

**SOLORIO ACADEMY  
HIGH SCHOOL  
COURSE CATALOG  
2023 - 2024**



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# ENGLISH

## R Composition I

**Course Number:** 189311R/189312R

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Elective

**Course Level:** Regular

**Grade Level:** 9

**Prerequisites:** None

**Description:** Composition I is an instructional workshop designed to help students become confident and capable writers. During Writing Workshop, students have time to work independently and with their peers. They engage in the writing process by selecting topics, drafting, revising, editing, and publishing their original work. They receive explicit instruction in the craft of writing from exploring genre, to organizing their pieces, to word choice, style, and mechanics. The workshop structure encourages students to think of themselves as writers and take their writing seriously. It gives students the skills to express their important thoughts and celebrates the fact that their stories and ideas matter and are worth expressing.

## R English I

**Course Number:** 184101R/184102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 9

**Prerequisites:** None

**Description:** The course begins with an introduction to the idea of identity and then follows this topic by presenting units focused on short stories, poetry, drama, film, non-fiction, and a novel, all of which present incidents that are significant milestones in the lives of young people. Specific elements of genre study and writing skills are emphasized, as well as critical thinking and problem-solving skills needed for school and throughout life. Students are expected to learn and apply reading, writing, oral, and collaborative strategies to their own learning styles, strengths, and weaknesses.

## H English I (Honors)

**Course Number:** 184101H/184102H

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Honors

**Grade Level:** 9

**Prerequisites:** None

**Description:** The course begins with an introduction to the idea of identity and then follows this topic by presenting units focused on short stories, poetry, drama, film, non-fiction, and a novel, all of which present incidents that are significant milestones in the lives of young people. Specific elements of genre study and writing skills are emphasized, as well as critical thinking and problem-solving skills needed for school and throughout life. Students are expected to learn and apply reading, writing, oral, and collaborative strategies to their own learning styles, strengths, and weaknesses. Acceptance into Honors is dependent on 8th grade NWEA scores.

## R English II

**Course Number:** 184201R/184202R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:**10

**Prerequisites:** English I

**Description:** In this class, students will read texts from a variety of genres, time periods, and cultures. Students will complete at least one service learning project tied to our course skills and ideas. Students will study literary criticism and apply it, analyzing texts. Students will write often and for many different purposes; they will participate in the writing process, taking some pieces from pre-writing through the revision process. The editing portion of the writing process will be informed by our study of Standard English conventions. Finally, students will grow their vocabularies through direct vocabulary study and determining the meaning of words in context.

## H English II (Honors)

**Course Number:** 184201H/184202H

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Honors

**Grade Level:**10

**Prerequisites:** English I

**Description:** In this class, students will read texts from a variety of genres, time periods, and cultures. Students will complete at least one service learning project tied to our course skills and ideas. Students will study literary criticism and apply it, analyzing texts. Students will write often and for many different purposes; they will participate in the writing process, taking some pieces from pre-writing through the revision process. The editing portion of the writing process will be informed by our study of Standard English conventions. Finally, students will grow their vocabularies through direct vocabulary study and determining the meaning of words in context.

## R English III

**Course Number:** 184301R/184302R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular, Honors

**Grade Level:** 11

**Prerequisites:** English II

**Description:** The units of instruction center on an investigation of the idea of the American Dream and the American Nightmare. Students read and think about important questions presented in American literature - questions about freedom, justice, and the pursuit of happiness. Students read works of fiction and non-fiction, as well as short stories and poems, honing their skills of analysis and synthesis. During the first three quarters, students will also prepare for their college entrance exams and other standardized tests and finish the year with an independent research project.

## Advanced Placement Language and Composition

**Course Number:** 175101A/175102A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 11, 12

**Prerequisites:** English I & II, Current English teacher recommendation and entrance essay

**Description:** This college level course focuses on discovering how words are used to empower and overpower and how we can take that power for ourselves. The course

cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

## R English IV (Reading and Writing for Global Discourse)

**Course Number:** 184401R/184402R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 12

**Prerequisites:** English III

**Description:** The units of instruction focus on world texts in order to broaden the literary landscape of high school individuals. The units begin with a look into the self and into culture, working toward a definitions and understanding commonalities and differences among human cultures as represented in literature, media, and non-fiction from various time periods and locations around the world. Students read widely and deeply to build higher-level critical thinking skills necessary for college. They are asked to write analytically, creatively, persuasively, and to compose a research paper. In writing, students engage in the entire writing process from brainstorming to revising to publishing. Student learning is assessed largely through performance tasks and the creation of writing portfolios that adhere to the Common Core State Standards for English.

## R English IV (Community Action)

**Course Number:** 184401R/184402R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 12

**Prerequisites:** English III



**Description:** This course uses a critical social justice lens to build skills in reading and writing through community action and current events. It, therefore, requires some commitment outside of the regular school day on a quarterly basis. Students will build critical thinking by analyzing a variety of current events media including news radio, video media, and news articles with the aim of gaining a better understanding of the impact of world affairs on their local lives. Students will explore local social issues by conducting direct and indirect research. Students will conduct argument evaluations to become critical consumers of media and more effective writers. Students will subsequently write arguments with the aim of persuading and mediating in real-world situations. Student learning is assessed through performance tasks which may include community event planning (marketing, press releases, design, set-up, take-down, etc.), neighborhood canvassing (identify local needs, plan for and implement solutions), local presentations, and school-wide events. Note: This course will only run if enough students register to make a full section. Students will be placed in the traditional equivalent English IV course in the event that the course does not fill up.

## H Argumentative Literacy I (Debate)

**Course Number:** 131801H/131802H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

**Course Level:** Honors

**Description:** In this year long course, students will learn to make arguments and improve their public speaking. Students will develop, analyze, and respond to arguments using research. This class will draw on the way argumentation shapes current events. The best way to understand argumentation is to engage in it. As such, class time will be used both to teach debate theory and as a lab to prepare for competition. Participation in a minimum of TWO (2) weekend tournaments outside of class is required for credit.

## H Argumentative Literacy II (Debate)

**Course Number:** 131901H/131902H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 10, 11, 12

**Prerequisites:** Argumentative Literacy I & Instructor Consent

**Description:** Building on the work of Argumentative Literacy I, students will delve deeper into the theory of argumentation and the practice of research. Work will center on the national high school policy debate topic. In addition to instruction, class time will be used as a laboratory to prepare for tournaments by conducting research, writing briefs, analyzing arguments, and practicing speeches. This class is reserved for JV and Varsity debaters on Solorio's Debate Team. Participation in a minimum of two weekend tournaments each semester is required for credit.

## H Argumentative Literacy III (Debate)

**Course Number:** 193301H/193302H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 11, 12

**Prerequisites:** Argumentative Literacy II & Instructor Consent

**Description:** Building on the work of Argumentative Literacy II, students will delve deeper into advanced theories of argumentation and will perform research using scholarly journal articles and books. Work will center on the national high school policy debate topic. In addition to instruction, class time will be used as a laboratory to prepare for tournaments by conducting collegiate-level research, constructing cases, analyzing arguments, participating in practice debates, and re-doing rebuttals in front of the instructor. Third and fourth year debaters enrolled in this class will be expected to adjudicate debates between first-year students and teach Solorio's less experienced debaters. This class is reserved for Varsity debaters on Solorio's Debate Team. Participation in a minimum of three weekend tournaments each semester is required for credit.

## R Drama I English

**Course Number:** 133101R/133102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Grade Level:** 10, 11, 12

**Prerequisites:** None

**Description:** This beginning course features an introduction to acting, dramatic literature, and some technical aspects of theatre, such as scene, costume, and lighting design; scene aconstruction; and lighting mechanics. Students will be expected to perform physical and vocal warm ups; explore simple dramatic elements through theatre games and improvisations; read and analyze plays, scenes, and monologues; and create simple designs for the stage. Study will include basic actor training, as well as the role of the audience, as we will attend legitimate theatre productions. We will produce a variety of public performances in a variety of venues, possibly including lunch, SLC, and our neighboring schools. This course may count as a Fine Arts credit.

## H Philosophy

**Course Number:** 164101H/164102H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 10, 11, 12

**Prerequisites:** None

**Description:** Students in this course will elevate themselves to the elite status of philosopher, lover of wisdom. As a philosopher, students will gain valuable skills: they will hone their ability to think critically, they will grow as readers and writers, they will become skilled in the art of conversation, and they might even earn higher scores on standardized tests. The real reward of philosophy, however, is the experience of awakening to the world in all its wonder--an experience that might change their lives forever.

## R Gender Studies

**Course Number:** 146101R/146102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Choice of H or R

**Grade Level:** 11,12

**Prerequisites:** R: None H: Opt in & H contract

**Description:** This course introduces key concepts in the study of sex and gender in today's world. Through an exploration of social and historical conditions, students will have an opportunity to reflect upon the ways in which stereotypes, language, law, and more have been used to construct, reinforce, and challenge gender norms and

expectations in our modern society. As result, students will also be able to contemplate the factors that have led to their own gendered identity and how this impacts their daily life. A survey of major feminist theories will be introduced through the study of key scholars in the field. Significant consideration and time will also be given to LGBTQ histories, activists, and current issues. Over the course of the year, students will be able to access the material through a variety of formats, including literature, film, social media, and art. Students taking the course for honors will be required to complete an additional project outside of class each semester.

## H Writing Center Instructors I

**Course Number:** 151101H/151102H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 10, 11, 12

**Prerequisites:** A or B in your current English class, and Application Process

**Description:** Writing Center Instructors is that rare high school course that truly puts the power of learning into the hands of the student. During the first semester, students prepare research papers and study theories of egalitarian learning to discover what it means to be a good peer tutor of writing. Students put that theory to work by launching Solorio's Writing Center, a student-run, student-centered space that will provide peer tutoring to Solorio students. Students will engage in a variety of other activities and assignments to deepen their understanding of writing center theory, as well as develop as writers/tutors themselves.

## H Writing Center Instructors II

**Course Number:** 151201H/151202H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 10, 11, 12

**Prerequisites:** Writing Center Instructors I

**Description:** Writing Center Instructors II is an opportunity for those who successfully completed Writing Center Instructors I to extend their leadership work. Not only will these students serve as peer mentors, they will assist the growth and development of mentors as they give feedback in the writing process. Writing Center Instructors II will

serve as “managers”: they will maintain the website, ensure announcements are made, regularly communicate with staff and students about the Writing Center, and assist instructor with materials and course information. Writing Center Instructors II will also engage in outreach, publishing and submitting their work to scholarly journals and collaborating with schools, conferences, and organizations to further their reach as a student leader.

## Advanced Placement Literature and Composition

**Course Number:** 170101A/170102A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 12

**Prerequisites:** English III or AP English Language, Current English Teacher Recommendation, and Entrance Essay

**Description:** Designed to be a college level course, rich in higher level thinking, AP English Literature and Composition will challenge, inspire, and enrich the eager literature student. Using works that range from the ancient Greece to the twenty-first century, as well as several genres and modes, the reading, writing, listening, and speaking experiences will broaden human understandings about the world around us today. Students, therefore, should expect a rigorous undergraduate English experience with intellectual challenges and a considerable workload that culminates with the AP English and Literature Exam in May. Upon earning a 3 or higher, the student will be awarded college credit, accepted at most colleges and universities.

## Dual Credit English 101/102

**Course Number:** 184501A/184601A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Dual Credit

**Grade Level:** 12

**Prerequisites:** ACT Reading  $\geq 19$  or COMPASS E-write: 8+ and COMPASS Reading: 80-99.

Description:

Semester 1: Development of critical and analytical skills in writing and reading of expository prose. Writing assignments, as appropriate to the discipline, are part of the course.

Semester 2: Continuation of English 101. Introduces methods of research and writing of investigative papers. Writing assignments, as appropriate to the discipline, are part of the course.

# SOCIAL STUDIES

## R World Studies

**Course Number:** 231101R/231102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 9

**Prerequisites:** None

**Description:** The central objective of World Studies is to know the world, understand how it arrived at its present condition, and what its future possibilities and choices may be. Within this course, students will develop a greater understanding of global processes, interactions, developments, and conflicts. The content of this program has been chosen to help students become informed, effective citizens of the world community. Students participate in a variety of challenging classroom activities and examine and analyze vital issues. Core reading & writing skills are developed from multiple DBQ & essay assignments. Throughout the year, students will learn to interrogate primary and secondary source documents, express arguments in oral and written form, and to question various interpretations of history. This is a rigorous, student-centered course where students will not only learn historical facts, but where students will also learn the essential skills of how to read, write, and think critically

## H World Studies Honors

**Course Number:** 231101H/231102H

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Honors

**Grade Level:** 9

**Prerequisites:**

**Description:** The central objective of World Studies is to know the world, understand how it arrived at its present condition, and what its future possibilities and choices may be. Within this course, students will develop a greater understanding of global processes, interactions, developments, and conflicts. The content of this program has been chosen to help students become informed, effective citizens of the world community. Students participate in a variety of challenging classroom activities and examine and analyze vital issues. Core reading & writing skills are developed from multiple DBQ & essay assignments. Throughout the year, students will learn to

interrogate primary and secondary source documents, express arguments in oral and written form, and to question various interpretations of history. This is a rigorous, student-centered course where students will not only learn historical facts, but where students will also learn the essential skills of how to read, write, and think critically

## Advanced Placement Human Geography

**Course Number:** 277101A/277102A

**Number of Credits Earned:** 1.0

**Requirement:** No (Option for World Studies Credit)

**Course Level:** Advanced Placement

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** 9th grade Solorio Scholars Program or Instructor Approval

**Description:** In this yearlong course, students will systematically study the patterns and processes that have shaped our understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. Topics will include: Industrialization and economic development, land use in urban and rural environments, political organization of space, cultural patterns and processes, and the nature and perspectives of Geography as a field of inquiry. Students are required to take the Advanced Placement Human Geography Examination in May and may qualify for college course credit. This course is rigorous, fast paced, and requires extensive reading and writing.

## R United States History

**Course Number:** 236101R/236102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular, Honors

**Grade Level:** 10

**Prerequisites:** World Studies

**Description:** The United States History class studies the developments and trends in the history of the nation and people from its beginnings to present time. The content attempts to explain why the American way of life came to be what it is. The facts and concepts related to the following topics are emphasized: Colonial America, American Revolution, Forming a New Nation, Western Expansion, Sectionalism and the Civil War,



Reconstruction, the Gilded Age, Populist and Progressive Movements, American Imperialism, World War I, the Jazz Age, the Great Depression and the New Deal. Students will be required to participate in History Fair during this Course. This course also includes material to meet graduation requirements: the Constitution Test (US Public Law Test).

## Advanced Placement United States History

**Course Number:** 276101A/276102A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 10, 11, 12

**Prerequisites:** Instructor Approval

**Description:** The Advanced Placement United States History course is taught at the college-level in order to prepare students for earning college credit by passing the AP examination in May. This means the class is fast-paced and requires a significant amount of reading and writing. Successful students learn how to interpret, analyze, and synthesize historical materials. The text is only one of the required sources used in class. Other assigned work includes map work, charts, graphs, parallel readings (many of them), short and long essay writing, and note taking. Students are also expected to put in “extra time” preparing for the exam (this may include Saturday mornings or after school reviews).

## R Contemporary American History/Civics

**Course Number:** 238101R/213101R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular, Honors

**Grade Level:** 11

**Prerequisites:** United States History

**Description:** This course will be split into two semesters: semester one is Contemporary American Issues and semester two is Civics. Contemporary American Issues will investigate major events, trends, and social impact and change in the modern age in an attempt to explain why our nation is the way it is today. Civics will investigate the power of democracy, elections, activism, public policy, as well as incorporate media literacy. This course includes material to meet the Civics Service Learning Project graduation requirement.

## Advanced Placement United States Government and Politics

**Course Number:** 272201A / 272202A

**Number of Credits Earned:** 1.0

**Requirement:** No (Counts as Civics requirement)

**Course Level:** Advanced Placement

**Grade Level:** 11, 12

**Prerequisites:** Instructor Approval

**Description:** This college level course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will also take the Constitution Test which is a graduation requirement.

## R Psychology

**Course Number:** 207101R/207102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Choice of H or R

**Grade Level:** 11,12

**Prerequisites:** R: None H: Opt in & H contract

**Description:** Psychology is the study of the mental processes and behaviors of humans and other animals. The topics discussed throughout this course include an introduction to the history of psychology, the psychological perspectives, human development, research methods, the brain, abnormal behavior and its treatments, and social behavior. Students taking the course for honors will be required to complete an additional project outside of class each semester.

## Advanced Placement Psychology

**Course Number:** 271101A/271102A

**Number of Credits Earned:**1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 11, 12

**Prerequisites:** Instructor Approval

**Description:** Advanced Placement Psychology is designed to introduce students to the study of the behavior and mental process of humans and other animals. The class is fast-paced and requires a significant amount of reading, writing, and research. Students will learn about many different fields of the subject such as psychological disorders, social, and cognitive psychology. Students are also expected to put in “extra time” preparing for the exam (this may include Saturday mornings and/or after school review sessions). The Advanced Placement Psychology course is taught at a college level in order to prepare students for earning college credit by passing the AP examination in May.

## Chicago History

**Course Number:** 263101R/263102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Choice of H or R

**Grade Level:** 12

**Prerequisites:** R: None H: Opt in & H contract

**Description:** History of Chicago is a year-long elective course committed to various topics in Chicago history. Throughout the year, students will examine primary and secondary sources focused on Chicago’s social, geographic, and cultural history. Students will complete several service learning projects aimed towards improvement of issues in the Gage Park community. Students will go on field trips during the course that align with course content. Major topics of study include: the development of the city, art and architecture, segregation, politics, immigration and migration, neighborhoods, and environmental justice. Students taking the course for honors will be required to complete an additional project outside of class each semester.

# SCIENCE

## Physics

**Course Number:** 333101R/333102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular, Honors

**Grade Level:** 9

**Prerequisites:** None

**Description:** This course explains the laws governing the known universe. Major course topics include: kinematics and mechanics; acceleration and velocity; gravity, force, and work; heat, gases, and fluids; waves, sound, and light; electricity and magnetism; and forces and actions of subatomic particles.

## Chemistry

**Course Number:** 334101R/334102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 10

**Prerequisites:** Physics

**Description:** This course introduces students to the properties, composition, and reactions of materials. The course involves working with chemicals in the lab and using algebra to solve problems based on chemical principles. Major course topics include structure and properties of matter, patterns in chemical reactions, and the nature of chemical reactions.

## Biology

**Course Number:** 332101R/332102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular, Honors

**Grade Level:** 10

**Prerequisites:** Physics & Chemistry

**Description:** Biology is a laboratory science course whose major topics include: scientific investigation; Chemistry of biological processes; Cellular structures and functions; energy processes in living things; DNA and protein synthesis; Principles of heredity and reproduction; natural selection and evolutionary adaptations.

## Dual-Credit/Advanced Placement Biology

**Course Number:** 336211A/336211A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 11, 12

**Prerequisites:** Physics & Chemistry

**Description:** The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. It is a very rigorous course with an emphasis on laboratory experiments, science writing, and scientific inquiry paired with an in depth study of biology. The course focuses on the themes of: evolution, molecules and cells, and organisms and populations. Students who are interested in majoring in science, especially biology, in college can benefit from the strong background and skills this course will provide. This class can yield college credit if students take and pass the AP exam at the end of the year.

## Advanced Placement Environmental Science

**Course Number:** 376101A/376102A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 10, 11, 12

**Prerequisites:** Physics, instructor approval

**Description:** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from

different areas of study. Yet there are several major unifying themes that cut across the many topics included in the study of environmental science.

## Advanced Placement Physics C-Mechanics

**Course Number:** 373301A/373302A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 12

**Prerequisites:** Enrollment AP Calculus

**Description:** This course is equivalent to the first semester of college physics for science and engineering majors. Topics will include Newton's Laws, kinematics, work, energy, circular motion, and gravity.

# MATHEMATICS

## Algebra I Extended

**Course Number:** 413201R/413202R

**Number of Credits Earned:** 1.0

**Requirement:** Yes, with Algebra I Regular

**Course Level:** Regular

**Grade Level:** 9

**Prerequisites:** None

**Description:** This course supplements Algebra I instruction focusing on real-world situations and applications of Algebra. Individual and group projects are integral to this course.

## Algebra I

**Course Number:** 413301R/413302R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 9

**Prerequisites:** None

**Description:** As the introductory course to the high school mathematics program, Algebra is designed to prepare students with the fundamental skills needed to succeed in life tasks. It is organized into four broad categories: symbolization and variables; functions and equations; slope and change; and mathematical modeling. This course helps to develop logical, creative math students with a genuine understanding of the meaning of algebraic symbols and procedures. This class is taught concurrently with Algebra I Extended at the Regular level.

## Algebra I Honors

**Course Number:** 413301H/413302H

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Honors

**Grade Level:** 9

**Prerequisites:** None

**Description:** As the introductory course to the high school mathematics program, Algebra is designed to prepare students with the fundamental skills needed to succeed in life tasks. It is organized into four broad categories: symbolization and variables; functions and equations; slope and change; and mathematical modeling. This course helps to develop logical, creative math students with a genuine understanding of the meaning of algebraic symbols and procedures. This class is taught concurrently with Algebra I Extended at the Regular level.

## Geometry

**Course Number:** 434101R/434102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 9, 10

**Prerequisites:** Algebra I

**Description:** Geometry is the study of spatial relationships between mathematical objects such as points, lines, planes, angles, polygons, circles, and solids. Such relationships include parallelism, perpendicularity, congruence, similarity, transformations, and measures. In addition to traditional geometric reasoning, this course further develops students' Algebra skills in the context of Geometry.

## Geometry Honors

**Course Number:** 434101H/434102H

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Honors

**Grade Level:** 9, 10

**Prerequisites:** Algebra I

**Description:** Geometry is the study of spatial relationships between mathematical objects such as points, lines, planes, angles, polygons, circles, and solids. Such relationships include parallelism, perpendicularity, congruence, similarity, transformations, and measures. In addition to traditional geometric reasoning, this course further develops students' Algebra skills in the context of Geometry.

## Advanced Algebra with Trigonometry



**Course Number:** 435101R/435102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 10, 11

**Prerequisites:** Algebra I

**Description:** This course expands on concepts introduced in Algebra I (413301/413302), but develops deeper understanding while introducing more advanced algebra topics. The Advanced Algebra with Trigonometry units include: linear models, linear systems, functions and relations, piecewise functions modeling and solving quadratic equations, polynomials functions, trigonometric functions, exponential and logarithmic functions, probability and statistics and sequences and series.

## Pre-Calculus

**Course Number:** 468101R/468102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Grade Level:** 11, 12

**Prerequisites:** Advanced Algebra & Trigonometry

**Description:** This course is designed to prepare students for topics covered in an elementary Calculus course at the college level. The course incorporates a comprehensive study of functions and their characteristics, graphs, transformations and behaviors. Students continue to develop their understanding of the algebra of real numbers, polynomial, rational, radical, trigonometric, logarithmic, and exponential functions. Students will expand their understanding of trigonometry to include solving trigonometric equations and also explore arithmetic and geometric sequences and sigma notation. Each topic integrates numerous applications, most of which are intricate real-world problems. Instruction will include appropriate use of technology and continue to facilitate students' higher-order thinking skills. Individual and group projects are integral to the course.

## Financial Algebra/Probability and Statistics

**Course Number:** 494201R/447102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Grade Level:** 11, 12

**Prerequisites:** Advanced Algebra

**Description:** Students will receive one semester of Financial Algebra and one semester of Statistics. The purpose of the Financial Algebra course is to teach you how to use mathematics effectively in your day-to-day life. The emphasis of this course is on topics that you would encounter in everyday living, such as personal banking, income, credit, budgets, and the stock market. In Statistics, students will learn concepts and skills needed to apply statistical techniques in the decision making process. Students will also be introduced to population and samples, and how to design, implement, collect, and interpret a study. Finally, the statistics semester will give students a brief introduction to data science.

## Dual Credit Pre-Calculus

**Course Number:** 468211A/468212A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Dual Credit

**Grade Level:** 11, 12

**Prerequisites:** Advanced Algebra, SAT Math Score 530+, or ACT Math Score: 21+ or ALEKS test 46+

**Description:** This course examines functions as a unifying concept in mathematics. Four topics are covered in detail: polynomial functions, rational functions, exponential and logarithmic functions and trigonometric functions and identities.

The course is only open to juniors and seniors who satisfy the following three requirements: the student must meet one of the following qualifying test scores: ALEKS test, 46 or higher, SAT Math score 530 or higher, ACT math, 21 or higher, the student must have a cumulative GPA of 2.5 or higher, and the student must be at least age 16 at the time the course begins. Students completing this course will receive community college credit through the CCC (Community Colleges of Chicago). CPS weights this course as if it were an Advanced Placement course for purposes of grade point calculations. PSAT scores cannot be used to determine eligibility.

## Advanced Placement Calculus AB

**Course Number:** 471101A/471102A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 12

**Prerequisites:** Dual Credit Pre-Calculus; SAT Math 530+, Instructor Approval

**Description:** This course follows a syllabus approved by the College Board and prepares students to take the AP Calculus AB Exam. The course curriculum follows the AP Calculus AB Course Exam Description (CED) published by the College Board. The topics included are: Functions, Graphs and Limits (analysis of graphs, limits of functions (including one-sided limits), asymptotic and unbounded behavior, continuity as a property of functions), Derivatives (concept of the derivative, derivative at a point, derivative as a function, second derivatives, applications of Derivatives, computation of Derivatives), Integrals (interpretations and properties of definite integrals, applications of integrals, Fundamental theorem of Calculus, techniques of integration, applications of integration, numerical approximations to definite integrals). An introduction to differential equations is also included. Mathematical modeling using a TI-Nspire calculator will be emphasized where appropriate.

## Advanced Placement Statistics

**Course Number:** 474101A/474102A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 10, 11, 12

**Prerequisites:** Advanced Algebra & Instructor Approval

**Description:** Advanced Placement Statistics is a junior/senior math elective course. Students will prepare for and take the AP Statistics exam for possible college credit in May. This course will introduce students to the major concepts and tools for collecting, analyzing, and interpreting data. The course will cover the following:

Sampling and Experimentation: formulating questions, collecting data and other aspects of conducting a study.

Exploring Data: analyzing sets of data for patterns and departures from patterns

Determining probability using random selection and simulation

Using statistical methods to approximate and estimate results, testing hypotheses

Inference: Drawing conclusions from sets of data, confidence intervals

## Math for STEM Careers

**Course Number:** 458221R/458222R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Grade Level:** 12

**Prerequisites:** Advanced Algebra & Instructor Approval

**Description:** Math course framework is built around essential algebraic competencies designed to prepare students for college and career pathways in areas such as: Science, Technology, Engineering, and Math or STEM which require advanced algebraic skills or calculus. Course design will enable students to transition directly into credit bearing college-level algebra courses. Students will engage in deepening conceptual understanding using algebra and mathematical applications of algebra and functions, and how functions naturally arise using authentic modeling situations. The function families (linear, polynomial, rational, radical, and exponential) will be emphasized. Additionally, the course shall emphasize the eight mathematical practices, particularly modeling within the setting of authentic and contextualized applications, and upon completion, the student should be able to: demonstrate and justify both orally and in writing conceptual understanding of functions combined with advanced algebraic knowledge to solve complex, contextualized, multi-step problems in authentic settings.

# WORLD LANGUAGE

## Spanish I Regular (novice-low level)

**Course Number:** 558101R/558102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular and embedded honors

**Grade Level:** 9, 10, 11

**Prerequisites:** None

**Description:** Students will progress from minimal or no prior Spanish language abilities to the use of the foundational basics of the language in listening, speaking, reading, and writing. With these basics, students will be able to communicate their needs and general information at a “survival Spanish” and they will be fully prepared for their second required year of high-school foreign language instruction. Upon successful completion of the course students will be able to: Use greetings and farewells in a culturally correct and polite manner and introduce self and others; Express likes, dislikes, and feelings; Ask and answer questions related to basic information and everyday life; Understand and use present and future tenses and general vocabulary; Demonstrate an understanding of basic historical and cultural references and facts.

## Spanish II Regular (novice-mid/high level)

**Course Number:** 558201R/558202R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular and embedded honors

**Grade Level:** 10, 11, 12

**Prerequisites:** Spanish I Regular or Placement Test

**Description:** This course is designed to complete the foundational basics of the language in listening, speaking, reading, and writing of all tenses. Students will move beyond novice “survival-level Spanish” abilities into the intermediate low level where they will be able to more fully communicate in the target language. It is hoped that with this new level of comfort and success students will be inspired to continue their linguistic and cultural studies beyond the minimum required two years of study, aiming to become fully bilingual. Upon successful completion of the course students will be able to: Converse, read and write in all three tenses: present, future, past about a variety of familiar topics in familiar settings; Discuss daily activities, personal preferences, and

exchange information on subjects of special interest to the student; Demonstrate a deeper understanding of basic historical and cultural references and facts.

## Spanish for Heritage Speakers I Regular (Intermediate low/mid level)

**Course Number:** 548101R/548102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Spanish II Regular; Placement Test

**Description:** This course is designed for heritage students who have a speaking proficiency beyond the novice level, but lack literacy skills in the language, and beginners who want to extend their studies beyond the minimum graduation requirements. The class is taught completely in Spanish and will build basic and academic vocabulary along with reading and writing skills in Spanish. Successful completion of the course will prepare students to take Spanish for Heritage Speakers II or AP Spanish Language, depending on their personal goals and interests for the language.

## Spanish for Heritage Speakers I Honors (Intermediate mid/high level)

**Course Number:** 548101H/548102H

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Honors

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Placement Test

**Description:** This course is designed for students who are preparing to take AP Spanish Language and possess a base-level proficiency in both spoken and written Spanish. Students will explore the historical contexts that have contributed to Spanish and Latin American cultures. Special emphasis is placed on reading and writing to improve literacy in preparation to take either AP Spanish Language or Spanish II Heritage coursework.

## Spanish for Heritage Speakers II Regular (Intermediate mid/high level)

**Course Number:** 548201R/548202R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 10, 11, 12

**Prerequisites:** Spanish for Heritage Speakers I Regular or Honors

**Description:** This course is designed for students who possess a base-level proficiency in both spoken and written Spanish. The course enhances and expands overall literacy skills learned in Heritage Spanish 1 through literary, film and art analysis. The course culminates by preparing students to connect their learning and bilingual skills to real world situations. Successful completion of the course will prepare students to take the Illinois State Seal of Biliteracy exam and to be able to continue on to the AP Spanish Language class as a 3rd year elective if interested.

## Advanced Placement Spanish Language (Intermediate high/Advanced low level)

**Course Number:** 578101A/578102A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Instructor Approval or Placement test

**Description:** This course is the equivalent of a Spanish Composition and Conversation college course. It encompasses advanced reading, grammar and composition. Students must already have a reasonable proficiency in listening comprehension, speaking, reading, and writing since the class is conducted entirely in Spanish. This course prepares students to take the AP Exam in May, through which they may earn college credit.

## Advanced Placement Spanish Literature and Culture (Advanced low-high level)

**Course Number:** 579101A/579102A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Advanced Placement

**Grade Level:** 10, 11, 12

**Prerequisites:** AP Spanish Language & Instructor Approval

**Description:** The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish.

The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin America, and U.S. Hispanic literature. The course requires proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities).

The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills – with special attention to critical reading and analytical writing – and to encourage students to reflect on the many voices and cultures included in rich and diverse bodies of literature written in Spanish.



# Computer Science

## R Exploring Computer Science

**Course Number:** 668201R/668202R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Choice of H or R

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** R-None H-Opt in & H contract

**Description:** Exploring Computer Science is designed to introduce all students to the field of computer science through an exploration of engaging and accessible topics. Students will collaborate often, using technology to solve problems that are relevant to their lives. Students examine the big ideas of computing to understand why certain tools or languages might be utilized to solve particular problems. Students will learn HTML/CSS to create a website, JavaScript to build a video game, and app development. Students that wish to take ECS as an honors course will self-select during the first week of school by writing one paragraph explaining why they want and deserve to earn honors credit. Honors students will be required to complete additional advanced work with more rigorous criteria for each end-of-unit project.

## CS 118: IT Problem Solving

**Application:** [Link](#)

**Course Number:** 753201H/753202H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 10, 11, 12

**Prerequisites:** Instructor Approval

**Description:** IT Problem Solving is a rigorous, engaging, college-level computing course that explores many of the big, foundational ideas of computing and how these concepts are transforming the world we live in. Students learn to apply computer science to solve problems through the development of algorithms and apps. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students will take the AP Computer Science Principles exam at the end of the course for a chance to earn college credit.

## Dual Credit Computer Science (CIS 103 Semester 1 & CIS 144 Semester 2)

**Application:** [Link](#)

**Course Number:** 736191A/ 735401A

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Dual Credit

**Grade Level:** 11, 12

**Prerequisites:** Algebra; Instructor Approval

**Description:** Get familiar with the concepts and tools of computer science as you learn a subset of the Java and Python programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. You will also cultivate your understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Students will take the AP CSA exam at the end of the course.

# Engineering

## Introduction to Engineering Design

**Course Number:** 699131H/699132H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 9,10,11, 12

**Prerequisites:** None

**Description:** Students will learn how modern engineers design, build, and test new technologies from an idea to finished product. In particular, students will utilize the “engineering design process” to develop solutions to problems while learning how to communicate ideas through writing, technical drawings, and 3-D modeling software. Students will work in teams to apply this proven problem-solving approach to hands-on engineering design projects. Additionally, students unfamiliar with engineering will be exposed to a variety of career opportunities in science, technology, engineering and math.

## Principles of Engineering

**Course Number:** 699231H/699232H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 10,11, 12

**Prerequisites:** Introduction to Engineering Design

**Description:** Students will build upon the skills developed in Introduction to Engineering Design to solve more complex engineering problems involving energy, motion, and automation. Through the use of project based learning, students will learn strategies for design problem documentation, collaboration, and presentation. Additionally, students will discover how engineering and technology can be applied to their everyday lives.

## Digital Electronics

**Course Number:** 699301H/699302H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 11, 12

**Prerequisites:** Introduction to Engineering Design and Principles of Engineering

**Description:** The major focus of the Digital Electronics course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design, and build digital electronic circuits. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process.

# FINE ARTS

## VISUAL ARTS

### Art I

**Course Number:** 915101R/915102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular/Honors

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

**Description:** Art I is a course designed to introduce students to the basic elements and principles of art and how to apply them across different mediums and styles. The students will learn how to communicate messages visually to create meaning in their work. Throughout the course of the year, we will explore techniques in drawing, painting, portraiture and glass mosaics. All students in Art I class must submit at least one piece to all school art exhibitions.

This course is a stepping stone into Honors Drawing and Painting class.

In order to earn honors credit, the student must: (1) Design Yearbook Cover Proposal following a theme determined by the Yearbook sponsor. Yearbook cover will need to follow rubric guidelines for the project. Yearbook cover proposal design should be inspired by an art movement or artist/s aesthetic. (2) Enter into 2 (two) Art Competitions outside of the Solorio Academy High School Community. Student must notify teacher about details of the art competition/s they're entering to receive feedback from the teacher. The art teacher may provide a list of competitions throughout the school year. But it is recommended the student seek competitions to enter. (3) This artwork must be done outside of the art class during the student's own time. However, art materials may be borrowed from the art room for the completion of such work.

### Photography I

**Course Number:** 909101R/909102R or 909101H/909102H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular/Honors

**Grade Level:** 11, 12

**Prerequisites:** None

**Description:** Through this intensive introductory course, students will explore both scientific and creative photography 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 image manipulation will also be covered along with the appropriate vocabulary for this medium. A general orientation about the elements and principles of art will be used to critique student work.

Photography is the art of capturing moments in a creative way. It's not only a technical skill with a wide range of applications, but it's an art form that allows you to express and cultivate concepts that reflect yourself and the world around you. In this class, you will be given the opportunity to learn methods of taking pictures in various contexts and environments; learn how to edit images that produce a range of effects, and provide you with an insight into the work of contemporary photographers and art history.

The following skills will be acquired: operating DSLR cameras, shooting in manual mode, understanding how to control composition and exposure, manipulating lighting, setting up camera equipment, and obtaining advanced editing skills with Adobe Photoshop. In addition to taking pictures, you will develop a strong use of photography vocabulary and learn how to express yourself creatively through the images you take, edit and present. There is nothing more powerful than being able to use these skills in verbal, written and visual form to analyze the work of others and justify your own creative decision making.

This is an introductory level class. No previous art classes are required to take this class.

In order for a photography student to earn honors credit, he/she/they will attend at least 5 Solorio events per semester (10 total for the school year). These events must be outside of regular school hours and students will be responsible for taking pictures, writing up a brief statement, and sharing these photos and blurb with Solorio's social media team. Additionally, participation in the All-City High School Art Competition is required.

## Adaptive Arts/Art Therapy

**Course Number:** 901091R/901092R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Grade Level:** 10, 11, 12

**Prerequisites:** Teacher Approval

**Description:** This inclusion course is designed for students to take leadership roles with the SPH students using therapeutic methods. These methods include art making that fosters self-expression, communication, community, and collaboration. Students will learn, discuss, implement, create and, by the end of the course, direct and teach their own lessons through strategies practiced in the class. Students will learn skills to design accessible arts experiences and those interested in the fine arts, education, medical field, social work/therapy and other community service careers are encouraged to enroll.

## Studio Drawing and Painting

**Course Number:** 921101H/921102H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 10, 11, 12

**Prerequisites:** Art I or Instructor Approval

**Description:** Studio Art is an advanced art course designed to build off the fundamental knowledge of Art I. Throughout the course of this year you will develop drawing and painting techniques through intensive drawing exercises. Student observational and motor skills will be enhanced as they draw from photographs and from life. The mediums that may be explored include: color pencils, charcoal, graphite pencils, india ink, watercolor, printmaking, soft pastels and acrylic paint. Student artists will begin building a 2-D digital art portfolio, which will include 8-12 pieces. Students in this class are required to curate and attend school art exhibitions. This course is a stepping-stone into AP Studio Art: 2D Design.

# PERFORMING ARTS

## Tenor-Bass Chorus

**Course Number:** 936101R/936102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular/Honors

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

**Description:** In Tenor-Bass Chorus, students with lower pitched tenor or bass voices develop their singing voices and music reading skills. By the end of the year, the chorus will sing in multiple voice parts; tenor and bass. Through rehearsals and concerts, students will become confident performers. In class, they will build and practice the skills necessary to read musical notation. After school, students are required to perform in one concert per quarter.

In order for a beginning choir student to earn honors credit, they will participate in the private voice lesson programs offered at Solorio by ArtSmart and Music of the Baroque. They will attend a 40 minute weekly voice lesson that will take place during their choir class period. In February or March they will participate, on a Saturday, in the CPS or IHSA Vocal Solo or Ensemble Contest. In May, they will perform in an end of year recital that will take place after school.

## Treble Chorus

**Course Number:** 946101R/946102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular/Honors

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

**Description:** In the Treble Chorus, students with higher pitched soprano and alto voices develop their singing voices and music reading skills. By the end of the year, the chorus will sing in multiple voice parts; soprano and alto. Through rehearsals and concerts, students will become confident performers. In class, they will build and practice the skills necessary to read musical notation. After school, students are required to perform in one concert per quarter.



In order for a beginning choir student to earn honors credit, they will participate in the private voice lesson programs offered at Solorio by ArtSmart and Music of the Baroque. They will attend a 40 minute weekly voice lesson that will take place during their choir class period. In February or March they will participate, on a Saturday, in the CPS or IHSA Vocal Solo or Ensemble Contest. In May, they will perform in an end of year recital that will take place after school.

## Advanced Mixed Chorus I

**Course Number:** 966101H/966102H,

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 10, 11, 12

**Prerequisites:** One year Beginning Chorus or one year of chorus in high school

**Description:** In the advanced mixed chorus, students continue developing the singing voices and musical skills they built in beginning chorus. They will learn and sing more challenging songs and repertoire. Academically, they will learn basic level music theory skills to help them read and analyze music. Outside of class, they will perform more frequently, twice during first semester and up to four times during second semester.

## Advanced Mixed Chorus II

**Course Number:** 966201H/966202H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 11, 12

**Prerequisites:** Advanced Mixed Chorus I

**Description:** In the advanced mixed chorus, students continue developing the singing voices and music skills they built in beginning chorus. They will learn and sing more challenging songs and repertoire. Academically, they will learn basic level music theory skills to help them read and analyze music. Outside of class, they will perform more frequently, twice during first semester and up to four times during second semester.

## Advanced Mixed Chorus III

**Course Code:**c966301H/966302H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 11, 12

**Prerequisites:** Advanced Mixed Chorus II

**Description:** In the advanced mixed chorus, male and female students continue developing the singing voices and music skills they built in beginning chorus. They will learn and sing more challenging songs and repertoire. Academically, they will learn basic level music theory skills to help them read and analyze music. Outside of class, they will perform more frequently, twice during first semester and up to four times during second semester.

## Beginning Band

**Course Number:** 938101R/938102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular/Honors

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

**Description:** Beginning Band is a class designed for introductory level band students at the high school level. The primary goal of Beginning Band is to prepare you for eventual placement into Marching Band/Concert Band. Music is studied and performed from a beginning level repertoire. Music reading skills and basic theory are intermixed in the education of music styles and history. Beginning band will feature the following instrumentation: Flute, Oboe, Clarinet, Saxophone, French horn, Trumpet, Trombone, Baritone, Tuba and Percussion. Two performances are required: Winter Concert and Spring Concert.

In order to earn honors credit, in January the student is required to perform in the CPS Solo & Ensemble instrumental adjudication and in May the student is required to participate in a solo recital afterschool.

## Marching Band I

**Course Number:** 948201R/948202R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Beginning Band & Audition

**Description:** Marching Band is an organization designed to teach teamwork, self-discipline, and develop higher level thinking skills necessary to express one's self through music. This course will meet daily for the entire school year.

\*Before school rehearsals, performances, and two weeks of summer band camp are requirements.

\*In the Fall, the Marching band is required to perform at all home football games as well as marching parades.

\*During the Spring, the band will participate in two parades, the CPS Music Festival, and the IHSA Music Festival.

\*The Marching Band will perform at least three concerts during the year, as well as participate in clinics and contests adjudicated by the best music educators in the country. Opportunities for solo performances will come from the Chicago Public Schools Solo and Ensemble Contest. Students in the 11th and 12th grades may receive a PE waiver by participating in the Marching Band.

## Marching Band II

**Course Number:** 948301H/948302H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 10, 11, 12

**Prerequisites:** Marching Band I & Audition

**Description:** Marching Band is an organization designed to teach teamwork, self-discipline, and develop higher level thinking skills necessary to express one's self through music. This course will meet daily for the entire school year.

\*Before school rehearsals, performances, and two weeks of summer band camp are requirements.

\*In the Fall, the Marching band is required to perform at all home football games as well as marching parades.

\*During the Spring, the band will participate in two parades, the CPS Music Festival, and the IHSA Music Festival.

\*The Marching Band will perform at least three concerts during the year, as well as participate in clinics and contests adjudicated by the best music educators in the country. Opportunities for solo performances will come from the Chicago Public Schools Solo and Ensemble Contest.

Students in the 11th and 12th grades may receive a PE waiver by participating in the Marching Band.

## Marching Band III

**Course Number:** 948401H/948402H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 11, 12

**Prerequisites:** Marching Band II & Audition

**Description:** Marching Band is an organization designed to teach teamwork, self-discipline, and develop higher level thinking skills necessary to express one's self through music. This course will meet daily for the entire school year.

\*Before school rehearsals, performances, and two weeks of summer band camp are requirements.

\*In the Fall, the Marching band is required to perform at all home football games as well as marching parades.

\*During the Spring, the band will participate in two parades, the CPS Music Festival, and the IHSA Music Festival.

\*The Marching Band will perform at least three concerts during the year, as well as participate in clinics and contests adjudicated by the best music educators in the country.

Opportunities for solo performances will come from the Chicago Public Schools Solo and Ensemble Contest.

Students in the 11th and 12th grades may receive a PE waiver by participating in the Marching Band.

## Marching Band IV

**Course Number:** 948801H/948802H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 12

**Prerequisites:** Marching Band III & Audition

**Description:** Marching Band is an organization designed to teach teamwork, self-discipline, and develop higher level thinking skills necessary to express one's self through music. This course will meet daily for the entire school year.

\*Before school rehearsals, performances, and two weeks of summer band camp are requirements.

\*In the Fall, the Marching band is required to perform at all home football games as well as marching parades.

\*During the Spring, the band will participate in two parades, the CPS Music Festival, and the IHSA Music Festival.

\*The Marching Band will perform at least three concerts during the year, as well as participate in clinics and contests adjudicated by the best music educators in the country.

Opportunities for solo performances will come from the Chicago Public Schools Solo and Ensemble Contest.

Students in the 11th and 12th grades may receive a PE waiver by participating in the Marching Band.

## PHYSICAL EDUCATION

### Physical Education I

**Course Number:** 990101R/990102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 9

**Prerequisites:** None

**Description:** Physical Education I trains students to be responsible adults through sports, sports-related activities, and the knowledge and application of appropriate and correct health habits. The curriculum includes mental health, family life and sex education, dancing, weight training, and a variety of sports. Through physical education, students are prepared to accept and manage the daily challenges of life enthusiastically, responsibly, and confidently.

Includes Health Education credit.

### Physical Education II

**Course Number:** 990201R/990202R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 10

**Prerequisites:** None

**Description:** Physical Education II further trains students to be responsible adults through sports and team participation with emphasis on leadership and related activities. In the driver education component of PE II, students learn the rules of the road, the mental mindset to be a responsible and conscientious driver, and driving skills. In the drug education component, students learn the different categories of legal and illegal drugs, how and why drugs affect the body, and the dangers and consequences of misuse and abuse. Students are taught ways of refusing drugs offered for recreational use. Includes Driver Education classroom hours.

## PE-Team Games and Sports

**Course Number:** 990301R/990302R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Grade Level:** 11, 12

**Prerequisites:** PE I & PE II

**Description:** 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 sports include: basketball, volleyball, flag football, ultimate Frisbee, soccer and water polo.

## PE-Strength/Condition I

**Course Number:** 994601R/994602R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Grade Level:** 11, 12

**Prerequisites:** PE I, PE II & 2 Years of IHSA Athletic Participation

**Description:** Students will engage in activities that are designed to improve their skill related fitness including: balance, agility, coordination, power, reaction time and speed. Students will also learn advanced recovery techniques.

## PE-Strength/Condition II

**Course Number:** 994611R/994612R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Grade Level:** 12

**Prerequisites:** PE I, PE II & 2 Years of IHSA Athletic Participation

**Description:** Students will learn advanced strength training techniques 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.

## Adaptive P.E. Junior Leaders/Dance Leaders

**Course Number:** 986101H/986102H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 11

**Prerequisites:** Teacher recommendation

**Description:** Adaptive P.E. Leaders class is focused and designed to educate students on how to become an effective leader while working with students with severe disabilities in the special education population. Through various sports and activities, leaders will assist the Adaptive P.E. students each day by working with a partner(s). Leaders will make sure that all Adaptive P.E. students are involved and that all students are safe. Throughout the semester, students will plan and lead activities, read articles and watch videos about specific disabilities and syndromes in order to become more educated on the student population they are working with. This class is designed to give these leaders an opportunity to explore the profession of special education, adapted physical education and therapeutic recreation.

Adaptive Dance Leaders class is focused and designed to educate students on how to become an effective leader while working with students with severe disabilities in the special education population. Through various Dance genres, leaders will assist the

adaptive Dance students each day by working with a partner(s). Leaders will make sure all Adaptive Dance students are involved and that all students are safe. Throughout the semester, students will plan and lead activities, read articles and watch videos about specific disabilities and syndromes in order to become more educated on the student population they are working with. This class is designed to give these leaders an opportunity to explore the profession of special education, adapted physical education and therapeutic recreation.

## Adaptive P.E. Senior Leaders/Dance Leaders

**Course Number:** 986201H/986202H

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Honors

**Grade Level:** 12

**Prerequisites:** Teacher recommendation

**Description:** Adaptive P.E. Leaders class is focused and designed to educate students on how to become an effective leader while working with students with severe disabilities in the special education population. Through various sports and activities, leaders will assist the Adaptive P.E. students each day by working with a partner(s). Leaders will make sure that all Adaptive P.E. students are involved and that all students are safe. Throughout the semester, students will plan and lead activities, read articles and watch videos about specific disabilities and syndromes in order to become more educated on the student population they are working with. This class is designed to give these leaders an opportunity to explore the profession of special education, adapted physical education and therapeutic recreation.

Adaptive Dance Leaders class is focused and designed to educate students on how to become an effective leader while working with students with severe disabilities in the special education population. Through various Dance genres, leaders will assist the adaptive Dance students each day by working with a partner(s). Leaders will make sure all Adaptive Dance students are involved and that all students are safe. Throughout the semester, students will plan and lead activities, read articles and watch videos about specific disabilities and syndromes in order to become more educated on the student population they are working with. This class is designed to give these leaders an opportunity to explore the profession of special education, adapted physical education and therapeutic recreation.





# COLLEGE PREP

## Junior Seminar

**Course Number:** 980101R/980102R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 11

**Prerequisites:** None

**Description:** Junior Seminar helps students prepare to take the SAT test in spring of their Junior Year. The class also focuses primarily on personal exploration, helping students think about what they want to do in the future, and giving them the support the need to put themselves in a position to make this a reality. This support includes, but is not limited to, creating a list of best-fit colleges for the student to apply to as a senior, projects to help students improve their selectivity, and prepping for the financial aid process students will embark on as seniors.

## Senior Seminar

**Course Number:** 013011R/013012R

**Number of Credits Earned:** 1.0

**Requirement:** Yes

**Course Level:** Regular

**Grade Level:** 12

**Prerequisites:** None

**Description:** In Senior Seminar, students continue the college application process including completing applications, scholarship applications and financial aid, as well as visits to colleges. The daily class places a strong emphasis on personal and collective goal setting with an intensive college awareness curriculum to maximize potential, allowing students to enroll and persist in college. Second semester the focus shifts to focus more on the personal and professional development of students, helping prepare them for the real world.

## One Goal I

**Course Number:** 892101R/891102R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Description:** The One Goal course provides juniors in high school the opportunities and resources to explore college as a realistic, attainable post-high school option. The daily class places a strong emphasis on personal and collective goal setting with an intensive college awareness curriculum, along with SAT test preparation, to maximize potential and open up the doors of possibility for students' futures. During One Goal, students demonstrate their commitment to a three-year One Goal Fellowship. As individuals and as a cohort, the students develop accountability with respect to their goals for their college education. One Goal is a three year commitment course.

**Grade Level:** 11

**Prerequisites:** Application process

## One Goal II

**Course Number:** 892201R/891202R

**Number of Credits Earned:** 1.0

**Requirement:** No

**Course Level:** Regular

**Description:** The One Goal course provides seniors in high school the opportunities and resources to explore college as a realistic, attainable post-high school option. The daily class places a strong emphasis on personal and collective goal setting with an intensive college awareness curriculum to maximize potential and open up the doors of possibility for students' futures. During One Goal, students demonstrate their commitment to a three-year One Goal Fellowship. As individuals and as a cohort, the students develop accountability with respect to their goals for their college education. One Goal is a three year commitment course.

**Grade Level:** 12

**Prerequisites:** One Goal I