Whitney M. Young Magnet High School

Course Registration and Academic Planning Guide
2020-2021 School Year

Where Academic Excellence is the Standard

Edited By
Vita Scott-Harris
Programming & Registrar Director

Contributors
Jaya Miller-Little, Assistant Principal & Curriculum Director
Alison Melton, Counseling Director
Melvin Soto, Assistant Principal

Administrative Team
Dr. Joyce Kenner, Principal
Melvin Soto, Assistant Principal
Matthew Swanson, Assistant Principal
Jaya Miller-Little, Assistant Principal
Dr. Dagny Bloland, CIWP Coordinator
Augustina Bottari, Admissions/Academic Center Director
Christopher Cassidy, Athletic Director
Tameka Davis, Dean of Students/AP Coordinator
Corryne Irvin, Specialized Services Director/Case Manager
Alison Melton, Counseling Director
Kornelia Overom, Attendance Director
Vita Scott-Harris, Programmer/Registrar Director
A MESSAGE FROM OUR PRINCIPAL

To Whitney M. Young Magnet High School Students, Parents, and Guardians:

This issue of the Whitney M. Young Magnet High School Course Registration and Academic Planning Guide is devoted to providing an overview of our various course offerings. This guide will also assist students and parents/guardians with planning a course of study that will allow Whitney Young students the opportunity to achieve their educational and career goals.

We have structured the programming process for students to work with our counselors in selecting the most appropriate course schedule. I also encourage you to refer to the Chicago Board of Education Graduation Requirements, and review requirements for admission to public and private universities. Colleges and universities across the nation are seeking applicants who have demonstrated success with a challenging and diverse curriculum. We know students will benefit from the wide selection of course offerings therefore, we encourage students to take the most rigorous coursework available and to enroll in at least one Advanced Placement course prior to graduation.

I am excited about our dual credit/dual enrollment programs offered through our partnerships with Loyola University. We also offer AP Capstone, a program in which students can earn an AP Capstone Diploma. In order to qualify for the diploma, a student must have taken both courses, a minimum of four additional AP courses and attain a score of 3 or higher or their corresponding AP exam. The diploma signifies outstanding academic achievement and attainment of college-level academic and research skills, while the certificate signifies their attainment of college-level academic and research skills. It is our goal to provide and counsel our students through a rigorous academic path that allows them to be competitive and among the top students selected to attend the college or university of their choice.

We encourage parents to assist their child(ren) in the course selection process, as we have added new courses to our already robust course offerings. The Whitney M. Young Magnet High School Course Registration and Academic Planning Guide is a valuable tool in determining which courses students will need for graduation, as well as providing information about these courses. Students should consider their selections carefully, since classes selected at this time are considered as their final choice for the upcoming school year.

Student programming begins in February. Your child will meet with his/her counselor to program, using our online digital programming system – Sound Programming - to select and confirm courses. We ask that students are prepared and prompt for scheduled appointments. Since student course choices drive our scheduling for the upcoming school year, it is very important to note that changes to programs will NOT be made after the verification process is complete.

This is a very exciting time of the year and I encourage students and parents to follow the instructions delineated in this guide. It is important to stress that students must adhere to appointments scheduled for programming with their counselor.

I wish the best to all my students through this process and on their future academic endeavors.

Joyce D. Kenner, Ed.D.
Principal
VISION STATEMENT

The vision of Whitney M. Young Magnet High School is to create a positive, diverse, friendly, and challenging twenty-first century learning community where students grow toward fulfilling their potential in academic, artistic, physical, technological and social-emotional dimensions. We strive to value the uniqueness of each student and prepare our graduates both to succeed in their own lives and to make positive contributions to society.

MISSION STATEMENT

Our mission is to provide a college preparatory academic program which challenges all students to reach their maximum potential. We will strive to provide an excellent and differentiated education in an environment of excellence, responsibility, and diversity, fostering intellectual, social, artistic, physical, and technological skills nurtured through professional development, holistic learning experiences and parental support.

PHILOSOPHY AND OBJECTIVES

PHILOSOPHY

Whitney M. Young Magnet High School is a college preparatory school that focuses on a humanistic approach toward educating its students and is committed to its inclusive efforts for special education. We are committed to the holistic development of the student—emotionally, physically, intellectually, morally, and socially. We believe in treating our students with dignity and respect, as well as, providing them with an intellectually stimulating school day. We believe this can be best accomplished in an atmosphere of mutual respect that provides freedom within a framework of responsible behavior.

Whitney M. Young Magnet High School's motto, “Where Academic Excellence is the Standard,” is embraced by students, teachers, and administrators who work together to realize a community of excellence. We encourage all students to take advantage of our fine academic programs. In both the academic programs and extracurricular activities, students of various backgrounds learn that their assorted talents can accomplish greater goals. These activities encourage the development of mutual respect, and understanding, social interaction, and the cultivation of individual talents—all necessary traits for contributing to the success of a multi-cultural democratic society.

We work in partnership with parents who serve as an important source of ideas and support for their child’s education. Administrators, teachers, and parents collaborate as a team to develop within students the highest standards of personal excellence, as well as, encourage them to be purposeful and productive citizens. Working together, we share the task of providing students with the skills that will enable them to continue the process of learning throughout their lives. We expect to continue to provide our students with a quality college preparatory education, and we hope that by working together we will continue as an educational leader in the nation.

OBJECTIVES

Within an instructional program which stresses the development of critical thinking skills and the inclusion of multi-cultural curricula within all disciplines, we outline the following objectives for all students:

- Opportunities for Advanced Placement courses in Art, Computer Science, English, Mathematics, Music, Science, Social Science, and World Language.
- A sound foundation in communication skills including reading, writing, speaking and listening, and a developing responsiveness to classic and contemporary works of literature, which provide a context for understanding the human condition.
- A broad exposure to the skills and concepts of mathematical and scientific studies which provide knowledge of the fundamental laws of the universe and develop the ability to make informed decisions in a rapidly changing, technologically based society.
- Knowledge of history and the social sciences which provides the student with an understanding of the past, develops an awareness and sensitivity to the society and environment in which we live, and provides a framework for recognizing and accepting responsibility as a person and as a citizen.
- Opportunities, including second language studies, which broaden the student's perspective and knowledge of other cultures in relation to one's own.
- Experiences in the fine and performing arts which develop appreciation and critical understanding of these modes of expression which are integral to human experience.
- Experiences in physical, health, and safety education which develop positive attitudes and establish good habits for lifelong well-being.
- Access to information including financial, scholarship, testing and guidance to enhance college, career, and vocational choices.
- Opportunities for students to receive appropriate special education services and instruction in the least restrictive environment.
- Opportunities to develop a range of skills in the vocational and technical fields, in accordance with the diversity of individual interests and the resources of the school.
- Encouragement and recruitment of students to participate in all teams and clubs.

**ACCREDITATION / CURRICULUM**

Whitney M. Young Magnet High School is a Chicago Public School which offers a rigorous academic college preparatory curriculum. Approximately 500 students enter the Magnet Program each year, and 125 enter the Academic Center Program, after special application and entrance testing. Demographically, the school is a microcosm of the entire city, as its enrollment is drawn from the city at large. Whitney M. Young Magnet High school is fully accredited by the State of Illinois and AdvancED accreditation board.

**PROGRAMMING INFORMATION**

There are many steps in the registration process. Therefore, we ask students to seriously consider and plan their academic future by carefully reading all the course descriptions, and following the directions concerning programming. Students will work with their counselor who will give them more information about selecting their courses. Remember, it is the responsibility of the student to see their counselor on the day and time given for programming.

Note that there are many courses which require prerequisites. Be aware that students are not allowed to enroll in a course which requires advance approval (i.e. audition, placement test, portfolio review) without obtaining approval. Students should also note that some courses which do not require a specific advanced approval will have specific prerequisites. Students are strongly encouraged to consult with their counselors all programming concerns and confirm whether they meet qualifying requirements to register for courses selected.

**IMPORTANT PROGRAMMING POLICIES**

- ALL students will have a four or six year college/career plan per discussion and planning with counselor.
- Student academic achievement and standardized test performance will be reviewed for appropriate course placement level.
- All students must be programmed for a lunch period.
- Students cannot take a course in summer school which they have selected to take in the fall. If such an instance occurs, the subject will be removed from the student’s program in August, however, there is no guarantee that a replacement will be made.
- Students must have prior written approval from their counselor to enroll in off-campus courses.
- All students are to be programmed on the basis of work done through the end of the first semester. There is no “conditional” programming and there is no “waiting list” for courses.
- Students with a D or F in one or more classes at the end of the first semester, and/or have a first semester weighted GPA below 3.0, may not be recommended for seven classes the following year.
- Changes to program will NOT be made after the verification process is complete.
- Priority enrollment will be given to seniors and students needing course for graduation.
**COURSE REGISTRATION PROCESS**

**STEP 1:** Counselors will meet with divisions to discuss subject selections, graduation requirements, and electives beginning in February.

**STEP 2:** Parents/Guardians are strongly encouraged to assist their child in the course selection process. Refer to this guide to assist in determining which courses are needed for graduation, as well as providing information about courses. Students should consider their selections carefully, since classes selected at this time will be considered as their final choice for the school year.

**STEP 3:** Student programming begins in February with their counselor. Students will receive a four or six year plan. Students will complete the plan, have a parent/guardian sign and bring their completed and signed plan to their scheduled appointment. Students will also select classes in Sound prior to the meeting. Students are reminded to be prepared and prompt for scheduled appointments with their counselors to program.

**STEP 4:** Signed course verification form returned to counselor.

**ADVANCED PLACEMENT, HONORS, AND REGULAR COURSES**

**ADVANCED PLACEMENT COURSES**
High achieving students position themselves to be placed in rigorous classes which enhance their college acceptance and scholarship potential. Advanced Placement courses are available in all subject areas and are designed to provide high school students with a college-level experience while still in high school. Students may earn college credit for AP courses with scores of 3, 4, or 5 on the May AP exam. (Please reference college websites for college specific information on issuing AP credit.) Students are accepted into the AP program on the basis of academic achievement, standardized test scores and teacher recommendations. Whitney Young students are expected to take a minimum of one AP class before graduation. All students in Advanced Placement courses are required to complete and sign an AP contract, as well as, take the AP examinations in May.

**HONORS COURSES**
Incoming freshmen are placed in Honors classes based on their scores from elementary school and the performance on the Chicago Public Schools Selective Enrollment Admission Test. After ninth grade, student placement is determined by academic performance in the preceding classes, standardized testing and/or performance on proficiency tests.

**REGULAR COURSES**
Students are placed in classes based upon their scores on the admissions test and stanine scores from standardized tests given in elementary schools. It is not unusual for a student to find himself/herself in different class levels (i.e. honors or regular) in different subjects. If during the course of the school year, students are performing at a consistently high level in specific classes, they will likely be recommended for Honors level courses the following year. The student may be administered a proficiency test in the subject.

**Note:** Students applying to college must be aware of several factors which influence decisions on their acceptance. When applying for college there are several items that are of major consideration. Some of the more important factors are:

- Cumulative grade point average (GPA)
- Rigor of course work and letters of recommendation from classroom teachers and counselors
- Participation in extra-curricular activities

**Rev. 1/2018**
Whitney M. Young Magnet High School Graduation Requirements

The Minimum High School Graduation Requirement Policy (Board Report 06-0628-PO2) requires students to complete a minimum total of 24 credits in specific content areas in order to meet graduation requirements. Overall requirements can vary depending on the type of school and/or program (i.e. some schools may require additional courses in math, science, world language, etc.). The charts below, represent both the minimum high school graduation requirements for every Chicago Public School student and the highly recommended requirements of Whitney M. Young Magnet High School students.

### CPS Graduation Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>English</th>
<th>Mathematics-Beginning in 9th Grade</th>
<th>Science</th>
<th>World Language</th>
<th>Social Science</th>
<th>Civics</th>
<th>Visual/Performing Arts</th>
<th>Physical Education*</th>
<th>Computer Science</th>
<th>Career Education</th>
<th>Electives</th>
<th>Service Learning Projects**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2.5</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
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</table>

*Per Illinois State Board of Education, all Chicago Public School Students must enroll in a Physical Education class effective the start of the 2014-2015 School Year.

**Two classroom-based service projects. Chicago Public Schools requires that all students complete two service-learning projects in order to graduate: one with the Civics class and one with any other course that offers a Service Learning project.

**Non-Credit Graduation Requirements – Students are required to pass the following:**
- Two service-learning projects. (In Biology and Civics courses)
- Driver’s Education
- P.L. 195 (United States Constitutional History) Exam
- Financial Literacy

### GRADING SYSTEM

All classes offered at Whitney M. Young Magnet High School are college preparatory. They are primarily offered at the Honors and Advanced Placement levels, with select courses offered at Regular levels. Student programs are unique and focused on meeting individual needs; thus Whitney Young High School does not rank students. The school year consists of 2 semesters; 0.5 credits are earned per semester upon successful completion of each course.

**Grade Interpretation**

Letter grades are assigned a different point value at each class level. Cumulative grade point averages (GPA) are computed at the end of each semester and include all courses.

<table>
<thead>
<tr>
<th>Level</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
<td>0</td>
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<tr>
<td>Honors</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>1.0</td>
<td>0</td>
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<tr>
<td>Advanced Placement</td>
<td>6.0</td>
<td>5.0</td>
<td>4.0</td>
<td>1.0</td>
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</table>

### PROMOTION POLICY

Excerpt from Chicago Public Schools: “Getting to the Next Grade”; [http://www.cps.edu/Pages/Gettingtothenextgrade.aspx](http://www.cps.edu/Pages/Gettingtothenextgrade.aspx)
The Chicago Board of Education believes that promotion from one grade in high school to the next must indicate that students have passed a series of academically challenging courses in the core subject disciplines of English, Mathematics, Science, and Social Sciences, as well as courses in other areas such as World Languages, Fine Arts, Physical Education, and Career Education which are aligned with the Illinois Learning Standards. Students who successfully earn course credits should display their understanding of and competency in course subject matter through both standardized exams and appropriate assignments and assessments developed by teachers. The Chicago Board of Education also recognizes that students must attend classes in order to achieve their highest levels of learning. Therefore, students who fail or refuse to attend their classes may not receive the course credits necessary for promotion into the next high school grade. This promotion policy requires that the city’s high school students demonstrate genuine academic achievement and a commitment to learning in order to make progress toward earning their high school diplomas.²

Promotion Requirements
Chicago Public Schools requires high school students to successfully complete a minimum number of credits before they can be promoted to the next grade level and graduate.³ Grade promotion at Whitney M. Young Magnet High School is an achievement that is earned. Grade status will be determined at the end of each year based on the following criterion:

<table>
<thead>
<tr>
<th>Promotion from 9th to 10th grade, WYHS students must:</th>
<th>• Successfully complete a minimum of 5 units of credit</th>
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<tbody>
<tr>
<td>Promotion from 10th to 11th grade, WYHS students must:</td>
<td>• Successfully complete a minimum of 11 units of credit</td>
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<tr>
<td>Promotion from 11th to 12th grade, WYHS students Must:</td>
<td>• Successfully completed a minimum of 17 units of credit</td>
</tr>
<tr>
<td>Graduation from WYHS, students must:</td>
<td>• Successfully complete a minimum of 24 units of credit</td>
</tr>
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</table>

Early Graduation
The high school years play a large part in the development of students. It is during this time that adolescents begin to define their identity, explore their interests, develop new relationships outside the family, and plan for their future. Whitney Young students are encouraged to make the most of these years in order to be well prepared – academically, physically, and socially – for their post-secondary experiences. Early graduation is not recommended. However, we do recognize that there are situations where early graduation is appropriate and sometimes necessary. To be considered for early graduation, the student must submit a written request to the principal one calendar year prior to the proposed graduation date. The principal will convene a conference to discuss the proposal with the student, parents/guardians and counselor.


CPS MANDATED SERVICE LEARNING PROJECT GRADUATION REQUIREMENT

Guidelines
The Department of Social Science & Civic Engagement supports the implementation of the Service Learning graduation requirement. Service Learning connects your classroom learning with the assets, stories, and issues that matter to you. With the new CPS Service Learning policy, teachers will include opportunities to connect classroom learning to community issues through Service Learning projects. This will allow you to apply what you learn in class to real-world problem solving and contributing to the common good.

The district requirement is 2 classroom-based Service Learning projects, one in Civics or AP Government and one in another class. At Whitney M. Young Magnet High School, the second project will be completed as part of the Biology (H or R) curriculum. While every project will be different, all projects must connect to the curriculum, involve student voice, and include preparation, action, and reflection. Students will be required to present documentation that they have met all three components. Each project will require work to be done outside of school hours. Many activities will also require the student to bring along a parent/guardian and may require the student to travel to an area of the Chicagoland region outside of their own neighborhood.

Definition
Service Learning is a teaching strategy that connects classroom curriculum with service projects. Service Learning engages students in projects that serve the community while building social, civic, and academic skills.

Service Learning is a pedagogical strategy, not an outcome. Service Learning is an opportunity for students to develop Common Core skills and 21st century skills (Collaboration, Communication, Creativity, and Critical Thinking/Problem Solving) through project preparation and development, execution, and reflection. Research indicates that when students participate in high quality Service Learning we see positive academic, social/emotional, and civic outcomes.

Stages of Service Learning
In order to qualify as a Service Learning project, a service experience must include the following components:
• Preparation - Students prepare for their service by learning about the issue, building their skills and knowledge, and developing an action plan for service.
• Action - Students engage in meaningful service by working on a project that will make a difference in their community and is tied to their classroom curriculum.
• Reflection - Teachers enable students to analyze and make sense of their experience through discussion, journaling, and presentation opportunities.

Service Learning Practice Standards
Service Learning projects should meet the following standards of excellent practice:
• Youth Voice
• Meaningful Service
• Curriculum Integration
• Reflection
• Community Partnerships
• Progress Monitoring
• Duration and Intensity
• Diversity

Restricted Service Activities
Students may not earn Service Learning credit through the following:
• Work with for-profit businesses and corporations;
• Work with religious organizations if the service involves promoting a particular faith;
• Volunteer work where no academic objective is addressed;
• Work that is financially reimbursed;
• Participation in a sports team or other extra-curricular activity unless that group designs a Service Learning project that contains the components listed above
• Assisting a teacher (i.e. correcting papers, cleaning the classroom)
• Artistic performances or recitals unless students are involved in creating a project that includes a performance as an outcome of the project
• Attending a workshop, conference or other educational event unless that training leads directly to a service project.

Service-learning will be given a course code and embedded within Gradebook. In order to record completion of the service-learning project in Civics/ A.P. U.S. Government and during Biology (R or H), teachers must assign a non-credit bearing grade for service-learning. If a student fails a course but has successfully completed the service-learning project they should be given credit for completing the project. Completion of both service-learning projects will be reflected on the student’s transcripts. Below are the service-learning course codes:

• Civics 999801N
• Science 999501N
• Social Science 999502N
FOUR AND SIX YEAR GRADUATION PLANS

Sample four-year or six-year course plans are provided as a guide for students. Some students will find that they will begin at different levels in different subject areas. We recommend that you work with your counselor to help develop a four-year plan that will help meet your goals.

### Sample Four-Year Plan for a Whitney Young Student

<table>
<thead>
<tr>
<th>Grade 9 Freshman</th>
<th>English</th>
<th>Mathematics</th>
<th>Social Science</th>
<th>Science</th>
<th>World Languages</th>
<th>Physical Education</th>
<th>Visual/Performing Arts</th>
<th>Electives</th>
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<tr>
<td></td>
<td>Geometry-R/H (Based on placement testing)</td>
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### Grade 10 Sophomore

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<td>Algebra/Trig-R/H</td>
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### Grade 11 Junior

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<td>English Electives</td>
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### Grade 12 Senior

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<td>English Electives</td>
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### Sample Six-Year Plan for a Whitney Young Student

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<tr>
<th>Grade 7</th>
<th>English</th>
<th>Mathematics</th>
<th>Social Science</th>
<th>Science</th>
<th>World Languages</th>
<th>Physical Education</th>
<th>Visual/Performing Arts</th>
<th>Electives</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td>Math 7 ALgebra-R/H</td>
<td>Social Science 7 Civics (Class of 2022)</td>
<td>Environmental Science-H</td>
<td>Elective</td>
<td>PE 7</td>
<td>Visual/Performing Arts</td>
<td>Instructional Support</td>
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### Grade 8


### Grade 9 Freshman


### Grade 10 Sophomore

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<td>English Electives</td>
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### Grade 11 Junior

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<td>English Electives</td>
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### Grade 12 Senior

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<tr>
<th>AP Eng Lit &amp; Comp Add’l English Electives</th>
<th>Calculus H/AP Additional Math Elective H/AP</th>
<th>Social Science Elective H/AP</th>
<th>Science Elective H/AP</th>
<th>World Language IV-R/H AP World Language (Elective)</th>
<th>PE IV-H</th>
<th>Elective</th>
<th>Instructional Support</th>
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<tbody>
<tr>
<td>English Electives</td>
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COLLEGE PREPARATION PLAN

Every student enrolled in Whitney M. Young Magnet High School will have a college preparation plan, which they will discuss with their counselor. In addition, students have access to information accessible through the Counseling Center to work on select software to map out their college plan.

**College Recruitment**

Representatives from over 150 selective colleges and universities across the nation visit with students in the College Center each year. Additional visits by representatives are made in the spring during the annual College Fair event.

**College Placement Tests**

The American College Test (ACT) and Scholastic Achievement Test (SAT) may be taken in various months. Check with your counselor for dates and online registration information. All Juniors will take the statewide SAT in the Spring.

**Summer School**

Students may only take courses in the summer to recover credit for a failed course.

**Career Plan**

Students and counselors will work together to develop post-secondary plans which align with the students’ career goals.

**National Collegiate Athletic Association (NCAA) and National Student Clearing House**

It is the student athletes’ responsibility to become knowledgeable of NCAA eligibility requirements. For complete up-to-date information, please visit the NCAA Eligibility Center website at [www.ncaa.org/ECWR2](http://www.ncaa.org/ECWR2) or call 877-262-1492.

Another valuable source for collegiate information is the National Student Clearinghouse. This is the source for degree verification, enrollment verification and student educational outcomes research. To access this site, please visit [www.StudentClearinghouse.org](http://www.StudentClearinghouse.org).

COLLEGE ADMISSION REQUIREMENTS

College entrance requirements differ with each college. Students who plan to continue their education in college or university should research specific entrance requirements of the selected school they hope to attend and should select the most rigorous courses which meet those requirements.

The Counseling Department urges students to make inquiries concerning specific college requirements during their freshman and sophomore years.

Selective colleges and universities are looking for students who maximize the course offerings in areas in which they are most passionate. In addition, letters of recommendation from counselors and classroom teachers, as well as involvement in extra-curricular activities demonstrating leadership, intellectual curiosity and special talents or skills enhance applicants’ chances of acceptance.
Whitney M. Young Magnet High School
Resource and Academic Departments

COUNSELING DEPARTMENT
The Counseling Department has the dual role of counseling and guiding our students. The counseling role involves listening to student’s concerns and addressing issues that interfere with their ability to maximize their academic potential. When teachers, parents or staff refers students who are experiencing difficulties, counselors will meet with those students to discuss appropriate interventions. Appropriate responses can include referrals for tutoring, assessing study skills, and initiating and convening conferences of students, teachers, and parents. When necessary, counselors refer students to the nurse, social worker, or case manager for additional services. Each counselor works with other support staff as part of a multidisciplinary team seeking to determine if a student has special needs and, if so, how best to address those needs.

The guidance counselor’s role includes all activities involved in promoting students’ academic achievement. Counselors assist students in appropriate course selection, administer CPS-mandated tests, the PSAT, and Advanced Placement exams, and coordinate off-campus programs. More than 98% of our students are accepted to four year universities. Guidance activities involve helping them select and apply to colleges and universities. Hundreds of representatives attend the College Fair, and many visit Whitney Young each day to meet with students, parents, and counselors. The Counseling Department offers students the most current information and resources to help them make college and career choices.

We encourage parents to meet and establish a relationship with their student’s counselor, who is available by appointment daily. Phone numbers are listed in the Whitney M. Young Magnet High School Student Handbook. The counseling office is open daily from 7:30a.m. – 3:45p.m.

DEPARTMENT OF DIVERSE LEARNERS
The Department of Diverse Learners is composed of a group of dedicated, caring, and creative faculty and staff. We provide an education addressing the individual needs of each student based on the IEP. Through the review and recommendations stipulated in an IEP, student instruction may necessitate a self-contained, mainstreamed, or combination of learning environments.

We educate all students, including those with the following disabilities:

- Autism
- Deaf and Hard-of-Hearing
- Emotional Disorders
- Learning Disabilities

- Mild Cognitively Delayed (EMH)
- Moderate Cognitively Delayed (TMH)
- Other Health Impaired (OHI)
- Physical Disabilities

- Severe/Profound
- Speech Disorders
- Traumatic Brain Injury
- Visually Impaired

RESOURCE PROGRAM
The Resource Program provides assessment and instructional services, consultation, coordination, planning, curricular resources, evaluation, and instruction for students with disabilities. These may include all classifications of special education students whose individualized Education Program (IEP) requires placement in the resource program as an addition to their existing course schedule.

Students with disabilities in this program receive hands-on, one-on-one instruction in accordance with individual IEPs and individual abilities. Various teaching materials and research-based practices, which are in alignment with District core curricula and state standards, are implemented to support students so they can develop to their maximum level of self-reliance and academic independence.
Students are placed in an excellent learning environment that demonstrates effective teaching and learning strategies appropriate in meeting the needs of each student in both academic and non-academic areas. In addition, educators in the resource program are liaisons between student, parent and teachers, providing updates on academic assessment and progress.

**ADVISORY (CROSS-CURRICULUM RESOURCE CLASS) (R) – Course #980101/2R**
The Advisory Class provides assessment and instructional services, consultation, coordination, planning, curricular resources, evaluation, and instruction for students with disabilities. These may include all classifications of special education students.

Students in this class receive instruction in a small group setting to help each student achieve individual goals. Using state standards, students are taught how to improve their time management and organizational skills while developing self-reliance and academic independence.

The advisory teacher is a liaison between the student, the teachers and parents, providing updates on academic success and progress. Students receive an elective credit and earn a grade. **Prerequisite: Approval by Ms. Kelly, Diverse Learners Director or Ms. Zaki, Case Manager.**

**SPECIALTY PROGRAMS**

**DUAL CREDIT / DUAL ENROLLMENT / AP CAPSTONE / BUSINESS CAREERS WORK EXPERIENCE**

Whitney M. Young Magnet High School is excited to offer, through our partnerships with Loyola University, City Colleges of Chicago and the University of Illinois at Chicago, opportunities for our students to take college courses while in high school, in some cases earning both high school and college credit. These programs seek rising juniors and seniors who are highly motivated and capable students with a 3.0 or higher un-weighted GPA (on a 4.0 scale) and verification of academic standing by school counselor. Studies have shown that students who begin college with credit earned in high school are more likely to successfully complete college degrees.

In addition to our dual credit and dual enrollment programs, we are offering College Board’s newest Advanced Placement program, **AP Capstone**, one of the most advanced and rigorous AP courses. It is a two-year commitment towards earning the AP Capstone Diploma through which students complete one year of AP Seminar and one year of AP Research in addition to completing four other AP courses prior to graduation.

As Seniors, students have the opportunity to prepare for business careers in a professional business environment. Work Study Internship includes all aspects of job preparation and employer expectations combined with computer and entrepreneurial skills for the workplace. Students will be placed in various jobs where they will perform office related duties as an extension of the school day. This is a paid internship. Upon successful completion, students will receive three credits.

To obtain additional information and to learn about specific requirements for programming, please speak with your counselor. It is our continued goal to provide a rigorous academic path that allows students to be competitive among the top students selected to attend the college or university of their choice.

**LOYOLA UNIVERSITY DUAL CREDIT PROGRAM**

Loyola University’s Dual Credit program is an extension of Loyola’s tradition to promote academic excellence and improve access to college, allowing high school students to earn college credit while fulfilling their high school graduation requirements. Dual credit courses are taught at Whitney Young Magnet High School by Whitney Young teachers who have also been designated adjunct instructors at Loyola University.
Course Offerings:
ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION - CPS Course #170101/2A
This course is a college-level introductory course in the reading and critical analysis of literature. At the completion of this course, students are expected to take the AP Examination in May.
Prerequisite: Completion of English I, English II, and English III or AP Language and Composition; student academic achievement and standardized test performance will be reviewed for appropriate course placement and levels.
Advanced Registration and payment are required. The tuition for high school students participating in Loyola's Dual Credit program is determined by Loyola. In addition, all students in this course must take the AP exam in May.

ADVANCED PLACEMENT PHYSICS C:
MECHANICS (Semester 1) - (A) – Course #373301A
AP Physics C: Mechanics is a calculus-based, college-level physics course appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. All students will take the advanced placement exam in May.

ELECTRICITY AND MAGNETISM (Semester 2) (A) – Course #373202A
AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course appropriate for students planning to specialize or major in physical science or engineering. The course builds upon the AP Physics C: Mechanics course by providing instruction to topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. All students will take the Advanced Placement exams in May.
Prerequisite: Honors Physics or AP Physics 1 with a grade of B or higher, Successful completion or concurrent enrollment with AP Calculus. Advanced Registration and payment are required. The tuition for high school students participating in Loyola's Dual Credit program is determined by Loyola. In addition, all students in this course must take the AP exam in May.

CITY COLLEGES OF CHICAGO PROGRAM
This Dual Enrollment program allows students to select courses each semester taught by an instructor at the City College. These classes meet after school or on weekends. Also, we are now offering an African American/Multicultural Literature course for dual credit through Malcolm X College. See your counselor for more details.

AP CAPSTONE PROGRAM
AP Capstone is an innovative new diploma program offered through College Board which gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. Through this program, students will develop academic skills that are critical to success in college by building on the foundation of a new, two-year high school course sequence – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. This program cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. Students who complete all requirements by graduation will receive the AP Capstone Diploma. Diploma students must take AP Seminar, AP Research, and four additional AP classes of their own choosing (of which concurrent enrollment in AP Language and Composition is strongly recommended. AP Seminar and AP Research count as Elective courses not for English Core classes. Students must receive a score of “3” or higher on the AP exams in all AP courses and their Capstone courses to qualify for the AP Capstone Diploma.
**AP Capstone Academic Course Sequence towards earning the Capstone Diploma:**

<table>
<thead>
<tr>
<th>Year 1: AP Seminar (2019-2020 academic year) *</th>
<th>*Recommended enrollment taken concurrently with AP Language and Composition.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 2: AP Research (2019-2020 academic year)</th>
<th>AP Literature and/or Honors English IV.</th>
</tr>
</thead>
</table>

Completion of four additional AP classes prior to graduation; may be taken concurrently with AP Capstone courses.

**AP Capstone Guidelines/Prerequisite Overview:**

- Interested rising Juniors submit applications to Ms. Tameka Davis.
- For students who qualify, P.E. waivers may be granted (see counselor for additional details)
- Students enrolled in AP Capstone are committed to the two-year program meeting all criteria towards earning this distinctive diploma
- Students may concurrently be enrolled in additional AP class(es), while in the AP Capstone Seminar Course
- The AP Capstone diploma will be included on student school reports and is highly supported by universities and colleges in the admissions process

**YEAR 1: AP SEMINAR – Course #013111/2A**

AP Seminar is a cross-curricular course examining contemporary issues and problems through multiple perspectives, providing students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understandings of complex issues as they make connections between these issues and their own lives. Students explore artistic, scholastic and literary works to gain a rich appreciation and understanding of issues. Students choose appropriate themes that allow for deep exploration based on student interests, local and/or civic issues, global or international topics and concepts from other AP courses. Students are assessed through two course performance tasks (a team project with presentation and an individual research-based essay with presentation) and an end-of-course written exam.

**Eligibility:** This course is offered to juniors. Admission is based on submission and approval of program application. Eligible students may apply for a P.E. Waiver.

**YEAR 2: AP RESEARCH – Course #013211/2A**

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

**Eligibility:** Successful completion of the AP Seminar course, concurrent enrollment in at least one other AP course; eligible students may apply for a P.E. Waiver.

**Interrelated Co-op Related - Course #627101/2R**

Cooperative Education commonly referred to as Work Study, is a paid year-long work-based experience for seniors designed to give on-the-job advanced skills training. Students travel to worksites, for the afternoon portion of the day, in downtown Chicago, working mainly for Fortune 1000 companies. Students develop work skills and improve their future employability while learning from skilled professionals.

**Prerequisite:** Rising Seniors and Counselor recommendation; Contact Ms. Susan Heaney, Program Coordinator, at slheaney@cps.edu; completion of student application and counselor approval. This is a 3-credit program.
WHITNEY M. YOUNG MAGNET HIGH SCHOOL
ADVANCED PLACEMENT PROGRAM 2019-2020

Program Overview
Our Advanced Placement Program is designed to provide all students with the opportunity to be intellectually challenged and confront college-level material as a high school student. The array of materials and information covered in an AP course elicits the development of advanced level thinking skills, creative problem solving applications and nurtures the knowledge base needed to be successful in the nation’s most rigorous universities.
As a school, we provide a supportive system so that when the student has completed the AP program, he/she has the confidence to successfully meet both current and future academic goals. One of the unique features of the program is that it provides for student diversity, individual needs, and subject-area/career interests.

Offering twenty-eight Advanced Placement courses within the Arts, English, Social Sciences, Mathematics, Computer Science, Sciences, and World Languages, our program provides students with a variety of learning experiences from which to choose. Students are encouraged to progressively advance in areas where their abilities and interests lie, while challenging themselves through learned concepts and application of those concepts.

We encourage students to take at least one AP class during their high school career because it...

● Develops higher order thinking skills and creative problem solving
● Provide students with a college-level course experience
● Foster skills and the knowledge base needed to be successful in the nation's most rigorous universities

Advanced Placement Exam Fees

● Exam fees for the 2020-21 school year are collected during the month of February 2021, in the school store.
● A late fee of $10.00 will be assessed per exam if paid after the deadline
● The Advanced Placement exam fee is $94.00 per exam or $53.00 per exam with Free or Reduced lunch status
● Students absent from exams will incur both a $15.00 restocking charge and a $45 Late Testing Fee from the College Board
● Please note that fees are subject to change with notice
● All students enrolled in Advanced Placement courses are required to take the AP exams in May.

By making the decision to take an AP course, students provide a profile to colleges and universities that they welcome the academic rigor and scholastic challenge to prepare them for success in an undergraduate environment. AP courses allow admissions officers to see that students have selected the most rigorous classes Whitney M. Young Magnet High School has to offer with college-level course work and expectations, and refining skills to meet these expectations. Importantly, AP courses offer admissions officers a consistent measure of course rigor across high schools, districts, states and countries and how well those courses have prepared students for the increased challenges of college and university
### AP Offerings for English Department

<table>
<thead>
<tr>
<th>Course Name</th>
<th>AP English Language and Composition</th>
<th>AP English Literature and Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Equivalency</strong> (at UIC)</td>
<td>Freshman English, Sem. I</td>
<td>Freshman English, Sem. II</td>
</tr>
<tr>
<td><strong>Textbook reading per week</strong></td>
<td>30-75 minutes/week</td>
<td>75-150 minutes/week</td>
</tr>
<tr>
<td><strong>Critical Thinking &amp; Skills</strong></td>
<td>Students will read and analyze non-fiction texts. Students will read and learn to analyze rhetorical techniques, comprehend challenging texts, and write about these texts with authority and accuracy. Students will demonstrate their skill in analysis of prose for style, structure, content, tone, diction and imagery.</td>
<td>Students will read and analyze fiction, poetry and drama. Students will read and learn to analyze literary techniques, comprehend challenging texts, and write about these texts with authority and accuracy. Students will demonstrate their skill in analysis of prose, poetry and drama for style, structure, content, tone, diction and imagery.</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Students will learn to hone their writing techniques through narrative, expository and argumentative writing. Students will practice the techniques of revision, editing, proofreading and peer-editing, as well. There will be in-class, timed writing, as well as longer take-home essays. The students will learn, understand and use rhetorical and writing terminology. Finally, through above skill mastery, students will be prepared to take and pass the AP test.</td>
<td>Students will learn to hone their writing techniques through narrative, analysis, and expository writing. Students will practice the techniques of revision, editing, proofreading and peer-editing, as well. There will be in-class, timed writing, as well as longer take-home essays. The students will learn, understand and use literary and writing terminology. Finally, through above skill mastery, students will be prepared to take and pass the AP test.</td>
</tr>
</tbody>
</table>
# AP Offerings for Social Science Department

<table>
<thead>
<tr>
<th>College Equivalent (at UIC)</th>
<th>AP Human Geography ‘APHuG’</th>
<th>AP World History: Ancient</th>
<th>AP World History: Modern</th>
<th>AP European History ‘APE’</th>
<th>AP Psychology</th>
<th>AP Government (U.S &amp; Comparative)</th>
<th>AP Economics (Micro &amp; Macro)</th>
<th>AP United States History ‘APUSH’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course not available until Autumn 2021</td>
<td>A single intro survey course (Intro to Cultural Geography)</td>
<td>A single intro survey course (World History Up to 1200)</td>
<td>A single intro survey course (World History Since 1200)</td>
<td>A single intro survey course (European History Since 1300)</td>
<td>Two intro survey courses (Intro to Psychology)</td>
<td>Two intro survey courses (Intro to U.S. Government &amp; Intro to Comparative Politics)</td>
<td>Two intro survey courses (Intro to Microeconomics &amp; Intro to Macroeconomics)</td>
<td>Two intro survey courses (US History to 1860 &amp; U.S History since 1860)</td>
</tr>
</tbody>
</table>

## Critical Thinking & Social Science Skills

- A strong mastery of content will be utilized so as to demonstrate skill proficiency with:
  - Application of content knowledge
  - Analysis of that content knowledge
  - Synthesis between sets of content knowledge
  - Evaluation within sets of content knowledge

- Writing Skills

  - Moderate Writing: The ability to utilize content knowledge through essay writing purposes to explaining, persuading, and/or developing an argument

    - Advanced Writing: The ability to explain and persuade using content knowledge, while also being able to craft a thesis statement (an evidence-based argument) that is the basis for developing a structured, multi-paragraph essay

  - Prerequisites: Not open to freshmen. At least a B in a previous AP Social Science course

  - Prerequisites: Completion of U.S. History & World Studies

  - Prerequisites: Completion of U.S. History & World Studies

  - Prerequisites: At least a B in World Studies

  - Not generally recommended as a first AP experience

## Advising Notes

- 9th graders: Open to students with advanced qualifications

- 9th graders: Open to students with advanced qualifications

- Prerequisites: Not open to freshmen.

- At least a B in a previous AP Social Science course

- Offered Yearly

- Offered Yearly

- Offered Biennially (Autumn of 2019, 2021, 2023, 2025)

- Offered Yearly

- Offered Yearly

- Offered Yearly

- Offered Yearly

## Unique Complexity Skills Specific to AP History Courses

- A single AP exam

- A single AP exam

- A single AP exam

- Two AP exams to be taken

- Two AP exams to be taken

- A single AP exam
# AP Offerings for Visual Arts Department

<table>
<thead>
<tr>
<th>Course Name</th>
<th>AP Studio Art: Drawing + Painting</th>
<th>AP Studio Art: 2D Design</th>
<th>AP Studio Art: 3D Design</th>
<th>AP Art History</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 130. Introduction to Painting + Color, or ART 112. Introduction to Drawing.</td>
<td>ART 160. Introduction to Digital Photography, ART 130. Introduction to Painting + Color</td>
<td>ART 140. Introduction to Sculpture.</td>
<td>AH 100 Introduction to Art and Art History</td>
<td></td>
</tr>
<tr>
<td><strong>Textbook reading per week</strong></td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Kleiner, Fred S., Gardner’s Art through the Ages: A Global History, 15th edition. (5-15 pages a week) Podcast as well as Khan Academy videos are also assigned in addition to reading assignments.</td>
</tr>
<tr>
<td><strong>Critical Thinking &amp; Skills</strong></td>
<td>This class offers experience in critical analysis along with innovative art-making processes and products. AP Drawing + Painting seeks to encourage creative and purposeful investigations of formal and conceptual issues, and help students to develop technical skills. This class helps you to become familiar with the functions of visual elements, develop independent thinking skills to shape your own artistic endeavors, and contribute originally and critically to your culture through art.</td>
<td>This class offers experience in critical analysis along with innovative art-making processes and products. AP 2D Design seeks to encourage creative and purposeful investigations of formal and conceptual issues, emphasize the creation of art as an ongoing process based on informed and critical decision making, and help students to develop technical skills. Students analyze contemporary artists as inspiration for concepts and techniques to brainstorm for 15 artworks across the year. The 2D artworks involve creating a series of work unified by a concept with visual coherence that evolves and shows growth as a conceptual thinker and technically proficient maker across the year.</td>
<td>This class offers experience in critical analysis along with innovative art-making processes and products. AP 3-D seeks to encourage creative and purposeful investigations of formal and conceptual issues, emphasize the creation of art as an ongoing process based on informed and critical decision making and help students to develop technical skills. This class helps students develop independent thinking skills to shape their own artistic endeavors. Students will create a body of work unified by an underlying idea that has visual coherence. Throughout the course students will analyze other sculptors works and critique each others. Students’ work must show evidence of development and investigation both in concept and process.</td>
<td>The central questions, for us, in this course includes the following: What is art and how is it made? Why and how does art change? How do we describe our thinking about art? Through these essential questions, we will explore the big ideas of AP Art History, effectively and precisely articulating an artwork’s meaning and function, its maker’s methodology, and the ways it reflects and affects its historical and cultural context. With these core questions as the foundation, this course is organized into ten cultural/chronological units, emphasizing daily practice of questioning techniques, methods of discussion, analytical paradigms, guided discovery, and independent learning. These enable will enable us to develop critical thinking and visual literacy skills with which we can mine meaning from any artwork we encounter throughout our lives.</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Students will use writing as an analytical process and are encouraged to describe ideas, subject matter, elements, and principles of art being used, as well as working techniques through the use of artist statements. They will analyze the structure(s) of the related pieces, and interpret any concepts being presented for the commentary portion of their AP portfolios.</td>
<td>Students use writing in artist statements, describing to their audience their inspiration, intent, and process of creating their artworks. Students also practice giving critique to their classmates, feedback including suggestions for reference or improvement and compliments.</td>
<td>Students will use writing as an analytical process and are encouraged to describe ideas, subject matter, elements, and principles of art being used, as well as working techniques through the use of artist statements. They will analyze the structure(s) of the related pieces, and interpret any concepts being presented for the commentary portion of their AP portfolios.</td>
<td>Students will use advanced writing skills to critically analyze and contrast artworks. Students use historical and visual contextual evidence to craft thesis statements (an evidence based argument that is the basis for developing a structured, multi-paragraph essay).</td>
</tr>
<tr>
<td><strong>Advising Notes:</strong></td>
<td>Prerequisites: Grade of B or higher in a previous Honors art course and Art Department review of the student’s portfolio.</td>
<td>Prerequisites: Grade of B or higher in a previous Honors art course and Art Department review of the student’s portfolio.</td>
<td>Prerequisites: Grade of B or higher in a previous Honors art course and Art Department review of the student’s portfolio.</td>
<td>Prerequisite: Passing grade in a previous Art course</td>
</tr>
<tr>
<td><strong>Number of artworks assigned for the class</strong></td>
<td>15-20</td>
<td>17-20</td>
<td>17 - 20</td>
<td>5 student created artworks &amp; student presentations</td>
</tr>
<tr>
<td><strong>Number of artworks required for the AP portfolio</strong></td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>College Board requires students to learn about, recognize, and identify 250 artworks.</td>
</tr>
<tr>
<td><strong>Media Used</strong></td>
<td>Charcoal, Pencil, Ink, Pastel, Oil Pastel, Watercolor, Gouache, Acrylic Paint, Scratchboard, Digital Illustration, Printmaking, Woodburning.</td>
<td>Photography, digital collage, graphic design, printmaking, drawing, painting, collage, embroidery, weaving...</td>
<td>Clay, blyro foam, plaster, wood, fabric, rope, acrylic, found objects, wax, stone, earth, and concrete, among others</td>
<td>Paper, ink, gold paper, Digital collage</td>
</tr>
<tr>
<td><strong>Critiques</strong></td>
<td>Twice a month</td>
<td>Twice a month</td>
<td>Twice a month</td>
<td>None</td>
</tr>
<tr>
<td><strong>Summer Assignment</strong></td>
<td>Students are given a summer assignment that prepares them for the course during the school year.</td>
<td>Students are given an extensive summer assignment that prepares them for the course during the school year.</td>
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<td>Students are given an extensive summer assignment that prepares them for the course during the school year.</td>
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</tbody>
</table>
WHITNEY M. YOUNG MAGNET HIGH SCHOOL
ADVANCED PLACEMENT COURSE SELECTION PROCESS 2019

The Advanced Placement program at Whitney Young is one of the largest and most complete in the United States. We offer 26 AP courses. Currently, 875 students are enrolled in at least one AP course. This year over 2300 AP examinations will be given in May. We want to continue to grow this program. It is our goal that every student take at least one AP course during his or her high school career. With that in mind, we want all students to understand how to request an AP course during the 2019-20 programming period.

Choosing AP Courses: In making your course selections, gather information regarding the course and refer to the online Curriculum Guide for course descriptions and prerequisites. Talk to teachers of the courses you are interested in and discuss the class/course with students who have taken the course, your parent and counselor. Be certain that you have met the eligibility criteria. If you are considering an AP Art course, you must speak with the teacher and show samples of your work.

Programming Appointment: All students will meet with their counselors to finalize course selections. Classes will be reviewed and choices confirmed with your counselor.

If you have further questions regarding the AP process in math, please see Ms. Gustavson at your convenience.
BUSINESS CURRICULUM

The Business curriculum offers students a wealth of opportunities preparing them to succeed and assess real world business skills and problem solving abilities in finance, management, IT and computer applications. Seniors can also take advantage of Cooperative Education commonly referred to as Work Study.

Students in the Business Academy course will participate in competitions sponsored by Business Professionals of America, a CTSO (Career and Technical Student Organization) for students pursuing careers in business management, office administration, information technology and other related career fields. Students compete at the city, state and national level in over 40 different business events, access financial literacy certifications, and participate in group projects with student facilitated aggregate data. The content covered in the business courses are reinforced and enhanced through guest speakers, videos, data software, competitions, presentations, and field based learning.

COURSES OFFERED

<table>
<thead>
<tr>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Business Academy I</td>
</tr>
<tr>
<td>Honors Business Academy II</td>
</tr>
<tr>
<td>Business Careers Work Experience/Work Study Internship</td>
</tr>
</tbody>
</table>

Business Academy I (H) – Course #701131/2H
Students will develop skills to help them navigate and adjust to the changing world of business to prepare them for college and career success. Students will explore topics through discussion and project-based learning. Topics included in this course are: accounting basics, management, marketing, advertising, emerging technologies, finance, economics, communication skills, personal taxes, and financial literacy. Students interested in Management, Marketing, e-business, and Business Internship should take this course. Financial Literacy Credit

Business Academy II (H) – Course #701231/2H
Pre-requisite: Business Academy I (H)
To provide our high achieving students who have developed their interest in Business careers with an advanced course, which will further prepare them beyond Honors Business I for the challenges of the 21st century business environment. Emphasis will be placed on innovative business skills such as: accounting basics, management, marketing, advertising, and emerging technologies, finance, economics, communication skills, personal taxes, and financial literacy. Financial Literacy Credit

Interrelated Co-op Related - Course #627101/2R  Interrelated Co-op Experience - #628101/2R (Work Study Internship)
Cooperative Education commonly referred to as Work Study, is a paid year-long work-based experience for seniors designed to give on-the-job advanced skills training. Students travel to worksites, for the afternoon portion of the day, in downtown Chicago, working mainly for Fortune 1000 companies. Students develop work skills and improve their future employability while learning from skilled professionals.
Prerequisite: Rising Seniors and Counselor recommendation; Contact Ms. Susan Heaney, Program Coordinator, at slheaney@cps.edu; completion of student application and counselor approval. This is a 3-credit program.
COMPUTER SCIENCE DEPARTMENT

The Computer Science Department provides a comprehensive education that motivates students to be critical thinkers, questioners, problem solvers, and life-long learners who can work through complexity. Our curriculum is based on the College and Career Readiness Standards and the Common Core State Standards. To challenge every student, we offer a variety of computer science courses.

A strong background in computer science prepares students for the challenges of advanced college courses and the world beyond the classroom. To meet these needs, classroom curriculum and activities go beyond lecture – to discussion, journal writing, projects, research of classical problems, peer tutoring, and class presentations.

COURSES OFFERED

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Exploring Computer Science</td>
<td>This is an introductory course suitable for anyone interested in computing, regardless of background and experience. This course offers a wide variety of beginning computer science concepts. Creative and innovative ideas are emphasized and discussed in the areas of human computer interaction, problem solving, web design (HTML and CSS), drag-and-drop programming, video game design in Scratch, digital electronics using the Arduino microcontroller, and text-based programming in Python. Prerequisite: None</td>
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<tr>
<td>Robotics Engineering I</td>
<td>This course offers direct experience working with LEGO robots and provides students the cross-disciplinary skills needed to be successful in engineering and computer programming. Students will learn the mechanics of robotics - gears, sensors, robotic attachments - and the associated programming. Students will also learn the essentials of Computer Aided Design (CAD). Participants will work productively in a team, create a solution to an open-ended problem, and learn to challenge themselves by thinking creatively to solve big problems. Prerequisite: None</td>
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<tr>
<td>Robotics Engineering II</td>
<td>In Robotics Engineering II, students focus on designing and building more complex robots. Students learn more principles of mechanical engineering, for example how ridges in plastic parts increase their strength, and will apply them to build their own small robot. The first semester we focus on the engineering needed to design and make our own wheels and then the gearbox to increase torque provided to the wheels. In the second semester of Robotics Engineering II, participants will learn a system for Computer Aided Design (CAD), and then we will produce CAD drawings for gears and other parts of robots. We will learn how to machine molds for our parts using a CNC mill, and the capstone for each unit will be casting our own plastic parts constructed in that unit. Prerequisite: Successful Completion of Robotics I or Department Recommendation</td>
</tr>
</tbody>
</table>
INTERMEDIATE COMPUTER SCIENCE (PICTURING PROGRAMS) (H) – Course #799131/2H
This class provides a rigorous foundation for the study of computer science. Students will learn the principles of software design and test-driven development. These principles are applicable to any programming language. The emphasis of the course is on developing a problem solving process, breaking problems down into functions, and verifying that the final results are as expected (which is called “unit testing”). The course will use the teaching language Racket and primarily follow the book *Picturing Programs* by Stephen Bloch.
Prerequisite: Exploring Computer Science or equivalent experience with Department Recommendation.

ADVANCED PLACEMENT COMPUTER SCIENCE (A) – Course #778301/2A
This course is equivalent to a first-semester, college-level course in computer science emphasizing both object-oriented and imperative problem solving and design using JAVA language. This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions and the ethical and social implications of computing. Prerequisite: Intermediate Computer Science or substantial mathematical problem solving experience with Department Recommendation.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (A) – Course #668201/2A
This course is designed to be equivalent to a first-semester, introductory, college computing course. This course also fosters student creativity and encourages students to apply creative processes when developing computational artifacts, thinking creatively while using computer software and other technology to explore questions that interest them. 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. Prerequisite: None

INTRO TO ARTIFICIAL INTELLIGENCE (H) – Course #667101/2H [NOT OFFERED DURING THE 2020-21 SCHOOL YEAR]
Intended for students who have completed an introductory programming course. In parallel to learning object oriented programming concepts in Python, students will get a high level introduction to several data structures and algorithms from the field of artificial intelligence, including pattern matching and neural networks. Class time is a mix of lectures and project-focused lab time. While projects are specified, there is room for variation by individuals and students are encouraged to continue to be creative beyond the scope of the project. This course was designed in collaboration with Northwestern faculty, and is based on their EECS 295 course. Prerequisite: Successful completion of Advanced Placement Computer Science and/or Department Recommendation

MACHINE LEARNING (H) – Course #667201/2H
This course is designed for students who have demonstrated interest in computer science and are committed to pursuing further study of the topics after exhausting introductory and Advanced Placement course options offered. The course serves to expose students to topics not normally touched upon in the curriculum such as machine learning and algorithms. The course is rooted in the study of machine learning – the study of how models are able to independently adapt once exposed to new data – with the addition of minor subtopics the instructor may deem appropriate. Prerequisite: Successful completion of Advanced Placement Computer Science and/or Department Recommendation

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The English Department of Whitney M. Young Magnet High School is dedicated to helping our students to develop their literacy skills in reading, writing, and speech. Our curriculum is based on the College and Career Readiness Standards and the Common Core State Standards. We seek to encourage in our students an appreciation for language and the literature of many cultures while providing them with experiences in research and the creation of original texts. The Department strives to familiarize students with a full range of literacies – written, digital, oral, and visual – so that they may become articulate, confident, and competent adults.

Our diverse curriculum allows students to focus on their interests while emphasizing writing and critical reading. We take pride in our Advanced Placement course offerings with over 90% of students in our AP program gaining college credit and over 60% of those receiving a 4 or 5, the highest possible scores on the Advanced Placement Exam.

Throughout the curriculum, students learn to read and think critically, challenge assumptions, practice methods of interpretation and research, analyze the formal qualities of texts, approach texts from various perspectives, place texts in various contexts, and write with clarity, coherence and precision. Our department faculty is a diverse group of committed professionals teaching and exposing students to a variety of instructional methods and styles.

**ACADEMIC COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>English I: Survey of Literature</th>
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<tr>
<td>Honors (H)</td>
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<td>Regular (R)</td>
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<tr>
<th>English II: American Literature</th>
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<td>Honors (H)</td>
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<tr>
<th>English III: British Literature</th>
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<td>Honors (H)</td>
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<td>Regular (R)</td>
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<tr>
<th>English IV: World Literature</th>
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<tr>
<td>Honors (H)</td>
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<tr>
<td>Regular (R)</td>
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<tr>
<td>AP English Language &amp; Composition</td>
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<tr>
<td>AP English Literature &amp; Composition</td>
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</tbody>
</table>

**Elective Courses**

- Honors Speech
- Honors Creative Writing
- Honors Philosophy in Literature
- Honors African American Literature
- Honors Argument and Debate I, II, III
- Honors 21st Century Multi-Media Literacy & Communication I, II
- Senior Experience – English (Debate IV)

**Advanced Placement Courses**

- AP English Language and Composition
- AP English Literature and Composition

**ENGLISH I (R) – SURVEY OF LITERATURE – Course #184101/2R**

This English course provides a general overview of topics, literary genres, and literacy skills that the student must master as part of the high school education in English. Emphasis will be on skills integration so that most reading, writing, speaking, and listening skills are learned in context. Literary genres include the short story, the novel, biography and autobiography, mythology, poetry, drama, and the nonfiction essay. Students will develop their academic writing skills in narration, description, and exposition.  

**Prerequisite: None**

**ENGLISH I (H) – HONORS SURVEY OF LITERATURE - Course #184101/2H**

This introductory Honors English course will explore literary genres through the intensive reading of challenging texts in poetry, mythology, drama, fiction, and nonfiction. Writing experiences emphasize narrative, exposition, and the analysis of literary works. Speech and vocabulary are integrated into the study of literature.  

**Prerequisite: None**
ENGLISH II (R) – AMERICAN LITERATURE - Course #184201/2R
This sophomore English course focuses on the study of American literature in the context of developing students’ reading comprehension skills. Individual works from contemporary and classic American literature will be closely examined for theme, characterization, language, setting, and writing style. The literary content will include American essays, short stories, poetry, and novels drawn from the many cultures which comprise our literary heritage. The course will also build students’ academic writing, speaking, and grammar skills and help them to acquire advanced academic vocabulary.
Prerequisite: English I

ENGLISH II (H) – HONORS AMERICAN LITERATURE - Course #184201/2H
This course includes an in-depth study of American literature in its historical and thematic context, featuring the critical analysis of major works of American literature for theme, characterization, language, and cultural value. This course will also develop students’ college preparatory writing and speaking skills, and will feature an introduction to academic research.
Prerequisite: Grade of A, B or C in Honors English I or grade of B or higher in Regular English I

ENGLISH III (R) – BRITISH LITERATURE - Course #184301/2R
This course provides a survey of British and British colonial literature with emphasis on literary analysis, advanced reading comprehension, and language and speech skills. Genres will include drama, poetry, and fiction with considerable emphasis on nonfiction as well. Composition skills will emphasize research and preparation for college writing.
Prerequisite: Successful completion of English I and English II

ENGLISH III (H) – HONORS BRITISH LITERATURE - Course #184301/2H
This course provides an in-depth study of British literature and literary culture with emphasis on analysis and criticism in addition to an intensive college preparatory composition strand. Vocabulary development in context and effective speaking will be stressed. All students write a research paper.
Prerequisite: Grade of A, B or C in Honors English II, or grade of B or higher in Regular English II;*Can be taken concurrently with AP Capstone

ENGLISH IV (R) – WORLD LITERATURE - Course #184401/2R
World Literature provides students with selected readings of major works from the nations of the world. Critical and analytical writing skills are emphasized. Students must be juniors or seniors to take this course.
Prerequisite: Successful completion of English I, English II, and English III

ENGLISH IV (H) – HONORS WORLD LITERATURE - Course #184401/2H
This course includes an in-depth study of major works in world literature. Students will study basic similarities in theme as differences among world literary cultures. Extensive reading and in-depth analysis of literature are expected of the honors student. Emphasis is placed on learning to write critically and analytically. Students must be juniors or seniors to take this course.
Prerequisite: Grade of A, B, or C in current honors English class or grade of B or higher in current regular English class

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION - Course #175101/2A
The Advanced Placement Language and Composition class is designed with a twofold purpose: 1.) To equip the student with a wide range of writing skills appropriate to college and adult writing, and 2.) To prepare the students for the Advanced Placement Examination in May. Prerequisite: Grade of A, B, or C in honors English III

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION - Course #170101/2A
This course is a college-level introductory course in the reading and critical analysis of literature. At the completion of this course, students are expected to take the AP Examination in May.
Prerequisite: Grade of A, B, or C in honors English III; AP Language & Composition strongly recommended before taking this course.
AFRICAN-AMERICAN LITERATURE (H) - Course 
Students will use anthologies, novels and plays to survey major African-American writers from the period of Harlem Renaissance to present day. Students will be challenged in their analytical, presentational, discursive, and written skills, necessary for success at the college level. They will discuss how African-American authors contributed to literary voice in America and use writing skills to show how historical context provided inspiration to African-American authors, playwrights, essayists, and poets. This year long course will count for dual credit with the City Colleges of Chicago. 
Prerequisite: Junior or Senior status. This course will count as an elective in a student's course of study.

PHILOSOPHY IN LITERATURE (H) - Course #164101/2H
Honors Philosophy in Literature provides an in-depth study of philosophical ideas and literature with emphasis on analysis and criticism. Using the Socratic approach, students will engage in clear, analytical reading, thinking, writing, and speaking. This honors course requires an in-depth analysis of a wide variety of texts, completion of challenging writing assignments, and lively participation in class discussions. 
Prerequisite: Grade of A, B, or C in current honors English class or grade of B or higher in current regular English class. 
Note: This course can be taken concurrently with English III, English IV or AP English

SPEECH (H) - Course #134101/2H
This course involves the theory and practice in the art of speaking and debate. Students will study the analysis, arrangement, and presentation of arguments for and/or against selected issues. Extensive practice in reading, writing, and speaking are expected of the honors student. This course will help improve students' public speaking. 
Prerequisite: Grade of A, B, or C in current honors English class or grade of B or higher in current regular English class. 
Note: This course can be taken concurrently with English III, English IV or AP English

CREATIVE WRITING (H) - Course #143101/2H
This course is an introduction to the writing of fiction including poetry, short stories, theater scripts, and short film scripts. The emphasis of the course is on improving students’ writing skills and knowledge of the various forms of fiction. Students are expected to write extensively and create multimedia projects. 
Prerequisite: Grade of A, B, or C in current honors English class or grade of B or higher in current regular English class. 
Note: This course can be taken concurrently with English III, English IV or AP English

21st CENTURY MULTI-MEDIA LITERACY & COMMUNICATION 1 (H) - Course #121101/2H
The primary goal of this Multi-Media Literacy I course is to make students more effective in their interactions with modern media. During the course of the year, we will collaborate on a wide variety of subjects, each pertaining to the functional literacy of the Internet and the resources which extend out from the Internet. Critical thinking skills will be further developed through the use of selected electronic readings, directed discussions, and pointed feedback. Additionally, this course is designed to give students the opportunity to be made aware of cutting edge technologies, which they will ultimately be required to interact with on a regular and routine basis. The course will feature weekly reviews of podcasts and electronic broadcasts which review the latest innovations in 21st Century communications. As a consequence of this course, students should have a functional understanding of the various media at their disposal. 
Note: This course can be taken concurrently with English III, English IV or AP English

21st CENTURY MULTI-MEDIA LITERACY & COMMUNICATION 2 (H) - Course #121201/2H
The purpose of Multimedia Literacy II is to help students become effective leaders in 21st century literacy. The “big idea” is to use the expertise of staff, students, and community members to help students to produce multi-media communication. Students in the Multimedia Literacy II course provide leadership for students in Multimedia I as they work together to create and showcase projects. Using student created and maintained websites and school broadcasts, students will develop strong and effective lifelong communication skills. Building on the skills acquired in Multimedia Literacy I, Multimedia Literacy II will include advanced InDesign, CS4, Photoshop, Presenter Media and Final Cut Pro X proficiency. Students will also be required to become more effective light and sound engineers. 
Prerequisite: Successful completion of 21st Century Multi-Media Literacy & Communication 1
**DEBATE ACTIVITY FEE:** $200  
**Due:** September 26, 2020 to the School Store

Please make money orders, cashier's checks, or checks payable to Whitney Young High School, Memo: “Debate Activity Fee” Please drop checks off at the School Store by September 26, 2020. This fee is put toward Tournament Registration costs for the debate team season. *Debate Activity Fee for students who are on free and reduced lunch is $100

By joining the Argumentative Literacy (Debate) class I, II, III, & IV, students are also joining the Policy Debate team, which competes in the Chicagoland area, across the Midwest and Eastern states. Participation in Friday through Sunday tournaments is required. Students are asked to attend an optional (additional fee based) debate camp. Camps range from 2 to 7 weeks, depending on the student’s interest and skill level. Debate camp helps students to focus on the year-long debate topic, receiving training from the top college and high school coaches in the country.

ARGUMENTATIVE LITERACY I (H) – Course #131801/2H
This course provides an introduction to the strategies and theories of Policy debate, as well as the examination of national debate topic for the year. Students will develop skills and experiences needed to compete in Policy debate interscholastic competitions. This course focuses on politics and international relations as well as critical thinking, organization, and logic. Participation in weekend tournaments. Prerequisite: None

ARGUMENTATIVE LITERACY II (H) – Course #131901/2H
This advanced course provides an in-depth analysis of the strategies and theories of Policy debate, a comprehensive examination of the year’s national debate topic and provides students with the skills and experience needed to compete in interscholastic competitions, locally and nationally. Participation in weekend tournaments. Junior Varsity debate students in this class will have the opportunity to compete in National Circuit tournaments. Prerequisite: Successful completion of Argumentative Literacy I

ARGUMENTATIVE LITERACY III (H) – Course #193301/2H
In-depth analysis of the strategies and theories of Policy debate is covered in this advanced course. In addition, a comprehensive examination of the year’s national debate topic provides students with the skills and experience needed to compete in interscholastic competitions. Student leaders in this class will conduct research for the class and team. Varsity debate students in this class can run for leadership positions on the Debate Student Board. Participation in weekend tournaments. Junior Varsity and Varsity debate students in this class will have the opportunity to compete in National Circuit tournaments. Prerequisite: Successful completion of Argumentative Literacy II

SENIOR EXPERIENCE – ENGLISH (DEBATE IV) – Course #192101/2H
This highly advanced independent study focuses on in-depth analysis of the strategies and theories of Policy debate. In addition, a comprehensive examination of the year’s national debate topic provides students with the skills and experience needed to compete in National Circuit debate competitions. Student leaders will help teach and mentor students in the Argument and Debate I-III classes. Student leaders in this class will conduct research for the class and team. Participation in weekend tournaments. Junior Varsity & Varsity debate students in this class will have the opportunity to compete in National Circuit tournaments. Prerequisite: Successful completion of Argumentative Literacy III

ACADEMIC DECATHLON I (H) – Course #155101/2H
Tryouts occur in late May. See Mr. Gucciardi for more information.

ACADEMIC DECATHLON II (H) – Course #155201/2H

ACADEMIC DECATHLON III (H) – Course #155101/2H
The Mathematics Department provides a comprehensive education that motivates students to be critical thinkers, questioners, problem solvers, and life-long learners who can work through complexity. Our curriculum is based on the College and Career Readiness Standards and the Common Core State Standards. To challenge every student, we offer a wide variety of classes in mathematics for students to select from.

A strong background in mathematics prepares students for the challenges of advanced college courses and the world beyond the classroom. To meet these needs, classroom curriculum and activities go beyond lecture – to discussion, journal writing, projects, research of classical problems, peer tutoring, class presentations and the incorporation of technology.

**ACADEMIC COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>Mathematics</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>Honors or Regular Algebra</td>
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<td><strong>Second Year</strong></td>
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<tr>
<td>Honors or Regular Geometry</td>
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<tr>
<td><strong>Third Year</strong></td>
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<tr>
<td>Honors or Regular Advanced Algebra/Trigonometry, Advanced Algebra with Trigonometry and Precalculus Block</td>
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<tr>
<td><strong>Fourth Year and Beyond</strong></td>
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<tr>
<td>Honors or Regular Probability and Statistics, Discrete Mathematics, Precalculus, Honors Calculus, Honors Kaleido I &amp; II, AP Calculus AB, AP Calculus BC, AP Statistics</td>
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</table>

**ALGEBRA I (R) – Course #413301/2R**
The Algebra I course focuses on establishing the foundational skills needed to analyze and solve problems using an algebraic approach. This course develops various approaches to evaluate and simplify algebraic expressions, solve linear and quadratic equations, and enhance problem-solving strategies. Topics covered in this course include number relations, exponents, formulas, polynomials, graphing, systems of equations, and probability.

**Prerequisite:** None

**ALGEBRA I (H) – Course #413301/2H**
The honors level course covers the foundational topics and concepts presented in the regular level course with an additional focus placed on depth and understanding, rigor in pacing, and the inclusion of additional topics such as permutations, completing the square, and simplifying rational expressions.

**Prerequisite:** Counselor placement based on standardized test scores

**GEOMETRY (R) – Course #434101/2R**
Geometry uses a logical approach to studying the shape, size, and relative position of objects. Approaches to studying geometry include formal and informal proofs, along with constructions. Topics covered in this course include lines, angles, polygons, circles, planes, and surfaces of geometric solids such as pyramids, cones, cylinders and spheres.

**Prerequisite:** Successful completion of Algebra I or Placement from the Chicago Public Schools Algebra Exit Exam in conjunction with the Whitney Young Placement Exam

**GEOMETRY (H) – Course #434101/2H**
The honors level course covers foundational topics and concepts presented in the regular level course with an additional focus placed on depth and understanding and rigor in pacing. The course has an increased focus on proving theorems and more constructions.

**Prerequisite:** Grade of B or higher in Honors Algebra, Grade of A in Regular Algebra along with Current Teacher Recommendation or Placement from the Chicago Public Schools Algebra Exit Exam in conjunction with the Whitney Young Placement Exam
ADVANCED ALGEBRA WITH TRIGONOMETRY (R) – Course #435101/2R
The Advanced Algebra with Trigonometry course is an extension of the Algebra I and Geometry courses. The skills developed in the first two courses are used to further discuss the concept of functions and set the background to discuss matrices, logarithms, exponents, systems of quadratics, linear open sentences, complex numbers, and introduction to trigonometry.

Prerequisite: Successful completion of Algebra I and Geometry

ADVANCED ALGEBRA WITH TRIGONOMETRY (H) - Course #435101/2H
This course covers an in-depth study of the topics and concepts presented in the regular level course with an additional focus placed on depth and understanding, rigor in pacing and the inclusion of additional topics in trigonometry such as trigonometric equations and trigonometric identities. Successful completion of this course prepares students for entry into Honors Precalculus.

Prerequisite: Grade of B or higher in Honors Geometry or Grade of A in Regular Geometry along with Current Teacher Recommendation

ADVANCED ALGEBRA WITH TRIGONOMETRY BC (H) – Course #401101/2H
This Advanced Algebra with Trigonometry BC course takes a rigorous and challenging approach to studying real-life applications, theory, abstract concepts, proofs, and problem solving skills associated with the study of advanced algebra. This course is taught using a problem solving approach, which integrates algebraic, geometric, and discrete ideas in mathematics. Also, this course uses a standards based grading system and carries no G.P.A advantage over Course #435101.

Prerequisite: Grade of A in Honors Geometry and Current Teacher Recommendation

ADVANCED ALGEBRA/TRIGONOMETRY & PRECALCULUS BLOCK (H) – Course #435131/468102
This course will meet for two consecutive periods daily. It will cover the Honors Advanced Algebra with Trigonometry and the Honors Precalculus curriculum. Students will be able to take the AP Qualifier exam in February and therefore possibly qualify for AP Calculus their senior year.

Prerequisite: Must be a junior and Grade of B or higher in Honors Geometry and Grade of B or higher in Honors Algebra 1 and Current Teacher Recommendation

Note: For juniors who plan on programming for Honors or AP Calculus senior year

PROBABILITY AND STATISTICS (R) – Course #447101/2R
This advanced mathematics course is appropriate for college-bound students as an introduction to statistics, data analysis, and probability. A graphing calculator is required for this course.

Prerequisite: Successful completion of Algebra I, Geometry, and Advanced Algebra with Trigonometry

PROBABILITY AND STATISTICS (H) – Course #447101/2H
This advanced mathematics course is appropriate for college-bound students as an introduction to statistics, data analysis, and probability. Students should anticipate rigorous pacing, as well as short and long-term projects. A graphing calculator is required for this course.

Prerequisite: Grade of C or higher in Honors Advanced Algebra with Trigonometry or Regular Precalculus

DISCRETE MATHEMATICS (H) – Course #479101/2H
This advanced mathematics course is offered for students who are college-bound non-mathematics majors. This course will provide exposure to mathematical topics beyond Advanced Algebra such as set theory, logic, probability, number theory, and financial mathematics. A graphing calculator is required for this course.

Prerequisite: Grade of C or higher in Honors Advanced Algebra with Trigonometry or Regular Precalculus
PRECALCULUS (R) – Course #468101/2R
This advanced mathematics course takes an in-depth look at a wide variety of function families including: polynomial, exponential, logarithmic, and trigonometric. A graphing calculator is required for this course.
Prerequisite: Grade of C or higher in Algebra, Geometry, and Regular Advanced Algebra with Trigonometry

PRECALCULUS (H) – Course #468101/2H
This course covers an in-depth study of the topics and concepts presented in the regular level course with an additional focus placed on depth and understanding, rigor in pacing and the inclusion of additional topics including polar coordinates, vector analysis, conics and series and sequences. A graphing calculator is required for this course.
Prerequisite: Grade of B or higher in Honors Advanced Algebra with Trigonometry or a Grade of A in Regular Advanced Algebra with Trigonometry

PRECALCULUS BC (H) – Course #402101/2H
This Precalculus course takes a rigorous and challenging approach to studying real-life applications, theory, abstract concepts, proofs, and problem solving skills associated with the study of Precalculus. This course is taught using a problem solving approach, which integrates algebraic, geometric, and discrete ideas in mathematics. Students completing this course will explore in greater depth the conceptual understanding of the concepts covered. Also, this course uses a standards based grading system and carries no G.P.A. advantage over course #468101.
Prerequisite: Grade of B or higher in Honors Advanced Algebra with Trigonometry BC or Grade of A in Honors Advanced Algebra with Trigonometry and Current Teacher Recommendation

CALCULUS (H) – Course #491101/2H
This highly challenging elective course thoroughly derives and analyzes the derivative and the integral. An algebraic, graphical, numerical, and verbal approach is applied to differentiation, integration, continuity, limits, and indeterminate forms. A graphing calculator is required for this course.
Prerequisite: Grade of B or higher in Honors Precalculus or Grade of A in Regular Precalculus

ADVANCED PLACEMENT CALCULUS AB (A) - Course #471101/2A
This course covers the study of limits and the limiting process for differentiation and integration. The topics of differentiation, integration, continuity, limits, and indeterminate forms are included. A graphing calculator is required for this course. Students enrolled in this course are required to take the Advanced Placement Calculus AB Examination. Prerequisite: Grade of B or higher in Honors Precalculus or an A in Regular Precalculus and Department Recommendation. Students interested in registering for this course MUST take the placement exam in February.

ADVANCED PLACEMENT CALCULUS BC (A) - Course #472101/2A
This course covers all of the materials in the AB course. It additionally covers more in depth techniques of integration, continuity, indeterminate forms, improper integrals, polar/parametric equations, arc length, sequences, and series. A graphing calculator is required for this course. Students enrolled in this course are required to take the Advanced Placement Calculus BC Examination. Prerequisite: Grade of A in Honors Precalculus and Department Recommendation. Students interested in registering for this course MUST take the placement exam in February.

KALEIDO ADVANCED MATH I (KAM I) (H)– Course #404101/2H
This course is designed to develop students’ advanced problem-solving abilities and enrich their understanding of advanced mathematics. It extends the math sequence beyond calculus and prepares students for the rigors of math- and science-intensive college courses of study like advanced mathematics and science, economics, engineering, and computer science. Prerequisite: Grade of B or higher in Honors Precalculus and Department Recommendation
KALEIDO ADVANCED MATH II (KAM II) (H)) – Course #404201/2H
This course is an extension to the KAM I class as it continues to develop advanced students' problem-solving abilities and enrich their understanding of advanced mathematics. It extends the math sequence beyond calculus and prepares students for the rigors of math- and science-intensive college courses of study like advanced mathematics and science, economics, engineering, and computer science. Prerequisite: Grade of B or higher in KAM I and Department Recommendation.

ADVANCED PLACEMENT STATISTICS (A) – Course #474101/2A
This course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This will include exploring data, planning a study, anticipating patterns, and statistical inference. Students enrolled in this course are required to take the Advanced Placement Statistics Examination. Prerequisite: Grade of B or higher in Honors Advanced Algebra with Trigonometry or Honors Precalculus and Department Recommendation. Students interested in registering for this course must take the placement exam in February.
The Performing Arts Department provides comprehensive learning experiences in performing, composing, organizing, and describing music, dance and drama. Structured as the foundation of the instructional program in the performing arts, our department offers music courses that teach self-discipline, reinforce self-esteem, foster necessary thinking skills, and develop creativity. The curriculum is based on the Illinois State Standards for Fine Arts.

Students in Vocal and Instrumental Music Programs study and perform works from various periods and styles, chosen for the inherent quality, challenges, enrichment and rewards they present. Our Dance Program offers a varied curriculum from beginning to advanced levels including instruction in ballet, modern, and jazz as well as lyrical technique and choreography. The Drama Program offers courses which use improvisation as the principal dramatic form for exploration and presentation, while fostering an understanding in the individual’s capacity for communication and expression, which encourages a greater understanding of the nature and function of theater.

All courses are designed to give students the opportunity to study through a practical approach to developing technical skill and advanced practice. Our department offers a diverse selection of courses ranging from beginning to advanced levels of study. It is required that students participate in scheduled performances and competitions throughout the year.

### ACADEMIC COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Enrollment in any of the beginning level ensembles does not require previous experience; however, auditions are required for enrollment in Intermediate and Advanced level ensembles.</th>
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<tbody>
<tr>
<td><strong>Beginning Level Ensembles</strong></td>
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<tr>
<td>Honors Piano</td>
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<tr>
<td>Honors Beginning Guitar</td>
</tr>
<tr>
<td>Honors Beginning Orchestra <em>(Violin, Viola, Cello and Bass – NOT Guitar)</em></td>
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<td>Honors Beginning Band <em>(Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Trombone/Euphonium, Tuba, Percussion)</em></td>
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<tr>
<td>Honors Beginning Girls Chorus</td>
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<td>Honors Beginning Boys Chorus</td>
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<td>Honors Dance I</td>
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<td>Honors Drama I</td>
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<tr>
<td><strong>Intermediate Level Ensembles</strong></td>
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<tr>
<td>Honors Intermediate Piano</td>
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<td>Honors Intermediate Guitar</td>
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<td>Honors Intermediate Orchestra</td>
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<td>Honors Intermediate Band</td>
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<td>Honors Intermediate Mixed Chorus</td>
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<td>Honors Sound Engineering</td>
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<td>Honors Best Buddies Music</td>
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<td>Honors Dance II</td>
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<td>Honors Drama II</td>
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<td><strong>Advanced Level Ensembles</strong></td>
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<td>Honors Advanced Piano</td>
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<td>Honors Advanced Guitar</td>
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<td>Honors Advanced Orchestra <em>(Symphony Orchestra, Chamber)</em></td>
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<td>Honors Advanced Band <em>(Symphonic Band, Wind Ensemble)</em></td>
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<td>Honors Jazz Band I</td>
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<td>Honors Advanced Chorus <em>(Concert Choir, Chamber Choir)</em></td>
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<td>Honors Dance <em>(H-Dance III, H-Dance IV; Dance Performance)</em></td>
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<tr>
<td><strong>Advanced Placement Courses</strong></td>
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<tr>
<td>AP Music Theory</td>
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<tr>
<td><em>All students in Advanced Placement courses are required to take the AP examinations in May.</em></td>
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</table>
BEGINNING PIANO (H) – Course #941101/2H
Emphasis in this course is placed upon learning to play simple pieces both in solo and ensemble form. Students learning to play in five finger positions and scales will develop the necessary technique for playing the piano. The following theoretical practices are an integral part of this course of study: the structuring of major scales, naming arpeggios, studying note and rest values and their relationship to time signatures, learning to read key signatures through circles of fourths and fifths, reading ledger lines, reorganizing various repeat signs, and the structure of tonic and dominant chords.

Prerequisite: None

INTERMEDIATE PIANO (H) – Course #941201/2H
Students will continue to develop the concepts and skills introduced in Piano I, as well as pursue more challenging compositions. Second year theory and more advanced technical studies will help students develop stronger musicianship.

Prerequisite: A or B in previous course and consent of the instructor. Students with previous experience are encouraged to audition

ADVANCED PIANO (H) – Course #969101/2H
This course is for the more advanced piano student. The focus is on more challenging compositions, including sonatas, fugues and concertos, with emphasis on musical expression and style. Composition writing will be studied. In addition, students will be expected to participate in city and state piano competitions.

- YEAR TWO: 1.0 Honors Credit Second year students will concentrate on developing a personal musical style and more advanced musicianship
- YEAR THREE: 1.0 Honors Credit Third year students will focus on improving their knowledge and performance style of famous piano works
- YEAR FOUR: 1.0 Honors Credit Fourth year students will develop more professional playing styles, and will be invited to perform as soloists

Prerequisite: A or B in previous course and consent of the instructor. Students with previous experience are encouraged to audition

BEGINNING GUITAR (H) – Course #971101/2H
This course employs a rock/blues/popular music-based curriculum, where students are encouraged to start their own bands, write music, solo, and learn to create their own guitar parts. Students will learn chords, scales, etc. while also learning how songs work, and the logic and theory behind them. There is a strong performance component to the curriculum, and students are held to the highest possible performance standards. While the program is guitar-based, each class essentially becomes its own band, with drums, bass and vocal opportunities culminating in a Spring performance experience with lights, fog, and professional sound reinforcement. Home practice is required.

Prerequisite: No prior experience on guitar is necessary.

INTERMEDIATE GUITAR (H) – Course #971201/2H (Newly Proposed)
This intensive course is designed for students who have completed Honors Beginning Guitar. Students are deeply immersed in songwriting, guitar part writing, theory, the WY CAGED chord/scale system, horizontal scales, and soloing. This class primarily uses electric guitars and amps. Students are also eligible to join the after school “Rock n Blues Combo” program, which essentially comprises small rock bands. Students will be able to play many popular songs in front of large, enthusiastic audiences in an authentic rock show/concert event. Students are required to practice at home daily, and to have their own electric guitar at home to practice.

Prerequisites: An A grade in previous course or consent from the instructor via audition. Students with previous outside experience are encouraged to audition.
ADVANCED GUITAR (H) – Course #972101/2H
This course is designed for advanced guitar students who are self-motivated enough to tackle the workload involved in learning large amounts of music, as well as the skills to be successful in performing, songwriting, part-writing and soloing. Students should be well-versed with the WY guitar system, including our WY CAGED chord/scale system, chords and chord construction, theory, reading, and soloing. Improvisation is emphasized. Students will be introduced to the real-world applications of rock, pop and blues guitar-based theory, soloing, and advanced songwriting and part-writing concepts. Advanced students are also eligible to join our after school “Rock n Blues Combo” program, which essentially comprises small rock bands. Students are required own electric guitars and amps. Outside intensive daily practice is required.

- **YEAR TWO:** 1.0 Honors Credit Students will continue to expand their knowledge of different musical styles and will apply techniques used in year one to expand techniques.
- **YEAR THREE:** 1.0 Honors Credit Students will be offered a variety of performance opportunities in small ensembles and will study and transcribe famous guitar solos
- **YEAR FOUR:** Refer to ADVANCED COLLEGE CREDIT GUITAR – Course #996521/2A

Prerequisites: An “A” in Guitar and consent from the instructor via audition. Space is limited. Students with previous experience are encouraged to audition.

ADVANCED COLLEGE CREDIT GUITAR – Course #996522A
Students in this top guitar ensemble will earn college credit, and also be graded on a 6.0 grading scale. This course is designed for advanced guitar students who are self-motivated enough to tackle learning large amounts of music, as well as the skills to be successful in performing, songwriting, part-writing and soloing. Students should be well-versed with the WY guitar system, including our WY CAGED chord/scale system. Improvisation, along with chords and chord construction, theory, reading, and soloing are emphasized. Students will be introduced to the real-world applications of rock, pop and blues guitar-based theory, soloing, and advanced songwriting and part-writing concepts. Advanced students are also eligible to join our after school “Blues Combo” program, which. Students are required own electric guitars and amps. Outside daily practice is required.

BEGINNING ORCHESTRA (H) – Course #937101/2H
The beginning orchestra class is designed to help students select an instrument (violin, viola, cello or bass) and develop the fundamental technique that will be needed to grow and excel on that instrument. The ensemble performs in a least two concerts each school year. No previous music experience is necessary.

Prerequisite: None

INTERMEDIATE ORCHESTRA (H) – Course #971111/2H
Students with foundational technique in place are invited to join this class. Students in the intermediate orchestra begin to explore and expand their technique and musicality required to move into Advanced Orchestra. At least two major performances are presented during the school year.

Prerequisite: A or B in previous course and consent of the instructor. Students with previous experience are encouraged to audition.

ADVANCED ORCHESTRA I - SYMPHONY/CHAMBER (H) – Course #947101/2H
Experienced string players are encouraged to join this class. Students in this class study advanced technique as well as classical repertoire by the greatest composers in history. In addition to performing as a string orchestra, the students in the Chamber Orchestra combine with winds and percussion from the Advanced Band to form the full Philharmonic Orchestra.

- **YEAR TWO-Course #947201/2H: 1.0 Honors Credit** Second year students will concentrate on developing a personal musical style and more advanced musicianship within the orchestra setting
- **YEAR THREE-Course #947301/2H: 1.0 Honors Credit** Third year students will focus on improving their intonation, articulation, and phrasing in the orchestra
- **YEAR FOUR-Course #947401/2H: 1.0 Honors Credit** Fourth year students will develop more professional playing styles

Prerequisite: A or B in previous course and consent of the instructor. Students with previous experience are encouraged to audition.
BEGINNING BAND (H) – Course #938101/2H
Students will select an instrument with the assistance of the band director. Students will learn the basics of sound production and posture on their instrument. All students will learn basic music theory and be able to read music. Students are expected to continue into intermediate band after completion of this course.  
Prerequisite: None

INTERMEDIATE BAND: CONCERT (H) – Course #948101/2H
Concert band is a performing ensemble that is the training ground for placement in the advanced honors ensembles. Students will learn advanced musical concepts through performance of concert literature. Private study is highly recommended.  
Prerequisite: A or B in previous course or previous experience and consent of the instructor. Students with previous experience are encouraged to audition.

ADVANCED BAND I: WIND ENSEMBLE/SYMPHONIC BAND (H) – Course #958101/2H
Advanced band-wind ensemble and symphonic band are the two premier performing ensembles in the band program. There are a limited number of spots that are filled by audition only. All members are expected to study privately and have their own professional level instruments.  
- YEAR TWO-Course #958201/2H: 1.0 Honors Credit Students will concentrate on developing musical style and musicianship  
- YEAR THREE-Course #958301/2H: 1.0 Honors Credit Students will focus on improving intonation, articulation, and phrasing  
- YEAR FOUR-Course #958401/2H: 1.0 Honors Credit Students will develop more advanced playing styles; participation as soloists or in small instrumental ensembles is encouraged.  
Prerequisite: A or B in previous course or previous experience and consent of the instructor. Students with previous experience are encouraged to audition.

JAZZ BAND (H) – Course #944101/2H
Honors Jazz Band I includes the study and performance of a variety of jazz and latin jazz band literature along with the continuous development of musical knowledge and skills. Various jazz styles and improvisational techniques are explored as well as the cultural and historical significance of this art form. Numerous concerts, contests and public performances are required throughout the year.  
Prerequisite: Audition is required.

HONORS BEGINNING BOYS CHORUS (H) – Course #936101/2H
This course introduces students to the rudiments of singing. Emphasis will be placed on voice production, diction, general musicianship, and stage etiquette. Basic sight-reading skills are introduced. The choir performs in two concerts. Students who master the skills of Beginning Boys Chorus may advance to the Concert Choir.  
Prerequisite: None

HONORS BEGINNING GIRLS CHORUS (H) – Course #946101/2H
This course introduces students to the rudiments of singing. Emphasis will be placed on voice production, diction, general musicianship, and stage etiquette. Basic sight-reading skills are introduced. The choir performs in two concerts. Students who master the skills of Beginning Girls Chorus may advance to the Intermediate Choir or the Concert Choir.  
Prerequisite: None

INTERMEDIATE MIXED CHORUS (H) – Course #959101/2H
This course introduces students to the rudiments of singing. Emphasis will be placed on vocal technique, diction, foreign language, and other performance factors. Intermediate level sight-reading skills are introduced along with music theory skills. The choir performs in two concerts and at a IHSA choral contest. Students who master the skills of Mixed Chorus may advance to the Concert Choir.  
Prerequisite: A or B in previous course or previous experience plus consent of the instructor. Students with previous experience are encouraged to audition.
ADVANCED CHORUS I: CHAMBER CHOIR/CONCERT CHOIR (H) – Course #966101/2H
The Concert Choir seeks the most highly qualified male and female vocalists who are accepted by audition only. The Concert Choir performs frequently for a variety of school, civic, and community functions, as well as during international travel. State and local competitions will be an integral part of the curriculum. Students perform both sacred and secular works, and refine their performance technique of musical styles from various historical periods. Vocalists will develop skills that are necessary to meet superior standards of performance.

- **YEAR TWO – Course# 966201/2H: 1.0 Honors Credit** This course concentrates on further development of skills introduced in Beginning Chorus; sight reading skills are developed using whole, half, quarter, and eighth notes, and singing in various keys.
- **YEAR THREE - Course# 966301/2H: 1.0 Honors Credit** Students will build on skills previously introduced with a continued development in sight reading, as well as singing in other languages.
- **YEAR FOUR- Course# 966401/2H: 1.0 Honors Credit** Solo and ensemble singing is stressed and development of sight-reading skills is continued

**Prerequisite: A or B in previous course or previous experience plus consent of the instructor. Students with previous experience are encouraged to audition.**

INTRODUCTION TO SOUND ENGINEERING (H) – Course #935161/2H
Students will learn to use all of the software and hardware in a professional recording studio. These students will also learn about the physics of sound through the study of acoustics and its effects on recordings as well as live music. Students will learn to record, mix, and master recordings of acoustic as well as electronic instruments, as well as to create music digitally using common software applications. Students will be assigned projects in a lab studio setting that will capture performances of students, as well as professional musicians from the community, in order to produce professional quality recordings.

BEST BUDDIES MUSIC (H) – Course Code:
This honors credit music class is a course for students who are interested in creating and performing music with others! This class will expose students of all abilities to listen, perform and create music from different cultures and time periods. Students who are interested in the field of Education, Music Therapy, Physical or Occupational Therapy, Counseling and Social Work may find this class interesting and beneficial for their future learning. This class is designed for everyone, from students who have zero experience in vocal performance or instrument playing to students who have prior knowledge and experience.

ADVANCED PLACEMENT MUSIC THEORY (A) – Course #930101/2A
This course is designed for those students who are considering a college career in music. This is an intensive theory class that covers sight singing, analysis, structure, and melodic organization. The Advanced Placement examination is required in May. **Prerequisite: Advanced experience in a performing arts discipline.**

DANCE I (H) – Course #920101/2H
Dance I is an introductory dance class open to all students. This course emphasizes the development of coordination, rhythm, strength, and flexibility, while also improving physical posture. The class will learn various dance techniques, emphasizing ballet, modern, and jazz, including dance vocabulary and the history of dance. Students will study the language of dance, create their own movement, and participate in performances. **Students are required to wear dance dress code attire, and attend and report on a selected number of concerts throughout the city. Prerequisite: None. Enrollment in Dance is a commitment for the entire school year.**

DANCE II (H) – Course #920201/2H
Dance II is a continuation of Dance I. Students will increase their strength, flexibility, and coordination as well as further developing ballet, modern, and jazz dance techniques. Students will also study the language and history of dance, create their own movement, and participate in performances. **Students are required to wear dance dress code attire and to attend and report on a selected number of concerts throughout the city.**
Prerequisite:  Dance I. Students with previous experience are encouraged to audition. Enrollment in Dance is a commitment for the entire school year.

DANCE III (H) – Course #920301/2H
This course is a continuation of Dance II. Students will increase their strength, flexibility, and co-ordination as well as further developing ballet, modern, and jazz techniques. Students will also study the language and history of dance, create their own movement, and participate in performances. The focus of this course is to develop a broad range of dynamic qualities required for physical clarity and focus. Students are required to wear dance dress code attire and to attend and report on a selected number of concerts throughout the city, and complete an extensive research paper. Prerequisite: Honors Dance II or an audition and consent of the instructor. Students with previous experience are encouraged to audition. Enrollment in dance is a commitment for the entire school year.

DANCE IV (H) – Course #920401/2H
Students will study the language and history of dance, in addition to choreography and preparation for performances. They will be encouraged to communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Students are required to wear dance dress code attire, and to attend and report on a selected number of concerts throughout the city. Students will maintain a portfolio which contains written and/or visual examples of their work. Prerequisite: A grade of B or higher in Honors Dance III or an audition and consent of the instructor. Students with previous experience are encouraged to audition. Enrollment in dance is a commitment for the entire school year.

DANCE PERFORMANCE (H) – Course #901001/2H
This is an advanced dance technique course concentrating on challenging dance technique, choreography, and preparation for performances. Students will perform for various programs and activities within and outside the school, representing Whitney Young Dance Department. Students will also study the language and history of dance. They will be encouraged to communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Opportunities are supplemented by extensive series of performances and master classes by such outstanding dance companies as Alvin Ailey, Hubbard Street Dance Chicago, Thodos Dance Chicago and many more. Students are required to wear dance dress code attire and to attend and report on a selected number of concerts throughout the city. Students will maintain a portfolio which contains written and/or visual examples of their work. Prerequisite: An audition and consent of the instructor. Students with previous experience are encouraged to audition. Enrollment in dance is a commitment for the entire school year. After school commitment is required.

Drama I (H) – Course #973101/2H
Drama I (Introduction to Theatre Arts) is a year-long elective that will provide students with a study of various aspects of theater arts. The objectives of the course include (1) providing students with a working knowledge of theater terminology, history, and theory; (2) encouraging students to read and analyze plays and to view theater performance critically; (3) developing and improving fundamental acting and performance skills; (4) introducing students to the fundamentals of stagecraft. Some independent rehearsal outside of class is required for successful completion of this course. Prerequisite: None

Drama II (H) – Course #973201/2H
Honors Drama II (Acting and Intention) is a year-long performance-based elective intended for students wishing to pursue acting more seriously. Students will study several major theories of acting, and will apply what they learn in practical workshops and intensive scene study. Classroom work will include scenes, monologues, one-act plays, and adaptation. Major units will focus on play script analysis, creating stage action, mask improvisation, physical theatre, and original devised performance. Opportunities will be provided for students to view and analyze performances both on video
and through live theatre around Chicago. In some cases, students will have the opportunity to gain further practical experience through work on one or more Young Company productions.

**Prerequisite: Successful completion of Drama I and/or consent of instructor**

**THEATRE PRODUCTION I (H) – Course #982101/2H**
Honors Theatre Production is intended for advanced and/or experienced students who are interested in the technical side of the theatre. Students at this level will focus on theatrical design and stagecraft, directing, and other technical aspects of drama. Classroom units will support practical work on the two Young Company productions, where students enrolled in Honors Theatre Production will lead student crews to successful production. *Students who enroll in this class should understand that involvement in The Young Company extra-curricular drama program is a requirement of this course.*

**Prerequisite: Drama I and Consent of instructor**

**THEATRE PRODUCTION II (H) – Course #982201/2H**
Honors Theatre Production II is intended for advanced and/or experienced students who have taken the first year of theater production. Students at this level will focus on theatrical design and stagecraft, directing, and other technical aspects of drama, acting as student leaders. Classroom units will support practical work on the two Young Company productions. *Students who enroll in this class should understand that involvement in The Young Company extra-curricular drama program is a requirement of this course.*

**Prerequisite: Drama I, Theatre Production II and Consent of Instructor**
Whitney Young’s Physical Development and Health Programs are extremely diverse. The classes are designed to promote leadership, good will, fitness, and the extensive knowledge and attitudes required to achieve healthy living. All Illinois State Standards are incorporated into the curriculum. The curriculum shown is inclusive but not limited to the following classroom instruction and sports. Four years of Physical Education are required for graduation.

**ACADEMIC COURSE SEQUENCE**

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<tr>
<th>Physical Education I</th>
<th>Physical Education II</th>
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<tr>
<td>Health</td>
<td>Driver’s Education</td>
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<td>Strength and Conditioning</td>
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<td>Weight Training</td>
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<td>Lifetime Activities</td>
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**PHYSICAL EDUCATION I— Course #990101R / HEALTH (R) — Course #010302N**

Physical Development and Health will include the study of Human Body Systems, the prevention of illness and injury, along with mental well-being. Movement and health enhancing activities will include Basketball, Dance, Floor Hockey, Roller Skating, Tennis, Volleyball and Water Safety.

**Prerequisite: None**

**PHYSICAL EDUCATION II (R) — Course #990201/2R / DRIVER’S EDUCATION (N) — Course #010101/2N**

Physical Development and Health will include the study of driver’s education and will promote and enhance well-being through the activities of Basketball, Fitness, Football, Golf, Gymnastics, Track, Tennis, Skating, Soccer, Softball, Volleyball, and Water Safety.

**Prerequisite: None**

**PHYSICAL EDUCATION III / IV (H)**

As part of our commitment to promoting physical development and enhancing students’ overall well-being and fitness, the following courses are available to students:

- **YOGA AND AEROBICS — Course #994201/2H:** This course is designed to be an introduction to the basic philosophies and principles of yoga and aerobics. Yoga trains the body and mind to build strength, flexibility, balance and control. Aerobic Exercise stimulates the heart and breathing Rate to increase in a way that can be sustained for the length of the exercise session. The class will include, but is not limited to, cardio, running, walking, Pilates, dancing, and step.

- **CROSS-TRAINING— Course #994601/2H:** This course is designed to improve muscular strength, cardio-respiratory endurance, and flexibility. Class will include warm-up, skill development (through lecture and demonstration), and workout and cool down with stretching. Students will be empowered to design individual exercise programs. The Class is designed for universal scalability making it perfect for anyone regardless of experience. Class will include, but not limited to, H.I.I.T, 300, Spartan, physio-balls, medicine balls, kettle bells, exercise bands, swim, and weights.

- **WEIGHT TRAINING— Course #994211/2H:** Students will learn the basic fundamentals of weight training, strength training and overall fitness training and conditioning. The course will include lecture and activity. Students will be empowered to design individual workouts, make wise choices, compete in competition, and develop positive behaviors in fitness, wellness, and movement for lifelong activities.

- **LIFETIME ACTIVITIES— Course #994701/2H:** This course is designed to introduce the rules and strategies of activities and sports that have carry-over value into adult life. The course will include, but is not limited to, Archery, Badminton, Pickle ball, Ultimate Frisbee, 16 inch Softball, Swim, Table Tennis, Bowling, and Backyard games.
The Science Department is committed to providing challenging, engaging, and career oriented inquiry based instructions as we foster the development of problem solving, and inquiry based critical thinkers who are able to contribute global solutions. Our curriculum is based on the College and Career Readiness Standards and the NextGen Science Standards. The scope of our instruction includes investigative laboratory activities, group work, and independent study. New technologies are being added to the department each year including up-to-date lab equipment and probe-ware, in-class multimedia capabilities, and enhanced audio-visual resources.

**ACADEMIC COURSE SEQUENCE**

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<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year and Beyond</th>
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<tbody>
<tr>
<td>Regular or Honors Biology</td>
<td>Regular or Honors Chemistry</td>
<td>Regular or Honors Physics, or AP Physics 1</td>
<td>Honors Anatomy &amp; Physiology</td>
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<td>Honors Earth &amp; Space Science</td>
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<td>Biotechnology/Forensic Science</td>
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<td>H Engineering &amp; Design</td>
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<td>AP Environmental Science</td>
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<td>AP Physics (1, 2 and C)</td>
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<td>Honors STEM Research</td>
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**BIOLOGY (R) – Course #332101/2R**

Many levels of biological organization are explored through lecture/discussion, small group, cooperative learning, and extensive hands-on laboratory experiences with technology that focuses on the collection of data. Scientific vocabulary, historical philosophies, methods, and societal, ethical and environmental effects of scientific progress are addressed. Students will also complete a curriculum based service learning project in order to earn 1 project credit towards the CPS Mandated Service Learning Graduation Requirement. This project will require work to be done outside of school hours.

**Prerequisite: None**

**BIOLOGY (H) – Course #332101/2H**

All levels of biological organization are explored through lecture/discussion, small group, cooperative learning and extensive hands-on laboratory experiences with technology that focuses on data collection. Students are expected to employ advanced problem-solving skills in constructing hypothesis, designing experiments, as well as collecting and evaluating data. The honors biology curriculum covers slightly more content than the regular biology course, taking students deeper into each subject and applying a higher level of mathematical and reasoning skills. Students will also complete a curriculum based service learning project in order to earn 1 project credit towards the CPS Mandated Service Learning Graduation Requirement. This project will require work to be done outside of school hours.

**Prerequisite: Counselor recommendation after reviewing prior academic grades**

**ADVANCED PLACEMENT BIOLOGY (A) – Course #373101/2H**

This college level course in the biological sciences consists of lecture/discussions and extensive laboratory work in preparation for the College Board Examination in Biology. Strong writing skills are necessary and will be improved throughout this course. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students are required to take the Advanced Placement examination in May.

**Prerequisite: Grade of A or B in Honors Biology and Honors Chemistry or grade of A in Regular Biology, Chemistry, and Physics, or concurrent enrollment in Physics.**
CHEMISTRY (R) – Course #334101/2R
This course covers all of the major topics in the field of chemistry and provides an opportunity to perform laboratory experiments. Students will develop their ability to analyze, manipulate, and synthesize scientific data.
Prerequisite: Algebra or concurrent enrollment; and Biology

CHEMISTRY (H) – Course #334101/2H
Honors Chemistry covers all of the major topics in the field of chemistry and provides an opportunity to perform laboratory experiments. Honors Chemistry emphasizes the theoretical and mathematical foundation of chemistry, and the laboratory experiments involve detailed analysis. The honors chemistry curriculum covers slightly more content than the regular chemistry course, taking students deeper into each subject and applying a higher level of mathematical and reasoning skills.
Prerequisite: B or higher in Honors Biology

ADVANCED PLACEMENT CHEMISTRY (A) – Course #374101/2A
Advanced Placement Chemistry is a college-level course designed to enhance problem-solving skills, develop the ability to express ideas clearly and logically, improve laboratory skills, and provide students with a firm mathematical foundation in the science of chemistry. Students will learn to explain detailed problems both orally and on paper. All students are required to take the Advanced Placement Chemistry exam administered in May.
Prerequisite: B or higher in Honors Chemistry, prior or concurrent enrollment in Advanced Algebra/Trigonometry

PHYSICS (R) – Course #333101/2R
This class is designed as a hands-on laboratory experience with a broad range of curious phenomena. Students learn to see the universe as predictable and governed by a few basic laws of nature. There is emphasis on mathematical, experimental skills, and on writing and drawing conclusions from one’s own observations.
Prerequisite: Biology, Chemistry, and Algebra

PHYSICS (H) – Course #333101/2H
This class is designed as a hands-on laboratory experience with a broad range of curious phenomena. Students learn to see the universe as predictable and governed by a few basic laws of nature. There is a strong emphasis on mathematical and experimental skills, writing and drawing conclusions from one’s own observations. The honors physics curriculum covers slightly more content than the regular physics, taking students deeper into each subject and applying a higher level of mathematical and reasoning skills.
Prerequisite: Successful completion of Honors or Regular Chemistry with a grade of B or higher and a grade of B or higher in Regular or Honors Algebra

ADVANCED PLACEMENT PHYSICS 1 – Algebra-Based (A) – Course #373501/2A
A rigorous program designed for students who are prepared to do college level work. The aim is to develop students’ understanding of the laws of physics and their ability to apply them to daily life. The course focuses on Newtonian mechanics, work, energy, and power, mechanical waves and sound. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. All students will take the Advanced Placement Physics 1 exam in May.
Prerequisite: Honors Chemistry and Honors Advanced Algebra/Trigonometry with a grades of B or higher.

ADVANCED PLACEMENT PHYSICS 2 – Algebra-Based (A) – Course #373601/2A
AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. All students will take the Advanced Placement Physics 2 exam in May.
Prerequisite: Honors Physics or AP Physics 1 with a grade of B or higher, prior or concurrent enrollment in pre-calculus.
ADVANCED PLACEMENT PHYSICS C:
MECHANICS (Semester 1) - (A) – Course #373301A
AP Physics C: Mechanics is a calculus-based, college-level physics course appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. All students will take the advanced placement exam in May.

ELECTRICITY AND MAGNETISM (Semester 2) (A) – Course #373202A
AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course appropriate for students planning to specialize or major in physical science or engineering. The course builds upon the AP Physics C: Mechanics course by providing instruction to topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. All students will take the Advanced Placement exams in May.

Prerequisite: Honors Physics or AP Physics 1 with a grade of B or higher, Successful completion or concurrent enrollment with AP Calculus

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (A) – Course #376101/2A
This course is designed to be the equivalent of a one-semester introductory college course in environmental science. Students will focus on the scientific principles, concepts, and methodologies required for understanding the interrelationships of the natural world. A strong laboratory and field investigation component will challenge students to critically observe environmental systems. Students are required to take the Advanced Placement Environmental Science exam in May. 

Prerequisite: Biology, Chemistry, Algebra and Physics or concurrent enrollment with Physics

ANATOMY AND PHYSIOLOGY (H) – Course #391101/2H
Honors Anatomy and Physiology is an intense laboratory science course that explores selected biological topics in depth. Topics include the study of comparative anatomy and physiology, genetics, and evolution. Mandatory participation in outside seminars and university labs is required. Students are also required to complete a science research/portfolio project. Prerequisite: Biology, Chemistry, and Physics or concurrent enrollment with Physics, and a grade of B or higher in most recent science course

BIOTECHNOLOGY (H) – Course #395101H Semester 1
This course is designed to introduce students to the biotechnology industry and for students to develop basic research techniques that can be further developed in future science classes. Students will be able to apply biology and chemistry concepts to biotechnology topics. Major units of instruction (modules) include an introduction to biotechnology; development and interactions with antibiotics; bacteria growth; human diseases and use of vaccines; proteins and bioinformatics; cloning and manipulating DNA including PCR; and bioethics. This course is aligned with the Next Generation Science Standards. Students will engage in the Sciences and Engineering Practices as outlined in the Next Generation Science Standards to model new concepts, develop procedures for carrying out experiments, and share information with their peers through projects and presentations. Prerequisites: Completion of Biology, Chemistry and Physics, or concurrent enrollment with physics and a grade of B or higher in most recent science course. Also, must be taken with Forensic Science second semester.

FORENSIC SCIENCE (H) – Course #302102H Semester 2
This course applies advanced study with science technology to enforce laws that have been broken by the public. Forensics encompasses many disciplines of science and technology including physical evidence, physical properties, organic/inorganic analysis, toxicology, anthropology, entomology, serology, fingerprints, and DNA analysis among others. This course will present practical studies in how science and technology can be used to solve real-world problems.
Prerequisite: Grade of B or higher in Biology, Chemistry, and Physics and enrollment in Semester 1 Biotechnology course.

EARTH AND SPACE SCIENCE (H) – Course #335101/2H
Honors Earth Science is an exciting science elective that explores the major forces that shape our earth, solar system, and universe. We scrutinize major natural disasters with the goal of mitigation and preservation of human life and capital. In the first semester, students analyze hurricanes, tornadoes, global climate change, glaciers and ice ages. In the second semester, students gain knowledge of rocks, gems, and minerals. We also find out how mountains, volcanoes, and earthquakes are interrelated. The end of the year is focused on Space Science. Space topics include human space flight, exobiology, the birth and death of the universe, and multiverse theory. Honors Semester Project is required for honors credit. Prerequisite: Biology, Chemistry and Physics completed, or concurrent enrollment with Physics and a grade of B or higher in most recent science course.

ENGINEERING & DESIGN (H) – Course #384101/2H
This class provides students with an introduction to the engineering design cycle and optimization algorithms. Students will explore the fundamentals of engineering through the application of scientific principles. Students will conduct independent and collaborative investigations and solve problems relating to many fields of engineering, with an emphasis on practical design considerations. Students will engage in the Science and Engineering Practices as outlines in A Framework for K-12 Science Education and the Next Generation Science Standards to learn about essential Big Ideas such as force and motion, waves, and interactions of energy and matter. Prerequisite: Biology, Chemistry, Physics and Algebra

STEM RESEARCH (H) – Course #399201/2H
This is an intensive laboratory science course that explores topics that are directed by student interest. Students focus on the scientific principles, concepts, and methodologies required to develop and implement an independent project and comprehensively analyze their data. Students must be interested in pursuing a career in science and have a strong independent work ethic. The course is offered as an independent studies course for juniors and seniors. Prerequisite: Advanced Placement Science or concurrent enrollment and approval of Department Chair

LIFE SKILLS I (R) – Course #006701/2R
Life Skills I is designed to increase students’ knowledge of and ability in using the skills necessary for everyday living. Life Skills emphasizes defining personal values, dealing with peer pressure, developing positive social skills, communication and relationships, working with others, environmental awareness, and how students can contribute to their own community.

LIFE SKILLS II (R) – Course #006801/2R
Life Skills II is designed to increase to give students who have previously taken Life Skills I the opportunity to practice the skills they developed in a real life setting. Topics will include post-secondary vocational skills, consumerism, money management, housing, food preparation, clothing choices, and care. There will be a strong emphasis on using the community as a classroom within Chicago Public Schools’ Community Based Instruction program.
SENIOR EXPERIENCE

The Whitney Young Senior Experience Program is a year-long interdisciplinary, experiential and preparatory project for senior students interested in developing an independent or off-campus program of study in an area they hope to pursue or find interest in beyond the current curriculum. The program offers a variety of options for students, who are in their senior year and desire both a change and a challenge to their current academic program. In addition, students will gain a vast array of knowledge and/or experience per project interest prior to graduation. Acceptance into Senior Experience is based on meeting specific requirements and submitting an acceptable proposal. The application is available in the Counseling Department; completed applications can be submitted to Ms. Harris (room 120).

Guidelines
The WYSEP program is designed for students who have met or are currently meeting the minimum requirements for graduation. In addition, the WYSEP committee is looking for students who express a desire to develop leadership, service, and scholarship abilities in a rigorous and selective program of independent study, academic study, field-based training/apprenticeships, research and assessment. Thus the requirements for this program are as follows:

- Completion of 17.5 credits or more by the end of first semester of junior year
- Course requirements for graduation met or concurrent enrollment in course(s) required to graduate
- Completion of Service Learning Requirement
- Minimum G.P.A. of 3.0 (cumulative/un-weighted)
- No outstanding fees
- Enrollment in this program is a commitment for the entire school year

Application Process
- Submission of the Whitney Young Senior Experience Application.
- Inclusion of unofficial transcript (includes first semester of junior year grades)

SENIOR EXPERIENCE: YEAR-LONG PROJECT

Disciplines through which Senior Experience credit is earned:

- Senior Experience Art - Course #013631H
- Senior Experience English – Course #192101/2H
- Senior Experience Mathematics – Course #492201/2H
- Senior Experience Music – Course #013701H
- Senior Experience Science – Course #396101/2H
- Senior Experience Social Science – Course #296101/2H

The WYSEP program is both an academic and experiential challenge to those students selected to participate. The academically challenging aspect of this course comes from the curricular topics on which the student chooses to focus, while the experiential aspect is derived from the way students learn and derive conclusions based upon hands-on applications in their select area of study. The WYSEP committee believes that seniors are mature individuals who are actively engaged in their academic course of study and who demonstrate, by participating in this program, their commitment to our community as leaders with meaningful and applicable opportunities beyond the school building.

Prerequisite: Completion of 17.5 credits or more by end of first semester of junior year; submission and approval of program application due March 6th.

1 or 2 or 3 Honors Elective Credit
Since the founding of Whitney M. Young Magnet High School in 1975, the Social Science Department has provided students with a challenging and diverse curriculum. Our curriculum is based on the College and Career Readiness Standards and the Common Core State Standards for Literacy in History/Social Studies. Our emphasis on critical thinking skills such as analysis, synthesis, and evaluation requires students to express themselves in both writing and speech in a thoughtful, articulate and persuasive manner. The curriculum of the Social Science Department successfully equips students to tackle the thinking and writing demands of college course work.

Our department offers a comprehensive, four year Advanced Placement program which allows students the opportunity to take a complete program of Advanced Placement courses which include history, economics, psychology, and geography.

**ACADEMIC COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year and Beyond</th>
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<tbody>
<tr>
<td></td>
<td>AP World History</td>
<td>Law – H/R</td>
<td>Law – H/R</td>
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<td>Ethnic Studies – H/R</td>
<td>Ethnic Studies – H/R</td>
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<td>Psychology – AP/R</td>
<td>Psychology – AP/R</td>
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<td>AP Human Geography</td>
<td>AP Human Geography</td>
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<td>AP World History</td>
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<td>AP European History</td>
<td>AP European History</td>
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**WORLD STUDIES (R) – Course #335101/2R**

World Studies is a survey course of major events and themes in World History from the Renaissance to the present. The themes of Identity, Power, Conflict, Compromise, and Justice will provide the lenses through which students will study several cases from multiple regions and time periods. Students will be able to recall, analyze, compare, infer, and evaluate information presented. They will be able to write a comparative essay focusing on both similarities and differences encountered in the course. **Financial Literacy Credit** **Prerequisite: None**

**WORLD STUDIES (H) – Course #335101/2H**

Honors World Studies is a survey course with in-depth analysis of major historical events and themes from the Renaissance to the present. The themes of Identity, Power, Conflict, Compromise, and Justice will provide the lenses through which students will study several cases from multiple regions and time periods. Students will be able to recall, analyze, compare, infer, and evaluate information presented. Students will also develop historical writing skills through book reviews, critical essays, and research-based papers on historical concepts. The comparative essay addresses both similarities and differences and is the writing focus. **Financial Literacy Credit** **Prerequisite: Placement by counselor**
ADVANCED PLACEMENT WORLD HISTORY (A) – Course #245101/2A
AP World History is a college-level survey course that develops students' understanding of world history from approximately 200,000 years ago to the present. Students investigate the content of world history for significant events, developments, and processes in six historical periods. Students develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. Students are required to take the AP exam in May. Prerequisite: Successful completion of Honors World Studies or counselor recommendation
Financial Literacy Credit

UNITED STATES HISTORY (R) – Course #236101/2R
This course is the study of the nation's history from the colonial period to the present, covering major domestic and foreign policy developments. The writing focus will reinforce comparative writing skills learned in World Studies, and augment critical writing skills by constructing the continuity and change over time essay. This course fulfills the requirement for P.L. 195 (United States Constitution). Prerequisite: World Studies

UNITED STATES HISTORY (H) – Course #236101/2H
This course is an in-depth study of the nation's history, from the colonial period to the present. Students are expected to complete several long-term projects that reinforce critical thinking, reading, writing, and other social science skills. The writing focus will reinforce comparative writing skills learned in World Studies, and augment critical writing skills by constructing the continuity and change over time essay. This course fulfills the requirement for P.L. 195 (United States Constitution). Prerequisite: Grade of A in Regular World Studies or grade of A or B in Honors World Studies

ADVANCED PLACEMENT UNITED STATES HISTORY (A) – Course #276101/2A
This course is a college level study of American History. The course content includes the periods beginning with the colonial era to the present. The material will focus on the following themes: political, diplomatic, intellectual, cultural, social, and economic history. Students are required to take the Advanced Placement examination in May. This course fulfills the requirement for P.L. 195 (United States Constitution). Prerequisite: Grade of A in Regular World Studies and grade of B or A in Honors World Studies

CONTEMPORARY AMERICAN HISTORY/CIVICS (H)(CAH) – Course #238101/2H
This course focuses on a thematic study of U.S. History from the late nineteenth century through the present. Topics to be analyzed include race relations, technological change, gender relations, conflict, economics, presidents, and social structure. Students will be expected to present and discuss information they have researched while advancing their critical thinking and writing skills. The emphasis is on causality, patterns of human interaction, and making thematic connections. This course will be combined with Civics. One semester of this course will focus on the study of citizenship and government and will be devoted to understanding civic life, politics, and government, and a short history of government’s foundation and development in this country. This course will also fulfill the required service learning project for Social Science. Civics Credit, Financial Literacy Prerequisites: World History and United States History

AFRICAN AMERICAN HISTORY/CIVICS (H) – Course #290101/2H
This class is a comprehensive overview of African-American History with an emphasis on the theme of resistance. We start with an investigation of African Kingdoms, the beginnings of the African Diaspora, and the development of the concept of race in the United States before moving onto the resistance against enslavement and the challenges and triumphs that followed emancipation while also highlighting the social, cultural, and political contributions of African Americans to American society. Students will analyze, interpret, and synthesize primary and scholarly secondary sources; conduct photograph, image and film (both documentary and feature) analysis; participate in Structured Academic Conversations, and complete responses to academic prompts. Civics Credit, Financial Literacy
Prerequisite: World History and U.S. History; grade of A (Regular) or B or A (Honors)
ECONOMICS/CIVICS (H) – Course #239101/2H
This foundational course is designed to provide students with a better understanding of economics and the concepts associated with the course, using microeconomic theories and models. In addition, students will study multiple problems in order to solidify their understanding of the material and propose real-world solutions. This course will be combined with Civics. One semester of this course will focus on the study of citizenship and government devoted to understanding civic life, politics, and government, and a short history of government’s foundation and development in this country. This course will also fulfill the required service learning project for Social Science. The course also examines practical economics and how the material studied can be used in one’s financial life.  
**Prerequisite:** World History and U.S. History; grade of A (Regular) or B (Honors)  
Civics Credit, Financial Literacy

ADVANCED PLACEMENT ECONOMICS

MICRO (Semester 1) - (A) – Course #273201A  
MACRO (Semester 2) - (A) – Course #273102A
This course will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Students will also develop a thorough understanding of the principles of economics that apply to an economic system as a whole. There will be an emphasis on the nature and function of product markets which includes the study of factor markets and the role of government in efficiency and equity in economy. There will also be an emphasis on the study of national income and price-level determination to develop the students’ familiarity with economic and international economics. **THIS IS NOT A BUSINESS COURSE; IT FULFILLS SOCIAL SCIENCE REQUIREMENTS ONLY.**  
Students are required to take the Advanced placement examination in May.  
**Prerequisite:** U. S. History; grade of (A) Regular or (A or B) Honors in a social science class

ETHNIC STUDIES/CIVICS (R) – Course #260101/2R
This course introduces students to the ethnic experience in the United States as well as around the world. Emphasis is placed on the African-American, Asian-American and Latino-American experiences and the influence of ethnic groups in intercultural relations. Students will examine each group from a historical, environmental, sociological, political, and economic constructs not only tracing immigration and migration patterns, but their impact on political movements, economic developments and other related topics. Through critical readings, class discussion, projects, and participation in multi-media, students will have opportunities to develop a solid intercultural foundation for understanding race, gender, and cultural diversity in the United States and their world. One semester of this course will focus on the study of citizenship and government devoted to understanding civic life, politics, and government, and a short history of government’s foundation and development in this country. This course will also fulfill the required service learning project for Social Science.  
**Prerequisite:** World History and United States History  
Civics Credit, Financial Literacy

ETHNIC STUDIES/CIVICS (H) – Course #260101/2H
This course introduces students to the ethnic experience in the United States as well as around the world. Emphasis is placed on the African-American, Asian-American and Latino-American experiences and the influence of ethnic groups in intercultural relations. Students will examine each group from a historical, environmental, sociological, political, and economic constructs not only tracing immigration and migration patterns, but their impact on political movements, economic developments and other related topics. Through critical readings, class discussion, projects, intensive research, and the critical examination of media, students will have opportunities to develop a solid intercultural foundation for understanding race, gender, and cultural diversity in the United States and their world. One semester of this course will focus on the study of citizenship and government devoted to understanding civic life, politics, and government, and a short history of government’s foundation and development in this country. This course will also fulfill the required service learning project for Social Science.  
**Prerequisite:** World History and United States History and a grade of A (Regular) or B (Honors) in previous social science courses.  
Civics Credit, Financial Literacy
CIVICS (H) – Course #213101/2H (Incorporated w/African-American History, CAH, Global Issues, Economics, Ethnic Studies, Law, AP Government)

Civics examines the structure and function of American systems of government and the role of citizens in the political process. This course explores the crucial role that citizens have in accessing power and mediating the forms of power that government and corporations have in American society. Civics classroom work encourages and leads students to authentic democratic participation and builds a strong sense of civic identity. Instruction is student centered, utilizes multiple resources and pedagogical strategies, provides access to multiple forms of complex text, and is driven by authentic group projects. In an honors course, students will make thematic connections in a reading and writing intensive setting. Students will be expected to meet the standards with less scaffolding and more independent and collaborative practice. Increased complexity of texts, tasks, and responses will prepare honors students for advanced placement and college level coursework.  

Mandatory .5 credit

GLOBAL CITIZENSHIP. LOCAL CITIZENSHIP (Formerly Global Issues) (H)- Course #264101/2H

This course challenges students to embrace their roles as global citizens and local citizens by exploring topics such as poverty, hunger, human rights, equality, environmentalism, sustainability and responsibility. Throughout the year students will research, study, analyze and assess how well we, as a global community and local community, are reaching the UN’s Sustainable Development Goals. Students will recognize and take concrete action to meet and exceed their local, national and global responsibilities by engaging in the civic process. Students will complete several service learning projects in this class. Students will have the opportunity to engage with various local and global non-profits to improve our city and our world. This course is project-based, service-focused, discussion-heavy, group-oriented and student-driven. Students are required to pair this course with Civics.  

Prerequisite: World Studies

ADVANCED PLACEMENT GOVERNMENT & POLITICS (A) S1 Course #272101A/S2 Course #272202A

Semester I: Comparative. Students will study comparative aspects of political culture, interest aggregation, policy making and country studies of Britain, Russia, Iran, China, Mexico and Nigeria.

Semester II: U.S. Government. Course material will include an in-depth study of the organization of the American Government. Topics covered include the U.S. Constitution, the branches of the federal government, an analysis of the media’s impact, interest groups, election systems, and the political party system in the U.S. Students are required to take both Advanced Placement examinations in May.

Prerequisite: World History and United States History and a grade of A (Regular) or B (Honors)

ADVANCED PLACEMENT HUMAN GEOGRAPHY (A) – Course #277101/2A

This course is a study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students will study human social organization and its environmental consequences. They will learn about the methods and tools geographers use in their science and practice. Students are required to take the Advanced Placement examination in May.

Prerequisite: Placement is based on standardized test performance and approval of counselor.

Financial Literacy

LAW/CIVICS (R) – Course #280101/2R

Students are introduced to the United States legal system. Topics include criminal justice, rights of the accused, sentencing and corrections, juvenile justice, tort law and constitutional law. Students will continue to advance their critical reading and writing skills through study of current events and statutory laws. One semester of this course will focus on the study of citizenship and government devoted to understanding civic life, politics, and government, and a short history of government’s foundation and development in this country. This course will also fulfill the required service learning project for Social Science.

Prerequisite: World History and United States History

Civics Credit, Financial Literacy
**LAW/CIVICS (H) – Course #280101/2H**

Students are introduced to the various facets of the lawmaking and democratic processes in the United States and globally. Students will analyze, synthesize, and connect important judicial and political events within and outside of the United States. Students will examine early American law and government including the founding documents, political culture and ideology, the role of the media, criminal and civil law, and how these have evolved into modern times and compare to others around the globe. Topics include the criminal justice system, rights of the accused, sentencing and corrections, juvenile justice, tort law and constitutional law. One semester of this course will focus on the study of citizenship and government devoted to understanding civic life, politics, and government, and a short history of government's foundation and development in this country. This course will also fulfill the required service learning project for Social Science.

**Prerequisite:** World History and U.S. History; grade of A (Regular) or B or A (Honors)

**Financial Literacy Credit, Civics Credit**

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**ADVANCED PLACEMENT PSYCHOLOGY (A) – Course #271101/2A**

This course offers an in-depth study of the science of human behavior and the use of statistics to advance that examination. Students are required to take the Advanced Placement examination in May.

**Prerequisite:** World Studies and U.S. History; grade of A (Regular) or B (Honors)

**Financial Literacy**

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**AP EUROPEAN HISTORY (A) – Course #275101/2A [NOT OFFERED DURING THE 2020-21 SCHOOL YEAR]**

Students are introduced to the modern history of Europe (1300 to the present) demonstrating historical knowledge from the Middle Ages to the very recent past. Students will develop skills in critical reading, writing and analytical thinking. The areas of concentration include social, political, and economic history coupled with an intense study of cultural and intellectual institutions and their development. Particular focus will also include the evolution of European identities both within Europe and in relation to interactions with cultures in the Americas, Sub-Saharan Africa, the Islamic world, and Asia. Students should anticipate 3 to 4 hours of textbook reading per week; in addition, students will also be expected to read primary and secondary source documents throughout the year in preparation for the Document-Based Question portion of the AP Exam. All students are expected to take the AP Exam in May. The course will also have a summer assignment component introducing students to content from the pre-modern period (the late Roman Empire through the high Middle Ages, 300s CE to 1300 CE), which will be distributed in early June. The summer assignment provides the essential contextual understanding for the content material in September.

**Prerequisite:** Sophomore through Senior status with a B or better in a previous AP Social Science course -- Offered Biennially: 2019-2020; 2021-2022; 2023-2024.
VISUAL ARTS DEPARTMENT

Whitney Young offers student artists the opportunity to experience art in a studio setting that encourages self-expression and promotes understanding and appreciation for the visual arts. Each student develops a strong foundation in concepts and technical skills through all art courses. The curriculum is based on the Illinois State Standards for Fine Arts.

Students are encouraged to explore the visual arts by working with a variety of materials and processes, while developing an understanding of art history, trends in contemporary art, and the interaction between the arts and cultures past and present. Advanced courses offer continuing artists the opportunity to enhance their skills in their specific areas of interest. Visits from representatives of art and design schools and a focus on developing a strong portfolio help prepare our student artists for the competitive college admissions process.

Whitney Young’s Visual Arts Department believes that the arts are a crucial component in the education of every student. Each day in the studio promotes creative thinking and problem-solving skills in a non-competitive environment that encourages the individual and unique perspectives of our diverse student body. Regardless of the educational career path student artists pursue, the benefits of creative thinking will positively impact their journeys.

ACADEMIC COURSE SEQUENCE

<table>
<thead>
<tr>
<th>FIRST YEAR ART COURSES</th>
<th>Honors Studio Drawing and Painting</th>
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</thead>
<tbody>
<tr>
<td>Students choose a specific area of interest from the four courses listed to the right: (ALL FIRST YEAR ART STUDENTS MUST SELECT BOTH A FIRST AND SECOND CHOICE)</td>
<td>Honors Mixed Media</td>
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<tr>
<td></td>
<td>Honors Studio Sculpture</td>
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<tr>
<td></td>
<td>Honors Film &amp; Video</td>
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<tr>
<td></td>
<td>Honors Textile &amp; Fiber Art I</td>
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<tr>
<th>ADVANCED LEVEL ART COURSES (second year and beyond)</th>
<th>Advanced Placement Studio Art Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art students choose specific area of interest from the following list of courses:</td>
<td>AP 2-D Design Portfolio</td>
</tr>
<tr>
<td>Honors Studio Drawing and Painting</td>
<td>AP Studio Art: Drawing &amp; Painting Portfolio</td>
</tr>
<tr>
<td>Honors Digital Imaging / Graphic Design</td>
<td>AP 3-D Design Portfolio</td>
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<tr>
<td>Honors Mixed Media</td>
<td>AP Art History</td>
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<tr>
<td>Honors Studio Sculpture</td>
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<tr>
<td>Honors Film &amp; Video I, II, III</td>
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<tr>
<td>Honors Creative Arts Studio (Best Buddies Art)</td>
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<tr>
<td>Honors Textile &amp; Fiber Art I, II, III</td>
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STUDIO DRAWING AND PAINTING (H) – Course #921101/2H

This course focuses on experimenting with different ways of reflection, expression, and discourse through painting and drawing. Artists work to strengthen compositional and conceptual thinking skills while engaging in observational drawing, drawing from the imagination, figure drawing, comics, animation, and outdoor sketching. In addition to the art-making process, we will share thoughts on contemporary artists, learn through technical demonstrations and practice of new materials, brainstorm project ideas with myself and your peers, and critique one another’s completed artwork.

Prerequisite: None

DIGITAL IMAGING (GRAPHIC DESIGN) - (H) – Course #919101/2H

Students will work with digital art tools, including programs such as Photoshop, Illustrator, and InDesign, as well as digital photography, to create work that communicates with its viewer. Students will investigate how to create a compelling design and analyze and interpret the design that surrounds us every day.

Prerequisite: Grade of B or higher in a previous art course

MIXED MEDIA (H) – Course #906101/2H
This course is designed for students interested in exploring a wider range of art materials and combining them effectively. Students will communicate ideas through a variety of media, including, but not limited to drawing, painting, printmaking, sculpture, and photography. There will be a heavy focus on artists of color, women artists, and other marginalized artist communities. Students will gain understanding of artists' influences, motivations, and processes. In addition, students will become familiar with a variety of artistic strategies and methods. Research will enable students to deal with both conceptual and aesthetic issues with greater sophistication, and in turn, analyze and question his/her own artistic methods. This course will enable students to produce a body of work that could be used for their portfolio review for college/art school admission.

**Prerequisite: None**

**STUDIO SCULPTURE I (H) – Course #904101/2H**

Students will explore traditional clay hand-building and glazing/finishing techniques, as well as a variety of other sculpture materials and processes. An introduction to wheel throwing will also be included via a field trip. These methods will be used to create sculptural forms, functional objects, and mixed-media works, resulting in a body of work that can be included in a college admission portfolio. Students will also study art history and will analyze work by master and contemporary sculptors working in clay and other 3-D media.

**Prerequisite: None**

**FILM & VIDEO (H) – Course #923101/2H**

Students will watch and create films to investigate how film as a medium can communicate ideas. Working both independently and collaboratively, students will explore areas of filmmaking such as visual storytelling, constructing a narrative, camera operation, lighting & sound, video editing, and film studies. Final films will be screened at the end of year Film Festival.

**Prerequisite: None**

**FILM & VIDEO II (H) – Course #923111/2H**

Building on their prior knowledge from Honors Film & Video I, students will delve deeper into many aspects of filmmaking such as screenwriting, advanced cinematography techniques, lighting and sound, and more extensive editing skills. Working collaboratively, students will create several short films that they brainstorm, write, plan, shoot and edit. Final films will be screened at the end of year Film Festival.

**Prerequisite: Film & Video I OR a portfolio review with Florian Palucci before registration appointment**

**FILM & VIDEO III (H) – Course #923201/2H**

Building on their prior knowledge from Honors Film & Video I and II, students will create and lead a cast and crew in creating advanced short films. Independently developing screenplays, students will work on each stage of the film development process with their story, from planning to production and editing. Students will also analyze and interpret an aspect of filmmaking each quarter, presenting their ideas in the format of a video essay about their chosen topic. Final films will be screened at the end of year Film Festival.

**Prerequisite: Film & Video II OR a portfolio review with Florian Palucci before registration appointment**

**HONORS CREATIVE ARTS STUDIO I (H) (Best Buddies Art) - Course #901101/2H**

Honors Creative Arts Studio is a course for students who are interested in becoming teachers, art therapists, physical or occupational therapists, counselors, or social workers. This class will provide general education students a unique and meaningful opportunity to collaborate with diverse learners in sculpture, painting, drawing, and media arts. Adaptation and modification of the course content and methods will be used to differentiate the individualized needs of the students in the class. Students will act as mentors, assist the teacher, help create lesson plans, and suggest adaptations, while creating art with diverse learners. This experience will be comparable to a college level internship. **Prerequisite: Grade of B or higher in a previous art course**
HONORS TEXTILE & FIBER ARTS I (H) – Course #005101
Working with textiles and fibers as a medium for communication, students in this course will create wearable artwork, ranging from making conventional garments to creating more avant garde designs. Students will develop fiber manipulation skills, including hand and machine sewing techniques, developing a garment from a pattern, applique and embellishment work. In addition to technical skills, students will study the history of fashion design and wearable artwork, exploring how textiles shape our historical and contemporary visual culture. Students will showcase their work in the annual fashion show.

Prerequisite: None

HONORS TEXTILE & FIBER ARTS II (H) – Course #005231
Working with textiles and fibers as a medium for communication, students in this course will build on their design skills with special emphasis on clothing as an art form and its influence in contemporary society. Students will develop fiber manipulation skills, including advanced hand and machine sewing techniques, modifying and adapting patterns to create custom sized garments, and textile modification techniques such as dying, quilting, felting and embroidery. Students will develop a cohesive mini collection of work that they will present in the annual fashion show.

Prerequisite – Textile & Fiber Arts I and a portfolio review with Florian Palucci before registration appointment

HONORS TEXTILE & FIBER ARTS III (H) – Course #005301
Working with textiles and fibers as a medium for communication, students will take their existing knowledge of design to develop a cohesive student directed body of work. Students will further develop their fiber manipulation skills, expanding their technique to more effectively communicate their artistic vision. Students will develop a multi piece collection of work that they will present in the annual fashion show.

Prerequisite – Textile & Fiber Arts I & II and a portfolio review with Florian Palucci before registration appointment

ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN PORTFOLIO (A) – Course #905101A
The AP Studio Art_2D Design course is created for students interested in an advanced and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution in 2D design. This demonstration of mastery can be shown through a two-dimensional medium or process, such as graphic design, photography, collage, textiles, drawing, and painting. For the AP Studio Art: 2-D Design exam, students digitally submit a portfolio with a written artist statement for evaluation and are required to submit the AP portfolio by the AP May due date. The portfolio will be based on a student creating a body of work that demonstrates quality, concentration and breadth.

Prerequisites: Grade of B or higher in a previous Honors art course and Art Department review of the student’s portfolio.

ADVANCED PLACEMENT STUDIO ART: 3-D DESIGN PORTFOLIO (A) - Course #905201/2A
Students will develop a portfolio of works that engage physical space and involve a wide range of materials. Portfolio submission will consist of fifteen 3-D artworks demonstrating mastery, in-depth exploration of one design topic or concern, and a wide range of design approaches. A completed sculpture is due every two weeks. There will be small group critiques after the completion of most artwork. All artwork must be digitally documented and submitted by the AP May due date.

Prerequisites: Grade of B or higher in a previous Honors art course and Art Department review of the student’s portfolio

ADVANCED PLACEMENT STUDIO ART: DRAWING & PAINTING PORTFOLIO (A) - Course #916101/2A
The AP Studio Art Drawing & Painting course is created for students interested in an advanced and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution in drawing and painting. This demonstration of mastery can be shown through the use of any two-dimensional medium or process pertaining to drawing and painting. Students will seek out creative visual problems and develop the skills to solve them. AP Studio Art Drawing & Painting is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The portfolio will be based on a student creating a body of work that demonstrates quality, concentration and breadth. All students are required to submit an AP portfolio by the AP May due date.
Prerequisites: Grade of B or higher in a previous Honors art course and Art Department review of the student’s portfolio.

ADVANCED PLACEMENT ART HISTORY (A) - Course #900101/2A
In this course, students examine and critically analyze major forms of artistic expression from the past and present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions/effects of works of art. All students are required to take the AP Art History Exam in May.
Prerequisite: Passing grade in a previous Art course
WORLD LANGUAGE DEPARTMENT

Our objective in the World Language Department is for students to communicate effectively in their target language. The curriculum is based on the ISBE Language Standards. While two years of language is the Chicago Public Schools minimum graduation requirement, most students preparing for colleges and universities may want to take three years or more of a World Language. Every student with language experience or fluency in the language he or she selects at Whitney Young must take a placement exam or choose a different language.

Students studying a world language come to the study with a variety of background experiences; therefore, the following policies are to be followed:

1. All native speakers of a language who wish to continue the study of that language MUST take a placement test BEFORE they enroll in a language class. This is required to correctly place the student.

2. Any student who has previously studied a world language and wishes to continue their language study at Whitney Young MUST take the placement test. If you do not take the placement exam, you must choose a different language.

3. Students should begin their language study no later than the sophomore year since a number of universities are now requiring three years of world language as the minimum study in high school.

ACADEMIC COURSE SEQUENCE

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MANDARIN CHINESE I (R) – Course #540101/2R
Mandarin Chinese is an introductory course designed to introduce students to the practical mastery of basic skills and proficiency in listening, speaking, reading, and writing skills. It is also designed for students to gain an appreciation and sensitivity to the Chinese culture. Prerequisite: None

MANDARIN CHINESE I (H) – Course #540101/2H
This course is an accelerated version of Mandarin Chinese I as an introductory course designed to introduce students to the practical mastery of basic skills and proficiency in listening, speaking, reading, and writing skills. It is also designed for students to gain an appreciation and sensitivity to the Chinese culture. Prerequisite: Incoming students based on placement test; current students with grade of B or higher in honors English or A in regular English.
MANDARIN CHINESE II (R) – Course #540201/2R
This course focuses on developing students’ communicative ability in Chinese by learning language structures, functions, and related cultural knowledge as well as listening, speaking, reading, and writing skills.
Prerequisite: Mandarin Chinese I or placement test

HONORS MANDARIN CHINESE II (H) – Course #540201/2H
This course is an accelerated version of Mandarin Chinese II designed to increase focus on developing students’ communicative ability in Chinese by learning language structures, functions, and related cultural knowledge as well as listening, speaking, reading, and writing skills.
Prerequisite: Successful completion of Honors Mandarin Chinese I or placement test

MANDARIN CHINESE III (R) – Course #540301/2R
This course is designed for the third year students whose development in communicative ability is strongly evident. Instruction by immersion is emphasized to strengthen students’ listening, speaking, reading, and writing skills. The study of language structures, functions, and related cultural knowledge is implemented in the curriculum.
Prerequisite: Mandarin Chinese II or placement test

HONORS MANDARIN CHINESE III (H) – Course #540301/2H
This course is an accelerated version of Mandarin Chinese III designed to increase focus on developing students’ communicative ability in Chinese through instruction in language structures, functions, and related cultural knowledge as well as listening, speaking, reading, and writing skills.
Prerequisite: Successful completion of Honors Mandarin Chinese II or placement test

MANDARIN CHINESE IV (R) – Course #540401/2R
This course is designed to focus on developing students’ communicative ability as fourth year students in Chinese by learning language structures, functions, and related cultural knowledge as well as listening, speaking, reading and writing skills. The course prepares students to demonstrate their level of Chinese proficiency and cultural knowledge.
Prerequisite: Successful completion of Mandarin Chinese III and approval of instructor or placement test

HONORS MANDARIN CHINESE IV (H) – Course #540401/2H
This course is designed to increase focus on developing students’ communicative ability as fourth year students in Chinese by learning language structures, functions, and related cultural knowledge, as well as listening, speaking, reading, and writing skills. The course prepares students to demonstrate their level of Chinese proficiency and cultural knowledge.
Prerequisite: Successful completion of Honors Mandarin Chinese III and approval of instructor or placement test

ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE (A) – Course #579401/2A
The Advanced Placement Chinese Language and Culture course is designed to be comparable to fourth semester college/university courses in Mandarin Chinese. The course prepares students to demonstrate their level of Chinese proficiency and cultural knowledge, literature, and folk arts. Students are required to take the Advanced Placement examination in May.
Prerequisite: Completion of Mandarin Chinese Honors III or IV a grade of an A in regular or B in Honors, department recommendation, and placement test
HONORS MANDARIN CHINESE V (H) – Course #540501/2H
This post Advanced Placement level course is designed to review and build upon curricula presented in previous Mandarin Chinese I – AP courses. Conversations are presented in authentic and naturally-paced language immersion methodology. Lessons are constructed to support existing knowledge and develop mastery of new vocabulary, grammatical patterns, and socio-cultural formalities in ways that are compatible with genuine communication. Emphasis on composition and advanced-level reading comprehension, allows students to increase their knowledge and appreciation of Chinese culture, history, and civilization. Prerequisite: Completion of IV or Advanced Placement Mandarin Chinese, a grade of an A in regular or B in Honors, and department recommendation.

FRENCH I (R) – Course #552101/2R
French I introduces students to the practical mastery of basic language and the opportunity to develop proficiency in the skills of listening, speaking, reading, and writing. Furthermore, students will gain an appreciation and sensitivity to the diverse cultures of the French-speaking world. Prerequisite: None

HONORS FRENCH I (H) – Course #552101/2H
This is an accelerated version of French I where an introduction to the practical mastery of basic language skills and understanding French is provided. Students practice listening, speaking, reading, and writing French. The course enhances knowledge of the French-speaking world. Prerequisite: Incoming students based on placement test; current students with grade of B or higher in Honors English or A in Regular English

FRENCH II (R) – Course #552201/2R
This course concentrates on the utilization of basic language skills introduced in French I with further development of fundamental structures with emphasis on more advanced conversation, reading, and writing. Students will also read cultural selections that will improve their conversational and writing skills. Prerequisite: French I

HONORS FRENCH II (H) – Course #552201/2H
This is an accelerated version of French II with additional readings. Students must have demonstrated proficiency beyond that of average expectations. Prerequisite: A grade of B or higher in French I

FRENCH III (R) – Course #552301/2R
This course continues development of skills in conversation, reading, and writing on an advanced level. The class is conducted in French. Prerequisite: French II

HONORS FRENCH III (H) – Course #552301/2H
This is an accelerated version of French III building on conversation, reading, and writing skills developed with an introduction to literature through exposure to journals and teacher-selected literary pieces. The class is conducted in French. Prerequisite: Honors French II

FRENCH IV (R) – Course #552401/2R
This course concentrates on the students being familiar with major structures and being able to interpret the language with reasonable accuracy. Development of conversational skills is continued and there is an introduction to literature and creative writing. The class is conducted in French. Prerequisite: French III

HONORS FRENCH IV (H) – Course #552401/2H
This is an accelerated course with an emphasis placed on advanced grammar and composition and a survey of French literature. The class is conducted in French. Prerequisite: Honors French III
ADVANCED PLACEMENT FRENCH (A) – Course #572101/2A
This college level course emphasizes the development of language for active communication, encouraging the ability to understand spoken French in both formal and conversational situations. Emphasis is also placed on developing vocabulary skills for students to sufficiently read newspapers, magazine articles, and contemporary literature without dependence on a dictionary. The ability to express ideas accurately and resourcefully, both oral and written with reasonable fluency, will be developed. Students must be willing to write weekly compositions and read in French. All students will take the Advanced Placement examination in May.  
Prerequisite: Honors III or IV

LATIN I (R) – Course #531101/2R
This course introduces the study of Latin to students with little or no knowledge of the language. It begins with the study of Latin grammar and syntax and builds toward a reading knowledge of Latin. Students are introduced to many selections of literature and lyric poetry from the 2nd century BCE to the 21st century CE. Throughout the year, various topics will be assigned for in-class presentations and projects to allow the class to gain a broader understanding of the historical epochs and interpretation of poetic texts. The course is valuable for students who desire to study the Romance languages, other disciplines, and who are interested in the study of Latin as the root of Western culture and civilization.  
Prerequisite: None

HONORS LATIN I (H) – Course #531101/2H
This course is devoted to the advanced study of speaking, reading and examining texts for students who have little or no knowledge of the language but who wish to develop skills and strategies for the study of Latin. Students are introduced to many selections of literature and lyric poetry from the 2nd century BCE to the 21st century CE. Throughout the year, various topics will be assigned for in-class presentations and projects to allow the class to gain a broader understanding of the historical epochs and interpretation of poetic texts. The course is valuable for students who desire to study the Romance languages and other disciplines, and who are interested in the study of Latin as the root of Western culture and civilization.  
Prerequisite: Incoming students based on placement test; current students with grade of B or higher in Honors English or A in regular English

LATIN II (R) – Course #531201/2R
This course provides sequential instruction in Latin, expanding on the skills taught in Latin I, and covering increasingly challenging vocabulary and grammar with an introduction to Roman culture, history, and classical mythology.  
Prerequisite: Latin I

HONORS LATIN II (H) – Course #531201/2H
This course provides sequential instruction in Latin, expanding on the skills taught in Latin I, and covering increasingly challenging vocabulary and grammar. Topics including Roman history and culture are covered in augmented depth with intensive readings.  
Prerequisite: Grade of B or higher in Latin I

LATIN III (R) – Course #531301/2R
This course continues sequential instruction in Latin, expanding on the skills taught in Latin II and covering increasingly sophisticated reading along with the history and culture of ancient Rome. Students read authentic Latin texts, both poetry and prose.  
Prerequisite: Latin II

HONORS LATIN III (H) – Course #531301/2H
This course continues sequential instruction in Latin, expanding on the skills taught in Latin II and covering increasingly challenging vocabulary, grammar and sophisticated literature along with the history and culture of ancient Rome. Students read authentic Latin texts, both poetry and prose.  
Prerequisite: Latin II
HONORS LATIN IV (H) – Course #531401/2H
This course continues sequential instruction in Latin, expanding on the skills taught in Latin II, and covering increasingly challenging vocabulary, grammar and sophisticated literature along with the history and culture of ancient Rome. Students read authentic Latin texts, both poetry and prose.  
Prerequisite: Latin III

ADVANCED PLACEMENT LATIN: VERGIL AND CAESAR (A) – Course #571101/2A
This course provides a college level challenge for students of Latin language and literature as well as Roman culture. Students are required to take the Advanced Placement examination in May.  
Prerequisite: Latin III or IV

JAPANESE I (R) – Course #541101/2R
Japanese I is an introduction to the practical mastery of basic language skills. Students will develop proficiency in listening, speaking, reading, and writing, as well as, an appreciation and sensitivity to this culture.  
Prerequisite: None

HONORS JAPANESE I (H) – Course #541101/2H
Honors Japanese I is an accelerated study of language skills. Students will develop proficiency in listening, speaking, reading, and writing, as well as an appreciation and sensitivity to this culture.  
Prerequisite: Incoming students based on placement test; current students with grade of B or higher in Honors English or A in regular English

JAPANESE II (R) – Course #541201/2R
This course not only continues to develop the students’ basic skills in Japanese, but also to expand beginning grammar, along with conversation, vocabulary development, and reading and writing of Kana and Kanji within the context of Japanese culture.  
Prerequisite: Japanese I

HONORS JAPANESE II (H) – Course #541201/2H
This is an accelerated Japanese II course. This course increases knowledge of Japanese grammar and culture through practice in reading, listening comprehension, speaking the language, and reading and writing of Kana and Kanji. Students will read short stories and poems and write simple essays by the end of this course. Also, an individual cultural project is required.  
Prerequisite: A grade of B or higher in Japanese I and department recommendation or placement test

JAPANESE III (R) – Course #541301/2R
Students will further develop their language skills in four areas: speaking, listening, writing and reading. More authentic materials, such as Japanese storybooks, newspapers, magazines, and TV news will be used in class. Research in Japanese history will be a part of our cultural study. Students are encouraged to participate in outside opportunities such as movies, cultural events, and special exhibitions in museums, and report the experience in class.  
Prerequisite: C or higher in Japanese II and approval of instructor. Fluency in reading and writing hiragana and katakana system is expected

HONORS JAPANESE III (H) – Course #541301/2H
This is an accelerated course for Japanese III students. Students will further develop their language skills in four areas: speaking, listening, writing, and reading at an increasingly advanced level. More authentic materials, such as Japanese storybooks, newspapers, magazines, and TV news will be used in class. Research in Japanese history will be a part of our cultural study. Students are encouraged to participate in outside opportunities such as movies, cultural events and special exhibitions in museums, and then report the experience in class.  
Prerequisite: A grade of B or higher in Japanese II and approval of instructor. Fluency in reading and writing hiragana and katakana system is a must
JAPANESE IV (R) – Course #541401/2R
The students in Japanese IV are expected to engage in short, basic Japanese conversations. The class lesson will enhance their ability in listening and speaking along with the further development of reading and writing skills. The class includes TV program comprehension, debate, newspaper reading, and public speech. Fifty more Kanji letters (Chinese characters) are introduced. Prerequisite: Japanese III and approval of instructor. Fluency in reading and writing hiragana and katakana system is required.

HONORS JAPANESE IV (H) – Course #541401/2H
This is an accelerated course for Japanese IV students. The students in Japanese IV are expected to carry on a basic conversation in Japanese. The class will enhance their ability in listening and speaking along with the further development of reading and writing skills at an increasingly advanced level. The class includes TV program comprehension, debate, newspaper reading, and public speech. 50 more Kanji letters (Chinese characters) are introduced. Prerequisite: Honors Japanese III and teacher recommendation. Fluency in reading and writing hiragana and katakana system is required.

ADVANCED PLACEMENT JAPANESE (A) – Course #579401/2A
This advanced placement course provides students the opportunity to challenge themselves with the rigors of a college level study. Students are expected to develop interpersonal communication skills, present and interpret language in spoken and written forms, and their function within the Japanese culture. Students will also learn and gain knowledge of historical perspectives along with cultural interpretations of Japanese language study and connections to other disciplines in the school curriculum. Students will analyze the comparisons between their native language and target language, utilizing the language beyond the classroom community. All students will take the Advanced Placement examination in May. Prerequisite: Honors III or IV, department recommendation, and placement test

SPANISH I (R) – Course #558101/2R
Spanish I is an introduction to the practical mastery of basic language skills. Students will develop proficiency in listening, speaking, reading, and writing, as well as an appreciation and sensitivity to the diverse cultures of the Spanish-speaking world. Prerequisite: None

HONORS SPANISH I (H) – Course #558101/2H
This is an accelerated version of Spanish I. Students practice listening, speaking, reading, and writing Spanish. The course enhances knowledge of Spanish and of the people who speak it and the Spanish-speaking world. Prerequisite: Incoming students based on placement test; current students with grade of B or higher in honors English or A in regular English

SPANISH II (R) – Course #558201/2R
This course concentrates on the utilization of basic language skills introduced in Spanish I with further development of fundamental structures and an emphasis on more advanced conversation, reading, and writing skills. Students will also read cultural selections that will improve their conversational and writing skills. Prerequisite: Spanish I or placement test

HONORS SPANISH II (H) – Course #558201/2H
In this course, students review and expand upon the skills taught in the first year. Students increase their vocabulary and competency in grammar usage through in-depth reading, writing and listening, and speaking activities. Students will increase cultural awareness through videos and listening comprehension tapes. Prerequisite: A grade of B or higher in Spanish I and department recommendation or placement test
SPANISH III (H) – Course #558301/2H
This is an accelerated version of Spanish III, building upon conversational, reading, and writing skills. Students will be introduced to literature and will also be required to keep class journals. This class is conducted in Spanish.

Prerequisite: Honors Spanish II and placement test

HONORS SPANISH IV (H) – Course #558501/2H
This is an accelerated course emphasizing advanced grammar, composition, and a survey of Spanish literature. The class is conducted in Spanish.

Prerequisite: Honors Spanish III and placement test

HONORS SPANISH FOR HERITAGE SPEAKERS I (H) – Course #578101/2H
This accelerated course is designed to provide bilingual students whose formal education has been primarily English, with linguistic and reading skills in the Spanish language. The course will include intensive review of orthography and will make use of multimedia to assist with the mechanical aspects of the language. Particular attention will be paid to grammar in conjunction with the reading of authentic materials and literary texts.

Prerequisite: Interview with department instructor prior to registering for course and placement test

HONORS SPANISH FOR HERITAGE SPEAKERS II (H) – Course #548201/2H
This course builds on the skills introduced in Honors Spanish for Heritage Speakers I. It is designed to provide bilingual students whose formal education has been primarily English with advanced linguistic and reading skills in the Spanish language. The course will include intensive review of orthography and will make use of multimedia to assist with the mechanical aspects to the language. Particular attention will be paid to grammar, while reading authentic materials and literary texts.  

Prerequisite: Interview with department instructor prior to registering for course and placement test

ADVANCED PLACEMENT SPANISH (English Speakers) (A) – Course #578101/2A
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). All students will take the Advanced Placement examination in May.

Prerequisite: Honors III or IV, department recommendation, and placement test

ADVANCED PLACEMENT SPANISH (Native Speakers) (A) – Course #573101/2A
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). All students will take the Advanced Placement examination in May.

Prerequisite: Honors III or IV, department recommendation, and placement test
ADVANCED PLACEMENT SPANISH LITERATURE (A) – Course #579101/2A
This course is a survey of literature in Spanish from the Middle Ages to the present, with works from all parts of the Spanish-speaking world. Students will explore different genres and literary trends. Throughout the year students will be given graded activities that will help prepare them for the AP exam given in May. There will be many opportunities for cooperative learning as well as individual projects. Students should expect to communicate in Spanish throughout the course in order to build crucial communicative skills. Students will receive a two-volume anthology of literature, as well as a workbook. In addition, much supplementary material will be provided online. **Prerequisite:** AP Spanish Language or consent of instructor

AMERICAN SIGN LANGUAGE I (ASL) (R/H) – Course #542101/2R/H
This course introduces students to the practical mastery of American Sign Language through immersion in the expressive and receptive skills needed for proficiency. In addition, an appreciation and understanding of Deaf Culture will be explored through discussion, selected readings, and participation in assigned projects. **Prerequisite:** None