engagement with global contexts. At Senn, the MYP is offered to all students in grades 9 and 10.

While content and course objectives in MYP classes may not differ dramatically from those in other CPS classrooms, MYP classes will be aligned to IB assessment criteria as well as the Common Core State Standards. Every semester, students receive CPS and MYP report cards. MYP report cards show student achievement levels in the MYP assessment criteria for each subject.

<table>
<thead>
<tr>
<th>Language &amp; Literature</th>
<th>Analyzing</th>
<th>Organizing</th>
<th>Producing Text</th>
<th>Using Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Acquisition</td>
<td>Comprehending Spoken &amp; Visual Text</td>
<td>Comprehending Written &amp; Visual Text</td>
<td>Communicating in response to spoken, written, and visual text</td>
<td>Using language in spoken &amp; written form</td>
</tr>
<tr>
<td>Individuals &amp; Societies</td>
<td>Knowledge &amp; Understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking Critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowledge &amp; Understanding</td>
<td>Inquiring &amp; Designing</td>
<td>Processing &amp; Evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowledge &amp; Understanding</td>
<td>Investigating Patterns</td>
<td>Communicating</td>
<td>Applying Mathematics in real life contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowledge &amp; Understanding</td>
<td>Developing Skills</td>
<td>Thinking Creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical Education &amp; Health</td>
<td>Knowledge &amp; Understanding</td>
<td>Planning for Performance</td>
<td>Applying &amp; Performing</td>
<td>Reflecting &amp; Improving Performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring &amp; Analyzing</td>
<td>Developing Ideas</td>
<td>Creating a Solution</td>
<td>Evaluating</td>
</tr>
</tbody>
</table>

Approaches to Learning skills taught and practiced throughout courses in the MYP include:

- Communication through language
- Communication through interaction
- Collaboration
- Information Literacy
- Media Literacy
- Critical Thinking
- Creative Thinking
- Transfer
- Organization
- Affective Skills
- Reflection

Global Contexts that are explored throughout courses in the MYP include:

- Identity and Relationships
- Orientation in Time, Space, and Place
- Personal and Cultural Expression
Globalization and Sustainability  
Scientific and Technical Innovation  
Fairness and Development

The MYP Personal Project is a culminating student-directed inquiry project that consists of a process journal, product, and report. The Personal Project is a requirement for all 10th graders. Without a Personal Project, students are not eligible for advanced coursework at Senn. The objectives of the Personal Project are to develop skills in investigating, planning, taking action, and reflection. The aims of the Personal Project encourage students to generate creative insights, demonstrate skills, communicate effectively, demonstrate responsible action, and appreciate the process of learning. The Personal Project is a fantastic experience and is supported through the work of the MYP Coordinator, various classes, and teacher supervisors.

All IB courses promote the IB Learner Profile (please see appendix in this Course Catalog). For more information about the MYP, please visit the International Baccalaureate Organization’s website (www.ibo.org).

Senn Arts
Senn Arts is a Fine and Performing Arts Magnet Program where creative Chicago students pursue artistic and academic excellence. Senn Arts provides students with an environment that fosters academic, social, and personal growth to cultivate artistic members of the global community. Senn Arts’ Studio School model is an arts education approach that emphasizes exploration, interaction, and creation. Our coursework provides the technical foundation necessary for students to clarify their ideas, and promotes open exchange and critical analysis in the classroom. Through immersion in the creative process and production of art, students will explore their sense of self and deepen their unique artistic identity.

Our goal is for all students to leave our program as artistically minded lifelong learners who are highly creative and deeply analytical. Senn Arts instructors are active artists and certified educators, who bring a working knowledge of their field into the classroom.

Graduation Requirements
The following requirements were written with the intention of preparing our students for success in a variety of experiences after high school. While these requirements align to the entrance requirements for the state universities of Illinois, they were also written to prepare students for a variety of careers right out of high school. There is great flexibility in the exact courses that we offer by program and those students pursuing a full IB Diploma will have some exceptions (see IB Diploma description above).

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>CREDITS REQUIRED</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English / English as a Second Language (ESL)</td>
<td>4</td>
<td>One full credit is required in each of the following: English I, II, III, and IV. ESL courses satisfy the graduation requirement for English.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>One full credit is required in Algebra, Geometry, and Advanced Algebra/Trigonometry. Advanced mathematics courses are substituted for Algebra and/or Geometry if successfully completed prior to entering high school.</td>
</tr>
<tr>
<td>Subject</td>
<td>Credits</td>
<td>Requirements</td>
</tr>
<tr>
<td>----------------------</td>
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<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>One full credit is required in Biology, Chemistry, and Physics.</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>One full credit is required in both World Studies and U.S. History along with one total credit (0.5 must be in Civics) from any other Social Science course(s). Other 0.5 credit can be Civics (recommended) or any other Social Science course.</td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
<td>Two years of the same world language are required. This requirement cannot be met by earning one credit in two different world languages.</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2</td>
<td>Two full credits are required in the same Fine Arts category or any combination of categories: Music; Dance; Theatre/Drama; and Visual Art/Drafting.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>Two total credits in PE are required with Health and Driver’s Education as mandated components. ROTC may satisfy the PE requirement. All high school students are required to be enrolled in daily physical education or have an authorized individual exception on-file.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
<td>One full credit in Computer Science (recommended in 9th grade).</td>
</tr>
<tr>
<td>Career Education</td>
<td>2</td>
<td>Two total credits from any of the following options: Career &amp; Technical Education; Dual Enrollment; and Advanced Academics, Fine Arts, and ROTC (courses that are not aligned to the above graduation requirements or meet requirements already satisfied).</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>Most courses in the catalog will meet the Elective requirement. Electives should be chosen with student’s future goals in mind (see Course of Study maps).</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Non-Credit Bearing Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Secondary Plan (LPS)</td>
<td>Students must provide evidence of a Post-Secondary Plan</td>
</tr>
<tr>
<td>Service Learning</td>
<td>Students must complete two classroom integrated (2) Service Learning Projects; one project must be completed in a Civics course.</td>
</tr>
<tr>
<td>Financial Education</td>
<td>Students must complete a course that integrates a unit of study on Financial Education, aligned to state standards, into its curriculum</td>
</tr>
<tr>
<td>Public Law 195</td>
<td>Students must pass a test in which they demonstrate knowledge of the U.S. and Illinois Constitutions. This is often part of the U.S. History curriculum.</td>
</tr>
<tr>
<td>District-Wide Assessment</td>
<td>Students must take the SAT.</td>
</tr>
</tbody>
</table>
ENGLISH LEARNER — If you are an English Learner (EL), you will take English as a Second Language (ESL) and core content courses aligned to academic standards that are taught by an ESL or bilingual endorsed teacher. Please note that ESL I, II, III and Transition English I-IV courses satisfy the four years of English required for graduation. Your English language proficiency level (based on your screener or ACCESS score) will determine your placement in the ESL course sequence. If you are enrolled in a Transitional Bilingual Education (TBE) program, you will also receive native language instruction in core content courses as needed. If you are in a Transitional Program of Instruction (TPI) you will receive sheltered English instruction in all core content courses and might receive native language support from your teachers or tutors, if available.

STUDENTS WITH IEPs — If you are receiving special education services, your Individualized Education Program (IEP) may specify any unique circumstances regarding grading, promotion, or graduation criteria. This decision is determined by your IEP team, inclusive of you, your parents, and your teacher.

2020-2021 Course Options by Program

View the links below for course options by program. All students will meet with their counselor in February and March to choose their classes for the following school year.

Class of 2023 - 9th grade during SY 19-20

Class of 2022 - 10th grade during SY 19-20

Class of 2021 - 11th grade during SY 19-20
English Department

English Pathway

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB MYP English I (R)</td>
<td>IB MYP English II (R)</td>
<td>English III (R)</td>
<td>English IV (R)</td>
</tr>
<tr>
<td>IB MYP English I (H)</td>
<td>IB MYP English II (H)</td>
<td>English III (H)</td>
<td>English IV (H)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IB World Lit I</td>
<td>IB World Lit II</td>
</tr>
<tr>
<td>Grade 9 Electives:</td>
<td>Grade 12 Electives:</td>
<td>Grade 12 Electives:</td>
<td></td>
</tr>
<tr>
<td>IB MYP Reading In The Language Arts (R)</td>
<td>One Goal I</td>
<td>One Goal II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Seminar IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Career</td>
<td></td>
</tr>
</tbody>
</table>

English Department Course Descriptions

IB MYP English I - Survey of Literature  
Reg 178101R 1 credit

IB MYP English II – American Literature  
Reg 178201R 1 credit

Students will read, discuss, research and write about significant works of literature from a global perspective and supporting non-fiction texts. The purpose of this class is not only for students to improve reading comprehension, writing, and speaking skills, but more importantly to learn to analyze, evaluate, and engage in thoughtful discussions that they encounter both in and outside of class. Big Ideas: Throughout this course, students will discover how literature can convey and deepen our understanding of complex social issues that affect us personally and culturally.

IB MYP English II - American Literature  
Hon 178201H 1 credit

Students will read, discuss, research and write about significant works of American literature and supporting non-fiction texts. The purpose of this class is not only for students to improve reading comprehension, writing, and speaking skills, but more importantly to learn to analyze, evaluate, and engage in thoughtful discussions that they encounter both in and outside of class. We have chosen some of the best American authors to fully explore the American Experience both as a class and individually. Throughout this course, students will explore the experience of Americans in different locations, time periods, religions, social status and economic backgrounds. In this honors course, students will be required to read additional texts, and complete a considerable amount of independent written analysis.

English III – British Literature  
Reg 184301R 1 credit

English III – British Literature  
Hon 184301H 1 credit

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.

**English IV – World Literature**
Reg 184401R 1 credit

**English IV – World Literature**
Hon 184401H 1 credit

English IV offers students the opportunity to examine significant works of literature from around the world engaging with the texts to analyze the author’s craft and to gain insight into the human condition. Students will also be instructed in producing writing with the skill, maturity, and sophistication required both at the university and in the business world.

**IB HL English A World Literature I**
Hon 178401A 1 credit

**IB SL English A World Literature I**
Hon 178401A 1 credit

Students will learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

**AP Language and Composition**
AP 175101A 1 credit

Advanced Placement in English Language and Composition is a rigorous, college preparatory course that engages students in becoming skilled readers of complex texts and in becoming skilled writers who compose for a variety of purposes. The goal of the AP English Language and Composition course is to fully develop students' abilities to read complex texts with understanding and to generate college-level writing assignments of sufficient skill and ability in order to communicate effectively with mature readers.

**IB HL English A World Literature II**
Hon 178501A 1 credit

Students will continue to learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. In this second year of Language A: Literature, students will prepare to execute an oral commentary and two written IB Papers in May.

**AP Literature and Composition**
AP 170101A 1 credit

As stated by the College Board, AP Literature and Composition “engages students in the careful reading and critical analysis of imaginative literature.” Students will learn to understand, through close reading, the way writers craft their works for both “meaning and pleasure.” Students will be taught to evaluate and write about a work’s structure, themes, style, and the author’s use of figurative language.

**English Electives**

**IB MYP Reading In The Language Arts**
Reg 126121R 1 credit

The Reading Language Arts course provides a focus on foundational skills for success in an English Language Arts classroom. Students will build their capacity in the following areas: comprehension, fluency, vocabulary development, word structure analysis, sentence structure and formal essay writing.

**One Goal I**
Reg 892101R 1 credit

In the first year of OneGoal, students (Fellows) explore their geographic, social, and cultural communities and identify their strengths, different components of their identities, and their professional aspirations. They then explore colleges and other postsecondary opportunities that fit their unique strengths, values, and visions for their future. As Fellows pursue this exploration, they build mindsets about themselves and their communities and
develop awareness of the historical realities of structural oppression. Through the OneGoal program, students enhance their self-efficacy and agency in order to take action for themselves and their communities. Rigorous academic experiences in support of these outcomes focus on academic writing, critical analysis, oral and written communities, self-awareness and awareness of others, and developing and conducting inquiries. Fellows leave Year One with a powerful sense of self that informs their personal statements, how they interact with the world, and their direction for Year Two and beyond.

**One Goal II**  
Reg 892201R 1 credit

In the second year of OneGoal, students (Fellows) begin the year by revising their postsecondary aspirations from Year One. They understand that this is normal - one’s plans can change over the course of time. With the support of their families, they then leverage their self-efficacy and agency to apply to and secure admission and financial support from their selected postsecondary pathways. Fellows will consider and decide upon the impact they wish to have at their school and in their broader communities, and they will engage in participatory action research to do so. Throughout the year, Fellows continue to complete rigorous academic work with the same focus areas as Year One. The cohort will leave Year Two having prepared for the various challenges and opportunities of post-high school education not only by practicing academic skills and developing mindsets associated with persistence, but also having taken concrete enrollment steps specific to their chosen pathways with the guidance of their Program Director and OneGoal staff.

**Senior Seminar IV**  
Reg 013301R 1 credit

**Senior Seminar - Social Science**  
Reg 013281R 1 credit

Students will navigate the post-secondary process by providing the knowledge, tools, and support needed to identify a variety of options, align these options with career goals, and make an informed decision about life after high school. Counselors will facilitate the learning on a regular basis in conjunction with classroom instructors through activities designed to promote post-secondary success.

**English as a Second Language Pathway**  
*Course sequence depends on ACCESS for ELLs test of English Language Proficiency*

<table>
<thead>
<tr>
<th>Two Per ESL I</th>
<th>Two Per ESL II</th>
<th>English as a Second Language III Communication III For English Language Learners</th>
<th>Communications IV For English Language Learners English I Transitioning</th>
</tr>
</thead>
</table>

**English as a Second Language Course Descriptions**

**Two Per ESL I**  
Reg 185101R 1 credit

This mandatory two-period course is designed for English learners at the Entering - Emerging Levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL I focuses on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. It is designed as a two-period course to comprehensively provide sequential language development in listening, speaking, reading, and writing skills. ESL I is based on intentional instruction with consistent exposure to complex texts, a variety of text types aligned to CCSS genres, high levels of analytical thinking, exposure to the history and culture of the United States, and differentiated to meet the language needs of students. ESL I curriculum is aligned
to WIDA and Common Core State Standards. This course must be scheduled as a double period. One period is counted towards English I credit and the other one as an elective credit.

**Two Per ESL II**  
Reg 185201R  
1 credit  
This course is designed for English Learners at the Emerging - Developing Levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL II focus is on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. It provides sequential language development in listening, speaking, reading, and writing skills. ESL II is based on intentional instruction with consistent exposure to complex texts, a variety of text types aligned to CCSS genres, high levels of analytical thinking, exposure to the history and culture of the United States, and differentiated to meet the language needs of students.

**English as a Second Language III**  
Reg 186301R  
1 credit  
This course is designed for English learners at the Expanding Level of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL III focuses on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. This course is based on rigorous and intentional benchmarked instruction with consistent engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Writing and discourse development are emphasized, along with a contextual understanding of the history and culture of the United States. ESL III is based on intentional instruction focusing on complex texts, a variety of text types aligned to CCSS genres, high levels of analytical thinking, exposure to the history and culture of the United States, and differentiated to meet the language needs of students. This course is scheduled as a single period satisfies the high school English graduation requirement of one English credit.

**Communication III For English Language Learners**  
Reg 167301R  
1 credit  
This course is designed for ELs enrolled in English as a Second Language (ESL) III at the Developing-Expanding levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications III for ELs focuses on further developing students’ receptive and productive skills in reading/writing and listening/speaking. Students participate in individual and group structured instructional activities that directly target the development of reading/writing and listening/speaking with emphasis on developing academic writing in context. Materials are the same as those used in ESL III curriculum with consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres, to meet the language needs of students.

**Communications IV For English Language Learners**  
Reg 167401R  
1 credit  
This course is designed for ELs enrolled in English Language Arts (ELA) courses at the Expanding, Bridging, and Reaching levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications IV for ELs focuses on strengthening students’ receptive and productive skills in reading/writing and listening/speaking to ensure academic success in general program courses, post-secondary courses, and professional settings. Students participate in individual and group structured instructional activities that directly support the reading/writing and listening/speaking rigor in general program courses with emphasis on developing increased fluency in reading, writing, listening, and speaking language domains equivalent that of their native English-speaking peers. Materials are the same as those used in ELA courses (with EL Constraints) with
consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres, to support the language needs of ELs.

**English I Transitional**  
Reg  
178101R  
1 credit

Students will read, discuss, research and write about significant works of literature from a global perspective and supporting non-fiction texts. The purpose of this class is not only for students to improve reading comprehension, writing, and speaking skills, but more importantly to learn to analyze, evaluate, and engage in thoughtful discussions that they encounter both in and outside of class. Big Ideas: Throughout this course, students will discover how literature can convey and deepen our understanding of complex social issues that affect us personally and culturally.
Mathematics Department

Mathematics Pathway

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB MYP Int. Math I (H)</td>
<td>IB MYP Int. Math II (H)</td>
<td>Adv. Algebra/Trig. (H)</td>
<td>Pre-Calculus (R)</td>
</tr>
<tr>
<td>IB MYP Int. Math II (H)</td>
<td>IB MYP Adv. Alg Geo (H)</td>
<td>IB Math Applications and Approaches I</td>
<td>Pre-Calculus (H)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AP Statistics</td>
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<td></td>
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<td>IB Math Studies II</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>IB Math Calc II</td>
</tr>
</tbody>
</table>

Mathematics Department Course Descriptions

**IB MYP Integrated Mathematics I**
- **Reg**: 400111R
- **Hon**: 400111H
- **1 credit**

**IB MYP Integrated Mathematics II**
- **Reg**: 400211R
- **Hon**: 400211H
- **1 credit**

The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. In Mathematics I, students begin to formalize their learning from the middle grades to make connections across mathematical concepts. Students study both algebraic and geometric patterns to discover relationships and justify their reasoning. 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 Mathematics I includes Creating and Interpreting Expressions and Equations, Linear Equations and Inequalities, including Linear Systems, Interpreting and Building Functions using Proper Function Notation, Summarizing, Representing, and Interpreting Data, Congruence, Transformational Geometry, and Geometric Proofs.

**IB MYP Integrated Mathematics II**
- **Reg**: 400211R
- **Hon**: 400211H
- **1 credit**

The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. In Mathematics II, students extend their learning of algebraic and geometric concepts to include more complex ideas that include both inductive and deductive reasoning processes. 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 Mathematics II includes Properties of Rational and Irrational Numbers, Solving Quadratic Equations using Multiple Methods, Similarity, Right Triangles, Geometric Proofs, Measurement and Dimension, and Probability.

**IB MYP Adv Alg – Geometry**
- **Hon**: 457121H
- **1 credit**

The MYP Adv Alg / Geometry course develops formal reasoning about spatial relationships, continues the study of functions from Algebra 1, and explores relationships between algebraic and geometric thinking. This course follows
Algebra 1 Honors for the Diploma Prep program, and is designed to lead to Diploma Mathematics courses. Non-DPP honors students who complete Algebra 1 in 9th grade should instead enroll in Honors Geometry.

**Advanced Algebra with Trigonometry**

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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 situations. Compared to regular Advanced Algebra, this course takes a more formal and rigorous approach to topics, as well as including additional topics in logarithmic functions, radian measure, trig identities, and other areas. This course should prepare students for dual-credit precalculus as a senior, which is the appropriate 12th grade course for students considering science or technology majors in university.

**IB Mathematics: Applications and Approaches I**

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The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

**CCC Transitional Math**

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This 12th grade course studies a mathematics topics useful across a wide range of non-technical fields. Topics include counting and probability, statistics, and finance.

**Pre Calculus**

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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.

**AP Statistics**

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Advanced Placement Statistics develops a selection of statistical tools in experimental design, exploratory data analysis, bivariate analysis, and hypothesis testing equivalent to an introductory university course in statistics. It is open to all seniors with the appropriate recommendation, regardless of their formal mathematics background. However, it is an additional elective course and should not replace precalculus or its equivalent in a student’s program.

**IB SL Math Studies II**

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The 12th grade portion of IB Math Studies focuses on ideas in statistics and prepares students for internal and external IB assessments.

**IB SL Math/Calculus II**

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The 12th grade portion of IB Mathematics SL focuses on calculus and prepares students for internal and external IB assessments.
Social Studies Department

Social Studies Pathway

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<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>IB MYP World Studies (R)</td>
<td>IB MYP US History (R)</td>
<td>Civics (R)</td>
<td>Latin American History</td>
</tr>
<tr>
<td>IB MYP World Studies (H)</td>
<td>IB MYP US History (H)</td>
<td>Civics (H)</td>
<td>World Religions</td>
</tr>
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<td>AP Human Geography</td>
<td>AP US History (H)</td>
<td>IB History of Amer. I</td>
<td>Human Geography</td>
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<td>IB Global Politics I</td>
<td>History of Chicago (H)</td>
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<td>AP Human Geography</td>
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<td>AP Psychology</td>
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<td>IB Theory of Know. I</td>
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</table>

Social Studies Department Course Descriptions

IB MYP World Studies                       Reg  278101R  1 credit
IB MYP World Studies                       Hon  278101H  1 credit

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. Not only will students become more knowledgeable global citizens, but they will be able to connect events together in the global context. 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 literary-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.

AP Human Geography                        Hon  277101A  1 credit

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 or 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.

IB MYP United States History               Reg  278201R  1 credit
IB MYP United States History               Hon  278201H  1 credit

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. The course will cover American history from First Contact (1490s) to the Cold War (1960s).

**AP United States History**

Advanced Placement United States History (APUSH) is a challenging and demanding course. The course is designed to prepare students for college-level study and awards college course credit for high achievement on the Advanced Placement Exam. Students will be treated as college students as they assess historical materials for their relevance, their reliability, and their importance. The nature of the course requires a rigorous study of issues in the roughly 500 year history of the United States from European exploration to the present.

**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.

**IB HL History of Americas I**

The Diploma Programme history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. The course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

**IB Global Politics I**

The global politics course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. All standard level students undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more theoretical perspectives from research and submit a written report summarizing their investigation.

**IB Theory of Knowledge I**

The interdisciplinary Theory of Knowledge course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. This course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of that they encounter.
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<tr>
<th>Course</th>
<th>Type</th>
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<tbody>
<tr>
<td>Latin American History</td>
<td>Reg</td>
<td>291101R</td>
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<tr>
<td>This is a survey of Latin American history from roughly the 1820s to the present. The course is designed to introduce students to important themes, chronologies, and dynamics in modern Latin American, as well as the practical skills that historical study entails. Students will improve the basic critical and analytical skills at the heart of historians' work. They will examine written primary sources to practice close reading and analysis, as well as images, films, and objects to learn how to engage non-written sources. They will work with and evaluate secondary sources, learning to assess how arguments are put together and place them within historical contexts. Students will also practice communication skills, both written and verbal, through class assignments, discussions, and presentations.</td>
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<tr>
<td>World Religions</td>
<td>Reg</td>
<td>259101R</td>
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<tr>
<td>The World Religions course is a semester-long course that investigates the major religions that have impacted the global community. Students will investigate the culture and impact these religions have had on society. Special attention is paid to the central beliefs and traditions/rituals of the religions. Studies can also focus on those who lead those religions and those who follow them. The course material investigates Indigenous Religions, Eastern Religions, Monotheistic Religions, and Modern Religions.</td>
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<tr>
<td>Human Geography</td>
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<td>Human Geography is NOT simply memorizing where everything is located on the earth. Alternatively, it is the study of three main questions: Where are things/people located?, Why are those things/people there or not there?, So, what? During this course you will be exploring not only the world around you but your own communities and their connection to our world. This class aims to help you use human geography to navigate the complexities of the modern world and solve contemporary issues from a multicultural, critical, and unique perspective.</td>
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<tr>
<td>History of Chicago</td>
<td>Hon</td>
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<td>This is an elective that will focus on the unique history of our city, its neighborhoods and its people. In addition to classroom work, there may be field trips required that may take place after school and on the weekends. This course is an analysis of the history of Chicago starting with prior to the founding of the city, early infrastructural challenges, Progressive Era issues, the Great Migration and Prohibition Era, protest movements and present-day issues.</td>
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<tr>
<td>AP Psychology</td>
<td>AP</td>
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<tr>
<td>Following the College Board’s suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.</td>
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<tr>
<td>IB HL History of Americas II</td>
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<td>The Diploma Programme history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. The course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.</td>
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</table>
IB Global Politics II
Hon 228601A 1 credit

The global politics course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. All standard level students undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more theoretical perspectives from research and submit a written report summarizing their investigation.

IB Theory of Knowledge II
Hon 179201A 1 credit

The interdisciplinary Theory of Knowledge course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. This course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of that they encounter.
Science Department

Science Pathway

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<th>Grade 9</th>
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<tr>
<td>IB MYP Biology (R)</td>
<td>IB MYP Chemistry (R)</td>
<td>Physics (R)</td>
<td>Earth &amp; Space Science (R)</td>
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<td>IB MYP Biology (H)</td>
<td>IB MYP Chemistry (H)</td>
<td>Physics (H)</td>
<td>Earth &amp; Space Science (H)</td>
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<td>IB Physics I</td>
<td>IB Physics II</td>
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<td>Grade 11 Electives</td>
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<td>IB Sport &amp; Exc I</td>
<td>IB Sport &amp; Exc II</td>
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</table>

Science Department Course Descriptions

IB MYP Biology
- **Reg**: 351101R 1 credit
- **Hon**: 353101H 1 credit

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IB MYP Chemistry
- **Reg**: 375101R 1 credit
- **Hon**: 375101H 1 credit

Chemistry is analyzed through the lens of environmental problems such as resource consumption, climate change, water pollution, air pollution, energy needs, and food production. Chemistry is a standards based class and teachers only assess work using the MYP criteria and the approaches to learning. Chemistry is a standard introductory course into the scientific study of the properties of matter and the changes that matter undergoes during reactions. The course 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.

Physics
- **Reg**: 333101R 1 credit
- **Hon**: 333101H 1 credit

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 Course Catalog Page 79 Course Descriptions 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.
The biology course is organized by topics, SL students study six topics and HL students study a further five, with some of these taking the first six topics to greater depth. In addition to this, students study two out of a choice of seven (at SL) or five (at HL) option topics. There are four basic biological concepts that run throughout: Structure and function; Universality versus diversity; Equilibrium within systems; and Evolution. These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional higher level (AHL) material and the options.

The IB physics course allows students to develop practical skills and techniques and to increase facility in the use of mathematics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills. While the skills and activities of IB Physics are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options.

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Science Electives

This course incorporates the disciplines of anatomy and Page 102 Chicago Public Schools Course Descriptions Science physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The course has strong international dimensions such as international sporting competition and the international bodies
that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

IB SL Sports exercise and health science II Hon 378201A 1 credit

This course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.
World Language Department

World Language Pathway

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<tbody>
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<td>IB MYP Spanish II (R)</td>
<td>Spanish I (H)</td>
<td>Spanish II (H)</td>
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<td>IB MYP Spanish II (H)</td>
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<td>IB French ab initio II</td>
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World Language Department Course Descriptions

**IB MYP Spanish I**

Reg 568101R 1 credit

The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. 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 basic grammatical structure, 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.

**IB MYP Spanish I**

Hon 568101H 1 credit

The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. **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 basic grammatical structure, 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.
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. 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.

The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. This course is a beginning course in Arabic 1. In this course, effective communication and understanding of the Arabic 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 Arabic culture and language. Students practice speaking Arabic in every class, take regular written and oral examinations and develop projects on local and international Arabic-speaking communities.

This course is a continuation of IB MYP Spanish I. 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.

This course is a continuation of IB MYP Spanish I and 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.

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

This is a language acquisition course for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. Higher and standard levels are differentiated by the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only.
<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Code</th>
<th>Credits</th>
</tr>
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<tr>
<td>IB MYP Arabic II</td>
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The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. This course is a continuation of Arabic 1. 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 Arabic-speaking countries.

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<th>Course</th>
<th>Level</th>
<th>Code</th>
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<tbody>
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<tr>
<td>Spanish I</td>
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<td>558101H</td>
<td>1</td>
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</tbody>
</table>

*Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.*

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<tr>
<th>Course</th>
<th>Level</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Spanish for Heritage Speakers I</td>
<td>Hon</td>
<td>548101H</td>
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</table>

*Spanish for Native Speakers courses support, reinforce, and expand students' knowledge of their own tongue. Because students understand at least the rudiments and structure of the language and have a working vocabulary (to a greater or lesser degree), Spanish for Native Speakers courses often move faster than do regular Spanish foreign language courses and emphasize literary development (with a study of literature and composition). These courses may also include the culture or history of the people and introduce translation skills.*

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<th>Course</th>
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<tbody>
<tr>
<td>IB HL Spanish A I</td>
<td>Hon</td>
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*The language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres in the Spanish Language. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. This course is available for study in 17 languages. The course is organized into four parts, each focussed on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study 6 works at higher level from a representative selection of genres, periods and places. This course will help meet the language requirement for the IB Bilingual Diploma.*

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<tr>
<th>Course</th>
<th>Level</th>
<th>Code</th>
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</table>

*This is a language acquisition course for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. Higher and standard levels are differentiated by the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only*

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<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IB SL Spanish ab initio I</td>
<td>Hon</td>
<td>568701A</td>
<td>1</td>
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</tbody>
</table>

*The language ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural*
environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

**French I**
- **Reg 552101R** 1 credit
- **Hon 552101H** 1 credit

Designed to introduce students to French language and culture, French I emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of the French-speaking people.

**IB HL French B I**
- **Hon 562101A** 1 credit

This is a language acquisition course for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. Higher and standard levels are differentiated by the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only.

**IB SL French B I**
- **Hon 562501A** 1 credit

**IB SL French ab initio I**
- **Hon 562701A** 1 credit

The language ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

**Spanish II**
- **Reg 558201R** 1 credit
- **Hon 558201H** 1 credit

Spanish II courses build upon skills developed in Spanish I, extending students’ ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

**Span for Hrtg Spkrs II**
- **Reg 548201R** 1 credit
- **Hon 548201H** 1 credit

This course is for Spanish speakers who are able to speak, read and write Spanish at the basic to intermediate level. The focus is on intermediate grammar structures, vocabulary expansion and written compositions. Students will continue to work with literary texts and will continue to explore the cultures of the Spanish-speaking world.

**IB HL Spanish A II**
- **Hon 567201A** 1 credit

The language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres in the Spanish Language. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. This course is available for study in 17 languages. The course is organized into four parts, each focussed on the study of either literary or non-literary texts. Together, the four parts of the course allow the
student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study 6 works at higher level from a representative selection of genres, periods and places. This course will help meet the language requirement for the IB Bilingual Diploma.

**IB SL Spanish B II**  
Hon  
568601A  
1 credit

**IB HL Spanish B II**  
Hon  
568201A  
1 credit

This is a language acquisition course for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. Higher and standard levels are differentiated by the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only.

**IB SL Spanish ab initio II**  
Hon  
568801A  
1 credit

The language ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

**French II**  
Reg  
552201R  
1 credit

**French II**  
Hon  
552201H  
1 credit

*In this course students will review and build on the vocabulary themes and language structures covered in French I. While learning new vocabulary, students will continue to explore the cultures of French speaking areas in Europe, Canada, Africa, and the Caribbean. Various listening, speaking, reading and writing activities will help students become fluent in authentic language use situations.*

**IB SL French B II**  
Hon  
562501A  
1 credit

**IB HL French B II**  
Hon  
562201A  
1 credit

This is a language acquisition course for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. Higher and standard levels are differentiated by the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only.

**IB SL French ab initio II**  
Hon  
562801A  
1 credit

The language ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.
Arts Department

Arts Pathway

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
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<tbody>
<tr>
<td>Art I (R)</td>
<td>Art I (R)</td>
<td>Art I (R)</td>
<td>Art I (R)</td>
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<tr>
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<td>Art II (H)</td>
<td>Art II (H)</td>
<td>Art II (H)</td>
</tr>
<tr>
<td>General Music (R)</td>
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<td>General Music (R)</td>
<td>General Music (R)</td>
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<tr>
<td>IB MYP General Music (H)</td>
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<td>Beg. Band (R)</td>
<td>Beg. Band (R)</td>
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<tr>
<td>Beg. Mxd Chorus (R)</td>
<td>Inter. Mixed Chorus (R)</td>
<td>Theatre Arts I (R)</td>
<td>Theatre Arts I (R)</td>
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<tr>
<td>Beg. Mxd Chorus (H)</td>
<td>Beg. Orchestra (R)</td>
<td>Theatre Arts II (H)</td>
<td>Theatre Arts II (H)</td>
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<td>Beg. Orchestra (R)</td>
<td>Int. Orchestra (R)</td>
<td>IB Visual Arts I (H)</td>
<td>IB Visual Arts II (H)</td>
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<td>Beg. Orchestra (H)</td>
<td>Theatre Arts I (R)</td>
<td>IB Film I (H)</td>
<td>IB Film II (H)</td>
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<td>Theatre Arts I (R)</td>
<td>Theater Arts II (H)</td>
<td>IB Music I (H)</td>
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<table>
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<td>MYP Multimedia Art (H)</td>
<td>Multimedia Art II</td>
<td>AP Art Lab (A)</td>
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<tr>
<td>Digital Image (H)</td>
<td>MYP Std Draw &amp; Ptg I (H)</td>
<td>AP Studio Art 2D</td>
<td>AP Std Art-Draw/Ptg (H)</td>
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<td>Drama I (H)</td>
<td>Drama II (H)</td>
<td>Drama III (H)</td>
<td>Drama IV (H)</td>
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<tr>
<td>Theatre Fundamentals (H)</td>
<td>Theater Acad. I (H)</td>
<td>IB Theater Arts I (H)</td>
<td>Theater Acad. III (H)</td>
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<td>Music Experience</td>
<td>Music Theory I (H)</td>
<td>AP Music Theory (H)</td>
<td>Senior Music Proj (H)</td>
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<td>Dance II (H)</td>
<td>Dance III (H)</td>
<td>Dance IV (H)</td>
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<td>Dance Perf. II (H)</td>
<td>Dance Perf. III (H)</td>
<td>Dance Perf. IV (H)</td>
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Arts Department Course Descriptions

**Art I**

Reg 915101R 1 credit

This is an introduction into the world of the visual arts. Students will experiment with a variety of media while studying the history of art through the cultures of the world. Students will become acquainted with the elements and principles of design, recognizing and appreciating these components for their contribution to the success of a visual composition.

**IB MYP Art I**

Hon 977101H 1 credit

Students are expected to work in a visual arts process journal, sketchbook and work in a variety of media throughout the year in a variety of media throughout the year such as drawing and painting, sculpture and ceramics, graphic arts and visual communication.
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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<td>IB MYP Beginning Band</td>
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<tr>
<td>Beginning Orchestra</td>
<td>937101R</td>
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<td>Intermediate Orchestra</td>
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</tr>
<tr>
<td>Intermediate Orchestra</td>
<td>947101R</td>
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</table>

General Music is designed for students who are primarily non-performers. Basic music theory, music history and music appreciation is taught. Students are taught critical listening skills through the study of composers and musical eras. Performance on recorders or similar instruments can be incorporated into the course.

IB MYP General Music is designed for students who are primarily non-performers. Basic music theory, music history and music appreciation is taught. Students are taught critical listening skills through the study of composers and musical eras. Performance on recorders or similar instruments can be incorporated into the course.

IB MYP Beginning Band is an entry level course designed for students desirous to learn 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. No previous experience or teacher recommendation is required.

This course is the entry-level course for male and female students. Basic music training will also be given in music theory (key signatures, rhythm), aural skills (pitch, sight-reading), and solfege. At the end of the course, the student will be ready to go to the intermediate level or above. No previous experience or teacher recommendation is required.

This introductory level course is for students that wish to learn an orchestral string instrument that are not already enrolled in Senn Arts Music. This is an entry level course designed for students desirous on learning to perform on string instruments; including, but not limited to: violin, viola, cello and bass. Notation, rhythm, pitch, time signature, meter will be stressed. Individual and group training will be incorporated into this class. No previous experience or teacher recommendation is required.

This is an introductory level course that focuses primarily on the performative aspects of theater. Students will participate in the theatrical process through improvisation, mime, and text analysis. Students will engage in theatrical performances of monologues and scenes. The course will include the critique and evaluation of live theatrical performances. No previous experience or teacher recommendation is required.

This secondary level art course gives students an opportunity to create artwork based on their own ideas in addition to assignments given by the art teacher. Students will build on the skills and techniques acquired in Art 1 and begin to develop a personal style. New artists and concepts will be introduced along with further examination of careers in the arts. Students will complete self-generated ideas in sketchbooks showing evidence of moving to a higher level of artistic competence. A teacher recommendation is required to enroll in this course.

This class is designed for brass, woodwind and percussion students to continue learning and refining the concepts and skills taught in Beginning Band. An emphasis is placed on repertoire and reading skills. Students in this course will present at the Winter and Spring Concerts.

This class is designed for string students to continue learning and refining the concepts and skills taught in
Beginning Orchestra. An emphasis is placed on repertoire and reading skills. Students in this course will present at the Winter and Spring Concerts.

**Intermediate Mix Chorus**
Hon 959101H 1 credit
This course is designed for vocal students who wish to continue performing vocal music in a mixed choral setting. Performance opportunities will become available based on proficiency. Must have successfully completed Beginning Chorus, and/or have teacher recommendation.

**Theatre Arts II**
Hon 950201H 1 credit
This is an intensive course that requires students to expand their work in the areas of theater performance and production. Students will further develop skills in acting, improvisation and critique. Students will develop their skills in script analysis, interpretation and evaluation through the study and performance of contemporary and classic texts.

**IB HL Visual Arts I**
Hon 977101A 1 credit
**IB SL Visual Arts I**
Hon 977301A 1 credit
IB Visual Arts is a 2-year course. Students in IB Visual Arts I explore a wide variety of art materials both 2-dimensional and 3-dimensional, explore topics, keep a visual arts journal containing research and sketches and learn to integrate art history, art criticism into art production. Writing skills are a vital component to this class and the primary focus will be the Feldman 4 part critique. At a higher level students complete work at home as well as in class assignments to meet the portfolio requirements.

**IB HL Visual Arts II**
Hon 977201A 1 credit
**IB SL Visual Arts II**
Hon 977401A 1 credit
IB Visual Arts II is the second year course. Students in IB Visual Arts II continue to explore media and topics, keep a visual arts journal at a more personally directed, in-depth focus. Students continue to integrate art history, art criticism into their art production as the topics underpin their own work. At a Higher Level, students connect more of their work to the topics chosen for the Comparative Study slide task.

**IB SL Music I**
Hon 976301A 1 credit
Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. External assessment consists of a) the Listening paper (musical perception questions), and b) the Musical links investigation (a written media script investigating the significant musical links between two or more pieces from distinct musical cultures) Internal assessment consists, at HL, of a) Creating, and b) Solo performing.

**IB SL Music II**
Hon 976401A 1 credit
Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. External assessment consists of a) the Listening paper (musical perception questions), and b) the Musical links investigation (a written media script investigating the significant musical links between two or more pieces from distinct musical cultures) At SL students choose one option from among the following: a) Creating, b) Solo performing, c) Group performing.

**Marching Band III**
Marching Band III is designed for students who are prepared to perform independently in an ensemble setting that balances advanced and intermediate level music with moderate to vigorous physical activity to carry out drill and/or parade formations. Course will prepare students to perform for parades, football games, and other athletic/ outdoor venues.

**IB SL Film I**
Hon 195381A 1 credit
The creation, presentation and study of film requires courage, passion and curiosity: courage to create individually
and as part of a team, to explore ideas through action and harness the imagination, and to experiment; passion to communicate and to act communally, and to research and formulate ideas eloquently; curiosity about self and others and the world, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through the art form. At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

IB SL Film II  
**Hon** 195481A 1 credit

Dual Credit Intro to Film  
**Hon** 749321A 1 credit

The creation, presentation and study of film requires courage, passion and curiosity: courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment; passion to communicate and to act communally, and to research and formulate ideas eloquently; curiosity about self and others and the world, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through the art form. At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

Senn Arts Department Course Descriptions

**IB MYP Art I**  
**Hon** 915101H 1 credit

This is an honors level introduction into the world of the visual arts. Students will experiment with a variety of media while studying the history of art through the cultures of the world. Students will become acquainted with the elements and principles of design, recognizing and appreciating these components for their contribution to the success of a visual composition. Art I Honors and Digital Imaging must be taken concurrently for visual art students enrolled in the Senn Arts program.

**IB MYP Digital Imaging I**  
**Hon** 919111H 1 credit

This intensive course in Digital Imaging will introduce students to the range of tools and techniques utilized to produce digital images. Students will learn to operate digital imaging tools (both still-frame and video), utilize digital imaging vocabulary and terms, manipulate still and moving images using imaging software, and develop a collection of projects showcased in an online format. Art I Honors and Digital Imaging must be taken concurrently for visual art students enrolled in the Senn Arts program.

**Drama I**  
**Hon** 973101H 1 credit

This is an honors level introductory acting course. This course will investigate the art of theatre making through ensemble and performance. Focusing on the three tools of an actor: mind, body, and voice, we will explore theatre texts and the art of theatre making through the performance lens. Using Michael Shurtleff’s twelve guideposts as our framework, we will examine and practice for mastery six of those guideposts throughout the year as well as build skills in voice and movement technique. It is the goal of this course to encourage students to work outside their comfort zone and challenge what they already know, advance their current training and prepare them for the next level of art-making for the actor. Drama I and Theater Fundamentals must be taken concurrently for theatre students enrolled in the Senn Arts program.

**IB MYP Theater Fundamentals**  
**Hon** 995111H 1 credit

An honors level introduction to survey of dramatic art including major historical periods, plays, artists, dramatic structure, basic concepts and techniques of the play production process. Students attend and review stage productions as well as read, analyze, and discuss a variety of plays. Drama I and Theater Fundamentals must be taken concurrently for theatre students enrolled in the Senn Arts program.

**Music Experience I**  
**Hon** 934161H 1 credit

This course is designed for students who are primarily non-performers. Basic music theory, music history and music appreciation is taught. Students are taught critical listening skills through the study of composers and music
eras. Performance on recorders or like instruments can be incorporated into the course. No previous experience is necessary. Honors credit may be earned with extra classroom responsibilities, performance opportunities, increased music theory instruction, and/or other opportunities at director’s discretion. Music Experience I and Advanced Band I, Advanced Orchestra I, or Advanced Chorus I must be taken concurrently for music students enrolled in the Senn Arts program.

**Advanced Band I**

Hon 958101H 1 credit

This course is available to 1st year advanced students that wish to continue studies on woodwind, brass, or percussion instruments that are currently enrolled in Senn Arts Music with teacher recommendation, or any students that have completed Beginning Band with teacher recommendation, or any students with teacher recommendation alone. Music Experience I and Advanced Band I must be taken concurrently for band students enrolled in the Senn Arts program.

**Advanced Orchestra I**

Hon 947101H 1 credit

This course is available to 1st year advanced students that wish to continue studies on string instruments that are currently enrolled in Senn Arts Music with teacher recommendation, or any students that have completed Beginning Orchestra with teacher recommendation, or any students with teacher recommendation alone. Music Experience I and Advanced Orchestra I must be taken concurrently for orchestral students enrolled in the Senn Arts program.

**Advanced Mix Chorus I**

Hon 966101H 1 credit

This advanced choir of mixed voices will be exposed to and perform music from many different periods of history and cultures. Advanced vocal technique, sight-reading, and part singing are the primary goals of this class. A varied repertoire from the various musical styles and cultures are studied and performed by the vocal ensemble. The vocal ensemble will perform public concerts and participate in Choral Competitions. Music Experience I and Advanced Chorus I must be taken concurrently for vocal students enrolled in the Senn Arts program.

**IB MYP Dance I**

Hon 974101H 1 credit

Dance I is an introductory course to the study of dance. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, strength, flexibility, general dance principles and dance history/connections. This course focuses on the development of a basic understanding of dance as an art and of dance vocabulary and is appropriate for students with little to no formal dance training. As an honors credit, this course increases the number of related assignments and responsibilities. Students are expected to dedicate additional time outside the classroom to their study of dance. Dance I and Dance Performance I must be taken concurrently for dance students enrolled in the Senn Arts program.

**IB MYP Dance Performance I**

Hon 901011H 1 credit

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. Dance I and Dance Performance I must be taken concurrently for dance students enrolled in the Senn Arts program.

**IB MYP Multimedia Art**

Hon 912121H 1 credit

This intensive course introduces students to multimedia arts and digital media through the exploration of the technical resources used in this art form. This course specifically introduces students to computer-generated art, image manipulation, and time based artworks. Students will work on both individual and collaborative projects and learn about the trends and terminology of this medium. Multimedia Art I and Studio Drawing and Painting I must be taken concurrently for visual art students enrolled in the Senn Arts program.

**IB MYP Studio Drawing & Painting I**

Hon 921121H 1 credit

During this secondary level course students will build on the skills acquired in Art I through more intensive projects in both wet and dry media. Working in the areas of design, drawing, painting, collage, printmaking, and art history,
students learn to solve visual problems through creative and expressive thinking while gaining a working knowledge of visual order and composition. Multimedia Art I and Studio Drawing and Painting I must be taken concurrently for visual students enrolled in the Senn Arts program.

**Drama II**
- **Hon** 973201H
- 1 credit

This is an honors level acting course. This course will investigate the art of theatre making through ensemble and performance. Focusing on the three tools of an actor: mind, body, and voice, we will explore theatre texts and the art of theatre making through the performance lens. Building on the six guideposts from Michael Shurtleff’s Audition technique, we will examine and practice for mastery six of those guideposts throughout the year as well as build on prior voice and body training. Drama II and Theater Academy I must be taken concurrently for theatre students enrolled in the Senn Arts program.

**IB MYP Theater Academy I**
- **Hon** 983111H
- 1 credit

This is an honors level theatre literature, theory and production course. Building on what we have learned about dramatic structure, historical context, and Greek Theatre, we will explore the development of those contexts through the process of theatre from research to presentation. Specifically, we will look at how a playwright’s biographical experience and a play’s historical context relates to production decisions regarding direction, lighting, costuming, set design, sound design, and performance. Drama II and Theater Academy II must be taken concurrently for theatre students enrolled in the Senn Arts program.

**IB MYP Music Theory I**
- **Hon** 965111H
- 1 credit

During this course, students will study scales, harmony, melody, form, pitch and ear-training. Keyboard skills preferred but not required. Students taking this course should have some performance experience or an aptitude for music, therefore, this class is offered to Senn Arts Music sophomores. Music Theory I and Advanced Band II, Advanced Orchestra II, and Advanced Choir II must be taken concurrently for students enrolled in the Senn Arts Music program.

**Advanced Band II**
- **Hon** 958201H
- 1 credit

This course is available to 2nd year advanced students that wish to continue studies on woodwind, brass, or percussion instruments that are currently enrolled in Senn Arts Music with completion of Advanced Band I, or any students that have completed Advanced Band I with teacher recommendation, or any students with teacher recommendation alone. Music Theory I and Advanced Band II, Advanced Orchestra II, and Advanced Choir II must be taken concurrently for students enrolled in the Senn Arts Music program.

**Advanced Orchestra II**
- **Hon** 947201H
- 1 credit

This course is available to 2nd year advanced students that wish to continue studies on string instruments that are currently enrolled in Senn Arts Music with teacher recommendation, or any students that have completed Advanced Orchestra I with teacher recommendation, or any students with teacher recommendation alone. Music Theory I and Advanced Band II, Advanced Orchestra II, and Advanced Choir II must be taken concurrently for students enrolled in the Senn Arts Music program.

**Advanced Mix Chorus II**
- **Hon** 966201H
- 1 credit

This advanced choir of mixed voices will be exposed to and perform music from many different periods of history and cultures. Advanced vocal technique, sight-reading, and part singing are the primary goals of this class. A varied repertoire from the various musical styles and cultures are studied and performed by the Concert Choir. The choir will perform public concerts and participate in Choral Competitions. Music Theory I and Advanced Band II, Advanced Orchestra II, and Advanced Choir II must be taken concurrently for students enrolled in the Senn Arts Music program.

**IB MYP Dance II**
- **Hon** 920201H
- 1 credit

Dance II follows Dance I and emphasizes students’ acquisition of beginning to intermediate movement skills and refined motor control through the study of dance technique(s) such as ballet, jazz or modern. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, strength, flexibility, dance
principles and dance history/connections. This course should be taken by students who have built at least a basic understanding of beginning dance vocabulary. 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. Dance II and Dance Performance II must be taken concurrently for students enrolled in the Senn Arts Dance program.

**IB MYP Dance Performance II** Hon 901201H 1 credit
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. Dance II and Dance Performance II must be taken concurrently for students enrolled in the Senn Arts Dance program.

**Multimedia Art II** Hon 912201H 1 credit
This intensive intermediate level course builds on the technical skills learned in Multimedia Arts I with further exploration of basic software and equipment. Working on more advanced projects, students will understand the key elements involved in digital planning and production. Participants will make artistic choices and continue to sharpen their technical abilities. Multimedia II and AP Studio Art: 2D Design Portfolio must be taken concurrently for students enrolled in the Senn Arts Visual Art program.

**AP Studio Art: 2D Design Portfolio** Hon 905101A 1 credit
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. Multimedia II and AP Studio Art: 2D Design Portfolio must be taken concurrently for students enrolled in the Senn Arts Visual Art program.

**Drama III** Hon 973301H 1 credit
The third year program begins with the emergence of a personal artistic voice. Senn Arts Theatre students will be nurtured through this first year of advanced study. The ability to understand artistic intent as well as the individual concepts of purpose and meaning will develop the structure and approach of this year of advanced artistic theatre study. Drama III and IB SL Theatre Arts I must be taken concurrently for students enrolled in the Senn Arts Theatre program.

**IB SL Theatre Arts I** Hon 978301A 1 credit
IB Theatre Arts is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher’s role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Drama III and IB SL Theatre Arts I must be taken concurrently for students enrolled in the Senn Arts Theatre program.

**AP Music Theory** Hon 930101A 1 credit
Musical aspects such as rhythm, harmony, form, ear training and meter are heavily studied. The ultimate goal of the course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. These concepts are addressed through listening to a wide variety of music. In an AP Music Theory course, students should be required to read, notate, write, sing, and listen to music. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument. AP Music Theory and Advanced Band III, Advanced Orchestra III, and Advanced Choir III must be taken concurrently for students enrolled in the Senn Arts Music program.
Advanced Band III
Hon 958301H 1 credit
This course is available to 3rd year advanced students that wish to continue studies on woodwind, brass, or percussion instruments that are currently enrolled in Senn Arts Music with completion of Advanced Band II, or any students that have completed Advanced Band II with teacher recommendation, or any students with teacher recommendation alone. AP Music Theory and Advanced Band III, Advanced Orchestra III, or Advanced Choir III must be taken concurrently for students enrolled in the Senn Arts Music program.

Advanced Orchestra III
Hon 947301H 1 credit
This course is available to 3rd year advanced students that wish to continue studies on string instruments that are currently enrolled in Senn Arts Music with teacher recommendation, or any students that have completed Advanced Orchestra II with teacher recommendation, or any students with teacher recommendation alone. Music Theory II and Advanced Band III, Advanced Orchestra III, or Advanced Choir III must be taken concurrently for students enrolled in the Senn Arts program.

Advanced Mix Chorus III
Hon 966301H 1 credit
This advanced choir of mixed voices will be exposed to and perform music from many different periods of history and cultures. Advanced vocal technique, sight-reading, and part singing are the primary goals of this class. A varied repertoire from the various musical styles and cultures are studied and performed by the Concert Choir. The choir will perform public concerts and participate in Choral Competitions. AP Music Theory and Advanced Band III, Advanced Orchestra III, or Advanced Choir III must be taken concurrently for students enrolled in the Senn Arts Music program.

Dance III
Hon 920301H 1 credit
Dance III follows Dance II and emphasizes students’ acquisition of intermediate movement skills and refined motor control through the study of dance technique(s) such as ballet, jazz or modern. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, strength, flexibility, dance principles and dance history/connections. Students in this course should participate in performances or demonstrations. 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. Dance III and Dance Performance III must be taken concurrently for students enrolled in the Senn Arts Dance program.

Dance Performance III
Hon 901301H 1 credit
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. Dance III and Dance Performance III must be taken concurrently for students enrolled in the Senn Arts Dance program.

AP Studio Art: Drawing & Painting Portfolio
Hon 916101A 1 credit
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. AP Studio: Drawing and Extended Art Lab must be taken concurrently for students enrolled in the Senn Arts Visual Art program.

AP Art Lab Extended - Drawing & Painting Portfolio
Hon 900401A 1 credit
The art lab extended time is to supplement instructional time and work time for the students as they complete their individual AP Drawing portfolio. Advanced Placement Studio Art: Drawing Portfolio and Extended Art Lab
must be taken concurrently for students enrolled in the Senn Arts program. AP Studio: Drawing and Extended Art Lab must be taken concurrently for students enrolled in the Senn Arts Visual Art program

**Drama IV Hon 973401H 1 credit**
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. Drama IV and Theatre Academy III must be taken concurrently for students enrolled in the Senn Arts Theatre program.

**Sr Proj I Music Hon 996201H 1 credit**
Music—Independent Study courses, often conducted with instructors, professional musicians, or voice coaches as mentors, enable students to explore music-related topics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills. Senior Music Project and Advanced Band IV, Advanced Orchestra IV, or Advanced Choir IV must be taken concurrently for students enrolled in the Senn Arts Music program.

**Advanced Band IV Hon 958401H 1 credit**
This course is available to 4th year advanced students that wish to continue studies on woodwind, brass, or percussion instruments that are currently enrolled in Senn Arts Music with completion of Advanced Band III, or any students that have completed Advanced Band III with teacher recommendation, or any students with teacher recommendation alone. Senior Music Project and Advanced Band IV, Advanced Orchestra IV, or Advanced Choir IV must be taken concurrently for students enrolled in the Senn Arts Music program.

**Advanced Orchestra IV Hon 947401H 1 credit**
This course is available to 4th year advanced students that wish to continue studies on string instruments that are currently enrolled in Senn Arts Music with teacher recommendation, or any students that have completed Advanced Orchestra III with teacher recommendation, or any students with teacher recommendation alone. Senior Music Project and Advanced Band IV, Advanced Orchestra IV, or Advanced Choir IV must be taken concurrently for students enrolled in the Senn Arts program. Senior Music Project and Advanced Band IV, Advanced Orchestra IV, or Advanced Choir IV must be taken concurrently for students enrolled in the Senn Arts program.

**Advanced Mix Chorus IV Hon 966401H 1 credit**
This advanced choir of mixed voices will be exposed to and perform music from many different periods of history and cultures. Advanced vocal technique, sight-reading, and part singing are the primary goals of this class. A varied repertoire from the various musical styles and cultures are studied and performed by the Concert Choir. The choir will perform public concerts and participate in Choral Competitions. Senior Music Project and Advanced Band IV, Advanced Orchestra IV, or Advanced Choir IV must be taken concurrently for students enrolled in the Senn Arts Music program.

**IB SL Dance I Hon 974101A 1 credit**
The course focuses on the composition, performance and analysis of dance, or “expressive movement,” which is practiced amongst people of various backgrounds, and for a variety of purposes, throughout the planet. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. External assessment consists of a) the submission (on DVD) of dance works composed by the student, and b) a formal written report which analyses the similarities and differences between two dance styles drawn from different dance cultures and/or traditions. Internal assessment consists of the submission (on DVD) of the student’s performance of various styles of dances, presented at an open showing. IB Dance I and Dance Performance IV must be taken concurrently for students enrolled in the Senn Arts program.

**Dance Performance IV Hon 901401H 1 credit**
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. IB Dance I and Dance Performance IV must be taken concurrently for students enrolled in the Senn Arts Dance program.
Physical Education/JROTC Department

Physical Education/JROTC Pathway

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB MYP Phys. Edu. I (R)</td>
<td>IB MYP Phys. Edu. II (R)</td>
<td>PE-Team Sports - Rec (R)</td>
<td>PE-Team Sports - Rec (R)</td>
</tr>
<tr>
<td>JROTC Leadership Education &amp; Training I (R)</td>
<td>JROTC Leadership Education &amp; Training II (R)</td>
<td>PE-Team Sports - Comp (R)</td>
<td>PE-Team Sports - Comp (R)</td>
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<td>PE-Strength/Cond. I (R)</td>
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<td>Wellness Walking (R)</td>
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<td>Phys. Education Leaders Juniors (H)</td>
<td>Phys. Education Leaders Seniors (H)</td>
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<td>JROTC Leadership Education &amp; Training III (H)</td>
<td>JROTC Lead Edu &amp; Train IV (H)</td>
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</tbody>
</table>

Physical Education Department Course Descriptions

**IB MYP Phys. Education I**<br>Reg 992101R  1 credit

In IB MYP PE I-Health, 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.

**JROTC Leadership Education & Training I**<br>Reg 993101R  1 credit

Army Junior Reserve Officer Training Corps (ROTC) I courses include instruction in the organization and functions of the U.S. Army, leadership skills, and life skills education. The content of these courses cover (but is not limited to) the history and evolution of the Army, including its structure, operations, customs and courtesies; maps and navigation; first aid, personal hygiene, and field sanitation; and substance abuse prevention. These courses also introduce students to principles of leadership and citizenship.

**IB MYP Phys Education II**<br>Reg 992201R  1 credit

In IB MYP PE II, 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.

**JROTC Leadership Education & Training II**<br>Reg 993201R  1 credit

Army Junior Reserve Officer Training Corps (ROTC) II courses build upon the content of Army Junior ROTC I and include (but are not limited to) ongoing instruction in leadership principles and citizenship; drill and ceremonies; organizational structure; command and staff relationships, functions, and responsibilities; significant military campaigns and leaders; map-reading and orienteering; weapon safety and marksmanship; and survival training.
This course will focus on developing and maintaining health related and skill related fitness through participation in various team games and sports in a recreational setting. Team games and sports may include but not limited to: basketball, flag football, soccer, ultimate Frisbee, Pickleball, badminton, and volleyball.

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.

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

This course is an introduction to the life-time wellness activity of walking. It will provide students with an understanding of the importance that nutrition and exercise has on the pursuit of healthy living. Students will log their effort. Various activities are embedded throughout the course which engage the learner and increase participation.

Students will learn the methods and techniques of teaching physical education, the policies and procedures of the physical education department and rules and equipment set up of various games and activities. Students will also participate in various movement based physical activities.

Army Junior Reserve Officer Training Corps (ROTC) III courses build upon prior Army Junior ROTC courses, giving more emphasis to leadership development. These courses serve to strengthen students' leadership skills (including planning, problem-solving, motivation, and performance appraisal) and management skills (with regard to time, personnel, and other resources) through allowing them to assume leadership duties. Students study topics introduced in earlier years—such as military history, map-reading and orienteering, marksmanship, and drill and ceremonies—at a more advanced level and are also provided with military service opportunities.

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.

Army Junior Reserve Officer Training Corps (ROTC) IV courses focus on practical leadership by assigning students to command and staff positions in which they present instruction to lower Army Junior ROTC classes and continue to study and review staff functions and actions, staff-commander relationships, and leadership principles. Topics introduced in earlier years may be studied at more advanced levels.
Design/Major Studies Department

Design/Major Studies Pathways

<table>
<thead>
<tr>
<th>DESIGN</th>
<th>MAJOR STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 9</strong></td>
<td><strong>Grade 10</strong></td>
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<tr>
<td>IB MYP Comp. Sci. Design (R)</td>
<td>IB MYP Comp. Design (R)</td>
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<td>IB MYP Media Literacy (R)</td>
<td>IB Sport &amp; Exc I (H)</td>
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<tr>
<td>IB MYP Comp. Design (H)</td>
<td>Gaming Concepts I (R)</td>
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<tr>
<td>- DPP Only*</td>
<td>Digital Imaging I (R)</td>
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<td></td>
<td>Broadcast Journalism I (H)</td>
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**IB MYP Computer Science Design**
Reg 668401R 1 credit

In Design 1 our first year students will create prototypes and designs for solutions to problems and challenges that will be posed. They will investigate topics such as Wearable Electronics, Autonomous Vehicles and Computer Programming. Students will build a solution to compete in the Shark Tank, create a Personal Logo and construct small scale roller coasters. They will work with different integrated technologies that include, but are not limited to, Google Apps, Vinyl Cutters, Scratch and Lego Mindstorms.

**IB MYP Computational Design**
*DPP only
Reg 668301R 1 credit

In Design 2 (Computational Design) our second year students will create prototypes and designs for solutions to problems and challenges that will be posed. They will investigate topics such as Computer Aided Design, Augmented and Virtual Reality as well as Computer Programming. Students will build a solution for a service project to create a solution to help improve childhood literacy, design teen health spaces and apps, create video games and design a personalized phone stand. They will work with different integrated technologies that include, but are not limited to, Google Apps, MIT App inventor, Scratch, Pixlr X, Tinker CAD, SketchUp, and 3D printers. They will also apply their design cycle skills to their independent personal project.

**IB MYP Media Literacy**
Reg 187501R 1 credit

Media Literacy will explore the different modes used to deliver media and society’s dependence on media. Throughout the course, students will examine the way media influences and shapes experiences. Students will develop critical media literacy thinking skills to better interpret the intent of the media. Students will focus on breaking down and analyzing language, recognizing how there are major mass media issues including gender, language and communities, media and the individual, and media and social relations. Students will analyze how messages and language shift across different mediums and audiences.

**Computer Science**
Hon 668221H 1 credit

Students in Honors Computer Science receive a rigorous introduction to programming and the fundamental concepts of computational thinking. The class will approach computer science as a discipline concerned with the design and implementation of solutions to problems, making frequent recourse to the discipline’s mathematical underpinnings. No prior programming experience is necessary; conversely, students with programming experience will find much to challenge them here. The principal language will be Python, though some time will be spent in Snap, JavaScript, and possibly other languages. Topics include procedural and object-oriented programming, data
types and structures, algorithm development and analysis, and abstraction. Students enrolled in honors Computer
Science will take AP Computer Science during their senior year.

**IB SL Sports exercise and health science I**
Hon 378101A 1 credit
This course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

**Gaming Concepts I**
Reg 721101R 1 credit
Students will employ concepts of Science, Technology, Engineering, Art and Technology to synthesize computer games. Students will learn the value of interdisciplinary teamwork while reflecting on their own personal strengths and weaknesses. Students will develop problem-solving skills in computer project design. Students will develop an understanding of the purpose of games, how modern video games are assembled and useful marketing distribution channels. Students will apply all areas of learning to design an original video game within budget and time constraints in a simulated team design studio setting. Students will master several software applications to aid in the design of computer games and associated assets.

**Digital Imaging I**
Reg 919101R 1 credit
This course will introduce students to the basics of producing digital images for multimedia usage. Students will learn various methods of producing images through hands-on activities and experiences which will include: operating a digital camera and a scanner, using imaging software to improve photos or to create special effects, creating simple animations, manipulating video images, and producing multimedia images.

**Broadcast Journalism I**
Reg 106101R 1 credit
The purpose of this course is to continue the progress made in Journalism 1 and 2 by creating sophisticated content in Senn’s new broadcast studio. Students will use state of the art technology in order to create a video that will be shared with the school via the digital newspaper, The Senn Times as well as a weekly news program. The course will be content driven; students must frequently contribute content to our digital newspaper as well as outside video production. Students will also be expected to have thoughtful opinions on current events that can be shared in opinion pieces as well as class discussion.

**AP Computer Science A**
Hon 778301A 1 credit
The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods.

**IB SL Sports exercise and health science II**
Hon 378201A 1 credit
This course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses.

Page 102 Chicago Public Schools Course Descriptions
including those specifically related to Sport, Sports Science or Physical Education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>Gaming Concepts II</strong></td>
<td>Reg 721201R</td>
<td>1 credit</td>
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<tr>
<td>Students will explore all components needed to create an advanced video game project. Composition sections focus on design, character, story, interaction, strategy, art, sound, simulation and programming. Using a variety of software, students will develop unique game stories and design role playing games. Industry standard documents will be created to guide design in a simulated design team environment. Assets such as 3D art, animated graphics, and sound will be integrated into finished designs. Physics will be simulated within the game environment. Programming basics will be utilized in a variety of computer languages to include Visual Basics, Python, Ruby and C++. The end results will be a portfolio of work to showcase mastery of the composition elements of video game design.</td>
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| **Digital Imaging II**      | Reg 919201R | 1 credit |
| In this course students will further engage in producing digital images for multimedia usage. Utilizing digital imaging tools (digital cameras, digital SLRs, video cameras) students will learn advanced image-making techniques in both still and moving images and utilize imaging software to manipulate and enhance their work. Students will create a portfolio of work that is showcased in an online format and also organize an exhibition. |

| **Broadcast Journalism II** | Hon 106101R | 1 credit |
| The purpose of this course is to continue the progress made in Journalism 1 by creating more sophisticated content. Students will encounter new article formats and work towards defining their voice using a variety of writing styles. The course will be content driven; students must frequently contribute content to our digital newspaper, The Senn Times, while maintaining journalistic integrity. Students will also be expected to have thoughtful opinions on current events that can be shared in opinion pieces as well as class discussion. |

| **Journalism Newspaper I** | Hon 159101R | 1 credit |
| In this course, students will practice basic journalism skills and concepts aligned to the relevant CCSS including, news gathering and interviewing, news writing, copy editing and page design. Oral and written communication skills, as well as critical thinking and problem solving skills will be