

# 2016-2017 Brooks' Course Catalog

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## English

### **AP Language & Composition**

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

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

### **AP Literature & Composition**

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

This course is designated for motivated students entering the 12th grade with a command of standard English, an interest in exploring and analyzing challenging classical and contemporary literature, and a desire to analyze and interpret dominant literary genres and themes. Students learn and apply methods of literary analysis and write with a variety of purposes to increase precision in expression. Students in AP English Literature and Composition will take the National AP Literature & Composition Examination administered each May for the College Board by the Educational Testing Service.

## **Advanced Topics in Literature**

*Prerequisites: Students Currently Enrolled in English IV, Dual Credit English, AP English Literature OR have completed these courses with a B or Better OR with a teacher recommendation.*

### **African-American Literature (Semester 1 or 2)**

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

### **Latin American Literature (Semester 1 or 2)**

In Latin American Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of the Latin American experience, issues of representation, and the cultural and historical context of Latin American literature. Students will express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing.

## **Honors College Writing**

*Prerequisites: Students Currently Enrolled in English IV, Dual Credit English, AP English Literature OR have completed these courses with a B or Better OR with a teacher recommendation.*

College Writing focuses on engaging students as writers and building the reflective awareness needed for success in a wide range of writing experiences within the university. In this course, students write consistently, receive feedback on their writing and give feedback to others, are introduced to academic writing conventions (including using the library, integrating sources, and using a citation system), engage with challenging readings, and begin putting others' ideas in conversation with their own. Because writing in the 21st century means composing in a wide variety of print-based and digital environments, the 101 curriculum encourages students and instructors to work in online environments as is appropriate.

## **Honors Creative Writing\***

*Course designed for Freshmen- Juniors*

*\*Offered alternate years with Honors Speech.*

Creative writing will support the development of narrative writing as identified in the CCSS. The course will

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

## **Dual Credit English 101**

*Prerequisites: Pass COMPASS test in Fall/Spring 2016/17*

College credit is awarded with the successful completion of this English Class! Yes, the course satisfies the high school credit for senior English and also allows students to earn a college credit through the City Colleges of Chicago. Although similar to Advanced Placement offerings, this course assures that students will learn and apply composition, reading, conversational, and technological skills while addressing relevant and contemporary topics and readings. Students will complete a writing exam and submit a final portfolio, in addition to maintaining a C or higher in the course to receive college credit. Prerequisite: ACT Reading  $\geq 19$  or COMPASS E-write: 8+ and COMPASS Reading: 80-99.

## **Honors English I**

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

## **Honors English II**

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

## **Honors English III**

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

## **Honors English IV**

In English IV, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will prepare them for post-secondary experiences. Students will engage in practices to support their mastery of the CCSS for Writing

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

## **Honors Film Study**

*Prerequisites: Junior or Senior level on-track status. Preference given to Seniors.*

Film study is more than just the viewing of film and then taking tests and quizzes on them. The objective of this class is to expand and broaden the horizons of young people (you), via cinema capturing and portraying themes and experiences that range from the colorfully abstract to the harsh reality of being a member of society. Each movie was specifically chosen with the intention of exposing you to ideas of authors and directors who take reality and twist it into their own unique interpretation. You will identify with some, others you may find hard to believe and still others will inspire you to do something groundbreaking in your own distinct way, like make a movie of your own. This class will stimulate thought so that after viewing and researching the topics discussed you will be able to synthesize what you have seen with what you have lived and hopefully use that to enrich not only your academic experience but life beyond school walls. We will produce short films videos and read at least 2 novels.

## **Speech/Debate\***

*Course designed for Freshmen- Juniors.*

*\*Offered alternate years with Honors Creative Writing.*

This course introduces students to the basics of public speaking. How can stage fright be handled? What techniques are necessary to engage an audience? How can the needs of different audiences be considered? How can visuals be designed and used effectively? What can be done so that verbal and nonverbal delivery is fluid? Addressing these questions requires students to examine their personal presentations in order to set improvement goals and create a sense of confidence in the delivery of both themselves and the topic at hand. The course will aid them in conversation, small group interaction, identification and development of speaking purposes and supporting ideas, and listening skills. Throughout the course, students will also assess and evaluate famous historical speeches, identifying and replicating effective rhetorical and speech writing strategies.

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## **Social Studies**

### **AP Government\***

*Prerequisites: Junior or Senior level on-track status. Preference given to Seniors. A or B in previous level*

content class; Cs and lower **must** have a teacher recommendation.

*\*This course provides students with Civics Credit*

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

## **AP Human Geography**

*This course is required for all Freshmen.*

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 learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

## **AP Microeconomics\***

*Prerequisites: Junior or Senior level on-track status. Preference given to Seniors. A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

*\*This course provides Consumer Education credit.*

Economics, at its core, is a way of thinking about the world. Microeconomics, in particular, examines (a) how individuals make decisions and (b) how individual decisions interact with one another within the economic system. Alfred Marshall, an intellectual giant within the field, whose influence remains keen nearly a century since his death, has described economics as the "study of mankind in the ordinary business of life." So, yes, this course will examine questions that arise as part of the "ordinary business of life": Why doesn't Jay-Z mow his own lawn? Do seatbelts increase automobile accidents? Is gasoline too inexpensive even at \$6.00 per gallon? Can a minimum wage cause more harm than good? Why does Chicago house hundreds and hundreds of pizza parlors but only one electric company? What's the fundamental flaw of U.S. drug interdiction policy? Students will become familiar with the cost-benefit analysis that is the "economic way of thinking", understand smaller segments of the economy, including the role of consumers, producers, markets, and the government, and learn to use graphs, chart, and data to analyze, describe, and explain economic concepts.

## **AP Psychology**

*Prerequisites: Junior or Senior level on-track status. Preference given to Seniors. A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn

about the ethics and methods psychologists use in their science and practice.

### **AP US History\***

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

*\*This course provides Public Law Credit*

The Advanced Placement program in United States History is designed to provide you with the analytical skills and the factual knowledge to deal with critically with the problems in American history. The course prepares you for college course by making demands upon you equivalent to those made by full year introductory college courses. You will learn to assess historical materials for the relevance, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Additionally, AP US History prepares you for the AP exam in May. To achieve this goal, students should be prepared to spend a significant amount of time outside class on homework and reading.

### **AP World History**

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

The purpose of AP World History is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies over time. This understanding is achieved through acquisition of conceptual knowledge and analytical skills. The course highlights the nature of changes in world history and their causes and consequences, as well as comparisons among major societies. This is a conceptually oriented college-level course in which all areas of the world will be given extensive and equal coverage. This course is guided by a larger exam given each May. This is an extensive exam, which will assess your abilities in writing and your grasp of the content covered throughout this course. The exam is in two parts: part one is a 55 minute 70 question multiple choice exam and part two is a 130 minute essay writing exam. They are both evenly weighted and we will discuss further the logistics of the exam throughout the course.

### **Honors Civics**

*Recommended for Sophomores on the Honors Track. Fulfills Civics Requirement*

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. During the year, students will craft a service learning project aimed at addressing an issue of their choosing in the community.

### **Honors Sociology**

*Prerequisites: Junior or Senior level on-track status. Preference given to Seniors.*

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. This full year course will provide an analysis and description of the structure and dynamics of human society. It



will use the application of scientific methods to observe and analyze the following concepts: social norms, groups, intergroup relations, social change, social stratification, and institutions. The class will address various topics related to culture, ethnic, gender, and racial issues. Students will be actively engaged in analyzing social behavior through the use of visual education tools; written studies and theories. Students will be better equipped to develop a better understanding of their environment and the environments of others globally.

## **Honors US History**

This student-focused course will examine the important people, events, and issues throughout the history of the United States of America. This course will also look at the impact key figures/groups, important decisions, and vital legislative acts had in shaping the history of this land and how we view our role in world affairs, our society, economy, and political ideas today. This course will involve classroom discussions, lectures, note taking, individual work, group work, and other projects throughout the year. This class will also be writing and reading intensive. Additionally, all students must take (and pass) Public Law 195 or the US Constitution exam and participate in the Chicago Metro History Fair.

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## **Science, Technology, Engineering, and Mathematics (STEM)**

### **Accelerated Trig/Pre-Calculus**

*Prerequisites: Completion of Integrated II or recommendation from a math teacher.*

This a rigorous course designed for students who have a strong interest in mathematics and plan to take AP mathematics courses. Students have the opportunity to reinforce, deepen, and extend their understanding of concepts learned in Algebra I and develop more sophisticated mathematical skills. The course typically focuses on relationships broadly categorized as linear, quadratic, polynomial, exponential, logarithmic, and trigonometric and emphasizes symbolic, numerical, and graphical representations of these relationships. Students will learn problem-solving strategies and improve their ability to think, explain, and reason mathematically, both orally and in writing. Course content will be put to practice and applied in both mathematical and real-world settings/situations, using technology.

### **Anatomy & Physiology\***

*Prerequisites: Junior or Senior level on-track status. Preference given to Seniors.*

*\*This course can be taken in place of PE III/IV*

Anatomy & Physiology is a yearlong course that provides students an opportunity to explore the intricate and sophisticated relationship between structure and function in the human body. The course offers students an environment in which they may probe topics such as homeostasis, anatomical and physiological disorders, medical diagnosis and treatment, modern and past imaging techniques, biochemistry, cytology, histology, and survey of the remarkable array of body systems that comprise the human body. Laboratory activities reinforce concepts and principles presented in the course. *Anatomy & Physiology*. Openstax College

## **AP Biology**

*Prerequisites: INS-I & INS-II; A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

The course is designed in accordance with the AP course descriptions. The lecture component focuses on developing conceptual and factual knowledge surrounding the four big ideas which include: the process of evolution drives the diversity and unity of life, biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis, living systems store, retrieve, transmit, and respond to information essential to life processes, and biological systems interact and these interactions possess complex properties. Additional topics will be discussed at appropriate points throughout the year. Debates and class discussions will accompany the lecture component throughout the course. Topics to be discussed and debated include: the role of the carbon cycle in global warming, fact and fictional statements of health, nutrition, and fitness, genetic and business strategies in the horticultural industry, drug resistant bacteria, and biotechnologies promise and myths. These topics for extended discussion will allow the students to use critical thinking skills to address environmental and social concerns. We will also take time at the end of the discussion to propose logical solutions to the problems. The laboratory component is designed to allow the student to understand experimental design and to develop problem solving skills. Approximately 25% of the AP biology class is dedicated to laboratory work. This includes meeting the objectives of the 8 laboratories that have been developed by the AP biology development committee. The overall goal of this course is twofold. First the course equips students with scientific laboratory skills and methods of inquiry. Second, the course brings into the light the four big ideas of biology so the students can apply science in their lives by making correct decisions in their community.

## **AP Calculus AB**

*Prerequisites: Integrated Maths I, II, & III and Precalculus or teacher recommendation. A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

Calculus AB is equivalent to first semester of College calculus. Students have an opportunity to experience advanced mathematics and receive college credit. Calculus is the study of change. It offers an introduction to differential and integral calculus, emphasizing both theory and application. We will study calculus using a graphical, numerical, and analytic approach. Calculus AB is a must for students interested in studying mathematics, engineering, science, architecture, business, economics, and more.

## **AP Calculus BC**

*Prerequisites: AP Calculus AB. A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

Calculus BC is equivalent to the second semester of college calculus. Colleges offer 3 semesters of Calculus. Students have an opportunity to receive college credit for the first two semesters of Calculus. AP Calculus BC reviews all of the topics covered in AP Calculus AB, as well as parametric equations and polar coordinates, sequences and series, and an introduction to vector calculus and geometry. Calculus BC is a must for students interested in studying mathematics, engineering, science, architecture, business, economics, and more.

## **AP Chemistry\***

*Prerequisites: INS-I & INS-II; A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

*\* This course will be offered alternate years with AP Physics.*

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This is a double block course with a lecture and lab requirement. The laboratory component is designed to allow the student to understand experimental design and to develop problem solving skills. Approximately 25% of the AP Chemistry class is dedicated to laboratory work. *(adapted from College Board)*

## **AP Computer Science Principles**

*Prerequisites: Algebra I competency OR and A or B in Fundamentals of IT.*

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. This course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. *(from College Board)*

## **AP Computer Science A**

*Prerequisites: AP Computer Science Principles; A or B in previous level content class; Cs and lower must have a teacher recommendation. Students should be comfortable with functions and the concepts found in the uses of function notation, such as  $f(x) = x + 2$  and  $f(x) = g(h(x))$ .*

The AP Computer Science A course and exam focuses on computing skills related to programming in Java. This course is equivalent to a first-semester, college level computer science course. It introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization or data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. *(from College Board)*

## **AP Environmental Science**

*Prerequisites: INS-I & INS-II; A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

AP Environmental Science combines ideas and information from biology, chemistry and sciences, as well as the social science fields of economics and political science. Topics of study include water, energy, air and chemical cycles and systems, soil and biome processes, population and land development dynamics, human history and influences, community and ecosystem processes, natural resource exploitation and impacts, environmental economics and policy, and future choices. Laboratory, field and internet-based research and investigations are emphasized to familiarize students with contemporary research, investigative and problem-solving techniques. Students analyze environmental problems, evaluate risks, collect data, prepare assessments, and investigate complex issues and solutions to prevent, resolve or mitigate environmental problems. Extensive field investigations, field trips and problem-solving exercises will focus on in-depth analysis of specific environmental topics and issues.. Textbooks: Cunningham, W., & Cunningham, M. A. (2012). *Environmental science: A global concern* AP Edition (12th edition). Macmillan/McGraw-Hill School. Lucas Education Research. (2015). *Knowledge in Action: AP Environmental Science*. Retrieved August 17, 2015, from <https://www.lucasedresearch.org/portal>.

## **AP Physics I\***

*Prerequisites: INS-I, INS-II, & INS-III; A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

*\* This course will be offered alternate years with AP Chemistry.*

AP Physics 1 is an algebra-based, introductory college-level physics course with a focus on scientific reasoning skills to engage in the science practices through the study. Students will have a deep understanding of physics principle implies the ability to reason about physical phenomena using important science process skills such as explaining causal relationship, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connection across multiple topic within the course. It explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Laboratory requirement, 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Pre-requisites include the completion of honors physics and currently taking Algebra II or an equivalent course.

## **AP Statistics**

*Prerequisites: Integrated Maths I, II, & III. A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

Statistics is unlike any math course students have taken during high school. Coming up with a numerical solution to a problem is only a small part of our goal. Statistics is largely about the process; the interpretation of a problem, choosing the correct method to solve the problem, and communicating the results in a way that people can understand. Statistics is a way of thinking, not just a set of computations. The purpose of the AP

course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns; (2) Sampling and Experimentation: Planning and conducting a study; (3) Anticipating Patterns: Exploring random phenomena using probability and simulation; (4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

### **Dual Credit Pre-Calculus**

*Prerequisites: Integrated Maths I, II, & III. Junior or Senior level on-track status. 21 or higher on math section of ACT, or a passing score on the COMPASS Exam.*

Pre-Calculus emphasizes the notion of a function as a unifying concept for the topics of college algebra and an extension of the topics of trigonometry. The following families of functions and their characteristics are examined within this course: polynomial functions; rational functions; exponential and logarithmic functions; and trigonometric functions. Writing assignments, as appropriate to the discipline, are part of the course.

Applications involving problem-solving skills will be emphasized throughout the course. Textbook:

*Precalculus: Mathematics for Calculus*, 6th edition. Stewart, Redlin & Watson, Brooks/Cole.

### **Integrated Math I (INT-I)**

The Core-Plus Mathematics series replaces the traditional Algebra/Geometry- Advanced Algebra/Trigonometry-Pre-calculus sequence of high school mathematics courses. Each of the first three courses focuses on important and broadly useful mathematics aligned with the CCSS for all students. The fourth course, Course 4: Preparation for Calculus, continues to prepare students moving forward in STEM-oriented college mathematics courses, specifically calculus. Being college and career-ready means being able to tackle more complex mathematical problems. Core-Plus Mathematics' integration of real-world contexts connects math to the students' world, engaging them in applying and reasoning about mathematics in ways that make sense to them. Mathematics education is not "one size fits all." Because classrooms have students with different levels of math proficiency, Core-Plus Mathematics is constructed to easily incorporate differentiation to scaffold and challenge students as needed in every unit, every day. The Core-Plus Mathematics series is built so that students are actively engaged in problem-based investigations and mathematical discourse. Small and large group discussions promote sharing and explaining newly discovered mathematical concepts.

### **Integrated Math II (INT-II)**

*Prerequisites: Integrated Math I or high school algebra credit.*

The second year of Integrated math builds on year one in the areas of algebra, functions, geometry, trigonometry, statistics and probability. The class empathizes on the importance of learning mathematics through sense-making. Using investigations of real-life contexts, scholars will develop a rich understanding of important mathematics that makes sense to them and which, in turn, enables them to make sense of new situations and new problems. This method builds confidence and prepares scholars for problems they will face in college, career, and beyond. Textbook: *Core Plus Mathematics*, Course 2

## **Integrated Math III (INT-III)**

*Prerequisites: Integrated Math II*

In Integrated Math III, students will extend their knowledge of functions to create and apply mathematical models to represent and interpret real-world contexts. The development and comparison of multiple solution methods and mathematical representations builds a level of fluency and conceptual understanding essential for the study of more advanced mathematics. All students should regularly be engaged in the Standards for Mathematical Practice as defined by the Common Core. Mathematical content should be addressed through the study of big ideas allowing students to see the connections between multiple concepts. The mathematical content includes Non-linear Relationships and Functions, Solving Complex Equations using Multiple Methods, Interpreting, Building, and Modeling with Functions, Making Inferences and Conclusions from Data, and Probability. Textbook: Schultz, J.E, Ellis , W.; Hollowell, Kathleen A. (2004). *Algebra 2*. New York: Holt, Rinehart and Winston.

## **Honors Intro to Fundamentals of IT**

This is the first course in the Computer Science Pathway. This course meets the requirement for ALL CPS students to take a computer science course. The primary purpose of this course is to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Focused on the conceptual ideas of computing, it helps students understand why certain tools or languages might be utilized to solve particular problems. The goal is to develop the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. They will also be introduced to interface design, limits of computers and societal and ethical issues. The student should be able to analyze the effects of developments in computing. Students also complete Microsoft Office Suite (MOS) training modules and have the opportunity to take the MOS certification exam. \*\*\*Successful Microsoft Office Suite (MOS) exam completers earn a MOS certification.\*\*\*

## **Pre-Calculus**

*Prerequisites: INT-I, INT-II, & INT-III*

Pre-Calculus is an extension of Integrated Math III. The major topics of Advanced Algebra are covered and reinforced in greater depth with additional applications. Limits, polynomial functions, and parametric functions are also introduced. The course is designed to encompass all the skills and concepts necessary to be successful in college mathematics. Precalculus is equivalent to College Algebra. Most college degrees require at least College Algebra. Textbook: Holt *Precalculus*.

## **Honors Pre-College Algebra**

*Prerequisites: INT III, students will be recommended for this course by their INT III teacher.*

This course is designed to build confidence and encourage an appreciation for mathematics in students who want to ensure success in their college mathematics courses. Students will examine functions, statistics and trigonometry using various tools, including graphing calculators and math software. Students should expect to engage in technical writing and discourse around the following types of functions: linear, quadratic, exponential, logarithmic, trigonometric, circular, polynomial and rational; additional topics are probability,

binomial and normal distributions, and sequences and series. In an honors class, students will be expected to develop more advanced problem-solving methods and precisely communicate their in-depth understanding of the mathematical concepts covered. Students will also be asked to make connections across mathematical ideas while justifying their thinking and strategies. Successful completion of Honors Pre College Algebra will prepare students for Pre-Calculus or college level coursework in mathematics.

### **STEM Engineering Design (STEM-ENG)**

*Prerequisite: INS-I*

This Project-Based Learning (PBL) course promotes “3-dimensional learning,” as defined by the Next Generation Science Standards, through integrative STEM experiences. A goal of this course is to introduce and use engineering design processes to solve problems. By exposing students to partnership with external entities and to how concepts and principles of math and science are used in the engineering field, students’ talent and potential for designing and improving technologies is developed. Primary focus is placed on techniques for developing and choosing designs, using criteria, optimization, and the role of documentation. This class has a heavy emphasis on developing skills and understanding of course concepts through activity-, project-, and problem- based learning approaches. Topics investigated in this course include: buoyant forces, gas laws, energy transformations, and materials science. Student mastery of knowledge, skills, and STEM habits of mind is demonstrated through authentic application and transfer in product design, development, and performance exposition.

### **STEM Advanced Topics in Computer Science**

#### **Science: An Inquiry Approach-I (INS-I)**

INS-I is designed by the Brooks STEM (Science, Technology, Engineering and Mathematics) department to teach 9th grade scholars an integrated approach to the study of scientific topics. The focus of the curriculum introduces scholars to the idea of inquiry with life science, Earth and space science, and physical science. The rigorous curriculum provides scholars a coherent alternative to the traditional sequence of biology, chemistry, and physics. The goal of INS-I is to increase scholar's understanding of the concepts of science, present the content in a relevant context, increase student interest and achievement and to enhance critical-thinking and problem-solving skills. The topics of study for level 1 include; matter, atoms, the Periodic Table, molecules/bonding, cells, energy, the nervous system, muscles/bones, stars, light, galaxy formation, Earth/space biosphere, and Mathematical and Technological Connections. Scholars will study these topics through Problem Based Learning (PBL) activities, laboratory experiments, and quarterly STEM projects and/or research.

Textbook: *BSCS Science: An inquiry Approach*, Level 1

#### **Science: An Inquiry Approach-II (INS-II)**

*Prerequisite: INS-I*

INS-II Science is an transdisciplinary science course designed for the study of science through an inquiry approach of scientific topics. The focus of the curriculum extends the ideas of life science, Earth and space science, and physical science that were introduced in INS-I. The rigorous curriculum provides scholars with a coherent alternative to the traditional sequence of biology, chemistry, and physics. The topics of study for INS-II include forces and momentum, chemical reactions, conservation of matter and energy, acceleration and motion, acid/ base reactions, adaptation and natural selection, heredity, genetics, and genetic engineering. As

time allows, cycling of water and carbon, climate changes, plate tectonics, natural resources, carrying capacity, and ecosystems will also be included. Throughout the curriculum, technology and engineering will be integrated to apply and extend the scientific concepts. In two problem based learning (PBL) units, students will engage with an authentic problem through which they will apply previously learned content and learn new skills and concepts necessary to propose a solution to the problem.

Textbook: *BSCS Science: An inquiry Approach*, Level 2

### **Science: An Inquiry Approach-III (INS-III)**

*Prerequisite: INS-II*

Inquiry Science III is an honors-level course into the scientific study of energy that is designed for students who are developing their problem-solving and analytical skills. Students taking Inquiry Science III will regularly experience hands-on, inquiry-based learning opportunities. Students will engage in the Science and Engineering Practices as outlined in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as waves, and interactions of energy and matter. In an honors class, students will be expected to engage in more advanced problem solving and extend their learning to science projects outside of the classroom. Successful completion of Inquiry Science III will prepare students for future honors and AP coursework.

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## **World Language**

### **AP French**

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

AP French Language and Culture is designed to train students in the interpersonal, interpretive, and presentational aspects of communication. The six themes of the AP French Language and Culture course are: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

This class is designed to increase the fluency and level of sophistication with which students express themselves in French, and develops their ability to understand the language and the cultures of the French-speaking world. This course includes advanced grammar topics, practice in narrative and expository writing, reading comprehension, listening comprehension, and extemporaneous speaking. Students analyze, reflect on, and discuss contemporary issues. They explore a wide range of topics. They read Francophone literature through the centuries, and write essays and reviews. They study Francophone culture and history. The class is conducted in French and students must express themselves in French. This course prepares students for the Advanced Placement French Language and Culture examination (additional fee), which they take at the end of the year. This exam gives them the opportunity to earn college credits. Successful completion of this course requires significant outside work and diligent class preparation.

### **AP Spanish Language**

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*



In this course the students will develop a strong command of the Spanish language focusing on mastery in reading, writing, speaking, listening comprehension and culture. The course will be conducted almost entirely in Spanish and the students will be required to speak, read, and write in Spanish in class every week. Students will be exposed to a variety of authentic and level appropriate materials: written, audio, and visual. The class will include a rigorous review of grammar explored through texts, literature and other authentic realia. By the end of the course, the student will be able to express him/herself both written context and orally, in a variety of manners using different strategies and styles for different audiences. The students will also be able to understand the spoken language in conversations and lectures incorporating a variety of regional dialects and accents.

## **AP Spanish Literature**

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

Advanced Placement Spanish Literature and Culture provides students who have satisfactorily completed Spanish III Honors with a learning experience equivalent to that of a *third-year college survey of Peninsular Spanish, Latin American and U.S. Hispanic literature*. The course introduces students to the formal study of a representative body of Peninsular and Latin American texts. Following the list required by the College Board, students read works in chronological order from three distinct periods: Medieval and Golden Age Literature, Nineteenth Century Literature, and Twentieth Century Literature. The course is taught completely in Spanish and all coursework, without exception, is to be done in Spanish. Because the AP Spanish Literature class approximates an introductory literature course taught at the college level, students are expected to read, write about, and discuss works using Spanish consistent with that standard. Additionally, students will analyze themes and features of artistic representations, audiovisual materials and audio sources in Spanish related to course content. All students enrolled in this course are expected to take the AP Spanish Literature examination.

## **Dual Credit French and Spanish 101/102**

This is a equivalent to a first semester of university level language and students will receive 4 credit hours through the City Colleges of Chicago. This course seeks to implement and broaden students' conversational skills through advanced vocabulary, review and complete the basic grammar, and learn more about the cultures and current events of French-speaking countries. This course also aims to consolidate students' skills in listening, reading, and writing abilities through listening and comprehension exercises, written compositions, readings, and oral presentations. Readings will be taken from news articles, fiction and nonfiction, and poetry.

## **French I**

The purpose of French I is to learn to communicate effectively and appropriately in various situations. The first year World Language courses provide the student with basic skills in speaking, reading, writing, and understanding the spoken word. Linguistic awareness, culture, and civilization are introduced through the use of audio-visual materials, authentic publications, web assignments, reading, and discussion. Emphasis is placed on building a core vocabulary, acquainting students with essential grammatical structures, and developing near-native pronunciation. The target language is the primary vehicle for classroom communication while English is used to facilitate grammatical concepts.

## **French II**

Level II builds on previously introduced skills and emphasizes increased accuracy. The increase in the quantity and quality of listening and reading comprehension enables students to successfully negotiate communicative tasks and social situations. Vocabulary expansion and pronunciation continue to be highlighted. Several new verb tenses and modes are presented and used in their most common settings. The target language is the primary vehicle for classroom communication.

## **French III**

Level III focuses increasingly on fluency and authentic expression while emphasizing creativity and accuracy. Previously learned grammatical structures are reviewed and practiced in greater depth. More complex grammatical concepts are introduced and expanded. Idiomatic expressions become an important part of daily communication. At this level, students should be able to communicate successfully in various real-life situations. The target language is the exclusive vehicle for classroom communication while English may be used to explain grammatical difficulties.

## **French IV**

Level IV focuses increasingly on fluency and authentic expression while emphasizing creativity and accuracy. Previously learned grammatical structures are reviewed and practiced in greater depth. More complex grammatical concepts are introduced. Idiomatic expression becomes an important part of daily expression. At this level, students should be able to communicate successfully in various real-life situations. The target language is the exclusive vehicle for classroom communication while English may be used to explain grammatical difficulties.

## **Spanish for Native Speakers**

*Prerequisites: Must speak Spanish fluently prior to the course.*

Spanish for Native Speakers 1-2 gives native Spanish-speaking students an expansion of standard written and spoken Spanish Language skills and broadens their understanding of the Hispanic culture and civilization. These year long world language courses are designed to develop and challenge students' ability in speaking, reading, writing, listening, and culture development in Spanish.

This course offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting in the same way native English-speaking students study English language arts. The course allows students to reactivate the Spanish they have learned previously and develop it further, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, and to develop or augment Spanish academic language skills. Students develop strategic Spanish academic vocabulary, learning to critically analyze a text, write poetry, and acquire new information in different academic content areas. For native speakers to maintain the language, a formal study of Spanish needs to occur with instructional goals focusing on grammar, reading and writing, vocabulary development, exposure to the language and culture and its communities, and consciousness-raising activities about Spanish language and identity. Many students are partially bilingual and range in their language skills. This course expands their bilingual range and moves learners beyond basic language development up to expressive and receptive language abilities and a broader

command of the language. Native/heritage students will develop strategic Spanish reading skills, while investigating the literary genres of expository essay, myths, fables, legends, poetry, short stories, and novels. Extended reading and literary selections are taken from adopted texts and recommended reading. Students will produce writing in various formats and genres including well-developed paragraphs, literary response items, expository essays, short stories (narrative), historical documents, and technical documents, while continuing to develop skills in the correct use of grammar, spelling, punctuation, and capitalization.

### **Spanish I**

The purpose of Spanish I is to learn to communicate effectively and appropriately in various situations. The first year World Language courses provide the student with basic skills in speaking, reading, writing, and understanding the spoken word. Linguistic awareness, culture, and civilization are introduced through the use of audio-visual materials, authentic publications, web assignments, reading, and discussion. Emphasis is placed on building a core vocabulary, acquainting students with essential grammatical structures, and developing near-native pronunciation. The target language is the primary vehicle for classroom communication while English is used to facilitate grammatical concepts.

### **Spanish II**

Level II builds on previously introduced skills and emphasizes increased accuracy. The increase in the quantity and quality of listening and reading comprehension enables students to successfully negotiate communicative tasks and social situations. Vocabulary expansion and pronunciation continue to be highlighted. Several new verb tenses and modes are presented and used in their most common settings. The target language is the primary vehicle for classroom communication.

### **Spanish III**

Level III focuses increasingly on fluency and authentic expression while emphasizing creativity and accuracy. Previously learned grammatical structures are reviewed and practiced in greater depth. More complex grammatical concepts are introduced and expanded. Idiomatic expressions become an important part of daily communication. At this level, students should be able to communicate successfully in various real-life situations. The target language is the exclusive vehicle for classroom communication while English may be used to explain grammatical difficulties.

### **Spanish IV**

Level IV focuses increasingly on fluency and authentic expression while emphasizing creativity and accuracy. Previously learned grammatical structures are reviewed and practiced in greater depth. More complex grammatical concepts are introduced. Idiomatic expression becomes an important part of daily expression. At this level, students should be able to communicate successfully in various real-life situations. The target language is the exclusive vehicle for classroom communication while English may be used to explain grammatical difficulties.

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## Fine & Performing Arts

### **Advanced Band I/II/III**

*Prerequisites: Instructor approval required.*

This course is designed for the advanced instrumentalists who have experience in symphonic bands. Students must successfully participate in solo, ensemble and large group performances at the school/ community level; and must participate in all performances. Class will focus on performing at a high level as well as reading and comprehending sheet music. Music theory instruction will be included. Instructor permission/audition is required for this course. If you have taken Advanced Band previously, you may sign up for Advanced Band II or III.

### **Advanced Mixed Chorus I/II/III**

*Prerequisites: Instructor approval required.*

This course is designed for the advanced male and female vocalists who have experience in vocal performance on music specifically written for the mixed chorus. Students must successfully participate in solo, ensemble and large group performances at the school/ community level; and must participate in all performances. Class will focus on performing at a high level as well as reading and comprehending sheet music. Music theory instruction will be included. Instructor permission/audition is required for this course. If you have taken Advanced Mixed Chorus previously, you may sign up for Advanced Mixed Chorus II or III.

### **Advanced Orchestra I/II/III**

*Prerequisites: Instructor approval required.*

This course is designed for the advanced instrumentalists who have experience in orchestras. Students must successfully participate in solo, ensemble and large group performances at the school/ community level; and must participate in all performances. Class will focus on performing at a high level as well as reading and comprehending sheet music. Music theory instruction will be included. Instructor permission/audition is required for this course. If you have taken Advanced Orchestra previously, you may sign up for Advanced Orchestra II or III.

### **AP Drawing: Studio Drawing & Painting**

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

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 2D: Digital Photography**

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

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

### **AP 3D: Sculpture**

*Prerequisites: A or B in previous level content class; Cs and lower **must** have a teacher recommendation.*

This course is a course with an emphasis on exploring new sculptural problems through both traditional and experimental media. Students will further develop their skills while investigating both additive and subtractive methods of construction. Each participant will begin to develop their own style and make clear aesthetic choices. The class will also examine contemporary sculpture by both local and international artists. A sketchbook and participation in class discussion and critique are required. Students will explore sculptural and functional forms in clay, using both hand-building (i.e. pinch, coil, slab) techniques and wheel throwing techniques through this introductory course. The class will examine historic and cultural traditions of this art form and investigate diverse styles and techniques. Standard glazing processes and a working knowledge of ceramics terminology will also be covered. 3D Design Portfolio is intended to address sculptural 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.

### **Art I**

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

### **Beginning/ Intermediate Band**

This is an entry level course designed for students desirous of learning to perform on wind or percussion instruments; including, but not limited to: flute, clarinet, saxophone, bassoon, oboe, trumpet, French horn, trombone, euphonium, tuba, and percussion. Notation, rhythm, pitch, time signature, meter will be stressed. Honors credit may be earned with extra classroom responsibilities, performance opportunities, increased music

theory instruction, and/or other opportunities at director's discretion. No previous experience or teacher recommendation is required for beginning band.

### **Beginning/Intermediate Mixed Chorus**

This course is the entry-level course for male and female students desirous of learning proper vocal techniques. Basic music training will also be given in rhythm, pitch, sight-singing, solfege. Honors credit may be earned with extra classroom responsibilities, performance opportunities, increased music theory instruction, and/or other opportunities at director's discretion. No previous experience required. Depending on enrollment, class may be changed to Beginning Treble or Bass Chorus.

### **Beginning/Intermediate Orchestra**

This is an entry-level course designed for students desirous of learning to perform on string instruments; including: violin, viola, cello and bass. Notation, rhythm, pitch, time signature, meter will be stressed. Individual and group training will be incorporated into this class. Honors credit may be earned with extra classroom responsibilities, performance opportunities, increased music theory instruction, and/or other opportunities at director's discretion. No previous experience or teacher recommendation is required.

### **Digital Imaging I**

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

### **Digital Imaging II**

In this intensive 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.

### **Sculpture I & II**

This intermediate course, will require a higher level of creativity and problem-solving as students learn new processes of both traditional and contemporary sculpture. Students will explore a variety of materials leading to both individual and group projects. Course includes a historical survey of sculpture with an emphasis on monumental works and conceptual installations. Second semester students will explore sculptural and functional forms in clay, using both hand-building (i.e. pinch, coil, slab) techniques and wheel throwing techniques through this introductory course. The class will examine historic and cultural traditions of this art form and investigate diverse styles and techniques. Standard glazing processes and a working knowledge of ceramics terminology will also be covered. A sketchbook is required.

### **Studio Drawing & Painting I**

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. The class will examine historic and cultural traditions of these art forms and investigate various materials, styles and techniques. Projects will include figure drawing, self-portraits and still life then progress to realism, landscape painting and abstraction. An emphasis will be placed on developing a

thematic series of works as well as self-evaluation through regular class critique. A sketchbook for idea development is required.

## **Studio Drawing & Painting II**

This course will require a higher level of exploration as students begin to develop work for a cohesive 2-dimensional portfolio. Participants will investigate various processes and work on both independent and collaborative projects. The class will also examine contemporary drawing and painting along with new techniques used by modern-day artists. A consistent system for class critique will allow students to evaluate their own work and the work of others. A sketchbook, participation in related field trips will be required.

## **Video Production**

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 Video Production 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.

## **Yearbook I**

This introductory level course will expose students to all aspects of school yearbook production. Participants will learn basic publishing skills including layout, photography, creative writing and editing. The course will investigate elements of good design and journalism practices and offer students opportunities to solve problems, develop content and meet project deadlines. Student will demonstrate knowledge of related terminology through class discussions and critique.

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## **Physical Education**

### **PE I / Health**

This course presents students with a clear look at the health issues facing humanity today. Students begin by evaluating their own level of health and move into areas of health risks, nutritional needs, exercise, drugs, self-care, environment, and safety. This is a hands-on course where students learn to take charge of their own health by practicing preventative health habits. The course includes a wealth of high-quality, up-to-date Internet resources. It meet state standards and is based on the National Health Education standards. Note: In accordance with state mandates, this course includes education on drugs and alcohol, AIDS, and sexuality so that students can make informed, responsible decisions. Freshman physical education is designed for students to participate in a variety of activities that will focus on developing and maintaining physical fitness and social-emotional concepts through individual and team activities. Students will learn the basic foundations for leading a healthy and active lifestyle. Emphasis will be on improving the health-related components of fitness and the

importance of life-long exercise.

## **PE II / Drivers Education**

*Prerequisite: PE I*

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. For 9 weeks during the academic year will be devoted to Driver Education. This piece of the physical education course students will be fulfilling their classroom portion of the Driver Education requirement. Upon successful completion of this course students will obtain their State Of Illinois Driving Permit.

\* Driver Education students will be directed to a separate site in order to complete their behind the wheel/ traffic requirement.

## **Honors Human Performance I & II**

*Prerequisites: PE I & PE II*

This course is designed to give students the opportunity to learn introductory movements related to strength, power, plyometric, speed, recovery techniques, and principles of programming. This is strictly a Honors Fitness and Wellness course where individual and team sports activities will not be emphasized. Students will learn how to safely and effectively execute various single-joint weight-lifting movements in order to assist in their physical strength. Students will understand the concepts needed to increase their explosive power output through the utilization of multi-joint Olympic weightlifting, plyometric, and speed techniques. Students will know how and when to implement active recovery methods to assist in one's overall physical development. Other fitness disciplines such as Distance running, Pilates, Yoga, and Crossfit will be incorporated into the course. Overall the student will be able to design and implement their own training concepts based on what activity, time of year the activity takes place, and their physical goals. Upon completion of this course the student will be better prepared physically for any athletic or physical endeavour they pursue.

## **Physical Education- Aquatics I & II (.5)**

Students will learn the fundamentals of Water Safety, basic swim and stroke techniques. Upon completion of Aquatics I students will progress to the more advanced phases of swim and stroke techniques with emphasis on overall basic water safety concepts.

## **Intro to Personal Fitness and Wellness (.5)**

Students will engage in various physical based activities designed to improve and promote all health related components including but not limited to muscular strength, muscular endurance, cardiovascular endurance, and flexibility. Students will participate in a combination of activities designed to teach students about overall wellness through various physical related disciplines.



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## Gallery 37

CPS Advanced Arts Program (AAP), an off-campus magnet program that provides CPS 11th and 12th grade students with 2-hour Honors or AP arts course(s). Courses in AAP are team-taught by a certified or endorsed CPS teacher and a professional artist currently working in the arts discipline offered.

### **Honors Dance I- Gallery 37**

*Prerequisites: Junior or Senior ON-TRACK standing. All applicants must go through the Gallery 37 application process. This process includes an audition.*

Students will become disciplined and versatile dancers by acquiring the basic technique, coordination, and musical interpretation that are essentials of a classical training. They will study Modern and Jazz dance and ballet to learn proper posture and body placement.

### **Honors Dance II- Gallery 37**

*Prerequisites: Completion of Dance I & Senior ON-TRACK standing. All applicants must go through the Gallery 37 application process. This process includes an audition.*

Students will engage in similar learning objectives to Dance I but with an emphasis on performance and the creation of dance. Students will become disciplined and versatile dancers by acquiring the basic technique, coordination, and musical interpretation that are essentials of a classical training. They will study Modern and Jazz dance and ballet to learn proper posture and body placement. This course increases the number of related assignments and responsibilities.

### **Honors Theater Arts I- Gallery 37**

*Prerequisites: Junior or Senior ON-TRACK standing. All applicants must go through the Gallery 37 application process. This process includes an audition.*

This course challenges students to explore the creative process of acting and provides students with new skills in performance, voice and speech, improvisation, and ensemble acting.

### **Honors Theater Arts II- Gallery 37**

*Prerequisites: Junior or Senior ON-TRACK standing. All applicants must go through the Gallery 37 application process. This process includes an audition.*

This course builds upon Theatre Arts I–G 37 and challenges students to explore the creative process of acting and provides students with new skills in performance, voice and speech, improvisation, and ensemble acting. This course increases the number of related assignments and responsibilities.

## **Honors Digital Design and Animation I & II- Gallery 37**

*Prerequisites: Junior or Senior ON-TRACK standing and completion of Digital Design and Animation. Portfolio review, teacher recommendation, and counselor approval. At least 2.0 credit of fine or digital art preferred.*

Students will create “virtual worlds” by using both digital and analog software applications and techniques to make time-based works of art, environments, and interactive installations.

## **Honors Graphic Design I & II- Gallery 37**

*Prerequisites: Junior and Senior ON-TRACK standing; Portfolio review, teacher recommendation, and counselor approval. At least 1.0 credit of fine or digital art preferred.*

This course explores the complex field of visual communication by teaching students to use Adobe Photoshop, Adobe Illustrator and Adobe InDesign to create posters, logos, advertisements, publications, and websites and understand how to communicate slogans, concepts, and messages in a visual format.

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## **AP Capstone**

The College Board’s AP Capstone™ is an innovative college-level program based on two new courses — **AP Seminar** and **AP Research** — that complement and enhance discipline-specific AP courses. The program immerses high school students in the challenging practice of the critical skills students need today. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college and in life. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.™ This option allows students taking multiple AP courses to distinguish themselves to colleges and universities. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.™ (Source: The College Board)

### **AP Seminar**

*Prerequisites: Junior level on-track standing, or Sophomore level accelerated. Teacher recommendation. A or B in all previous level content classes; Cs and lower **must** have a teacher recommendation.*

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

presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. (Source: The College Board)

## AP Research

*Prerequisites: AP Capstone Seminar. Commitment to conduct student research independently. Teacher recommendation. A or B in all previous level content classes; Cs **must** have a teacher recommendation.*

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and presentation with an oral defense. (Source: The College Board)

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## Genesys Works

*Prerequisites: SENIOR ONTRACK STANDING, students must qualify for free/reduced lunch, students must be willing to forgo other after school commitments. Students will apply and interview for this opportunity.*

Genesys Works is a unique program designed to help close the educational achievement and opportunity gaps currently challenging our communities. The program connects youth to internships with local Chicago companies. This program prepares students for college, career, and life. The Genesys Works model consists of four interlocking program elements, conducted in an environment of high expectations and support: **Skills Training.** 8 weeks of vigorous training during the summer before students' senior year of high school; **Meaningful Internships.** A paid year-long professional internship at one of our partner companies; **College & Career Coaching.** Focused classroom instruction and one-on-one counseling on appropriate college and career pathways; **Alumni Support.** Genesys Works staff proactively supports students as they deal with the academic, social and financial obstacles that might otherwise prohibit students from college and career success.