



**JONES COLLEGE PREP**  
**Course Request Book**  
**2012-2013**

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## **Scheduling Handbook 2012 – 2013**

Dear Students and Parents:

This Scheduling Handbook is an important tool for students and parents to use in planning course selections for next year. In addition to providing course descriptions and prerequisites, the handbook provides information regarding graduation requirements, our Jones College Prep recommended course of study, and your four-year high school program plan.

Using this handbook, students and parents should work with counselors and teachers to make the appropriate decisions regarding course selection. It is important to make informed decisions as teachers are employed, textbooks and materials are ordered, and class sections and rooms are assigned based on student requests. Once student schedules are created, changes are made only to balance classes or meet very specific individual student concerns.

Plan carefully, study hard, and make your high school years the best they can be!

Sincerely,

P. Joseph Powers, Ph.D.

Principal

### **ADMINISTRATIVE TEAM**

P. Joseph Powers, Ph.D.

Principal

Ms. Carolyn Rownd

Assistant Principal

Ms. Grace Moody

Dean of Students

Ms. Molly Lee

Director of Student Services

### **COUNSELORS:**

Ms. Erica White, All Freshmen

Mrs. LaToya Hudson, Sophomores, Juniors, Seniors A-G

Mrs. Sajida Syed, Sophomores, Juniors, Seniors H-O

Mrs. Tamara Driver, Sophomores, Juniors, Seniors P-Z

### **Mission Statement**

*The mission of Jones College Prep is to help students develop themselves as leaders through a rigorous college prep program that focuses on educating the whole person.*

### ***Profile of the Ideal Graduate of Jones College Prep at Graduation\****

**At Jones, our Philosophy of Curriculum and Instruction demonstrates the process of how our students engage in their journey towards becoming the ideal graduates at graduation, or Grads at Grad.**

In light of the mission of the school, we have created this profile as our "dream" statement of who we hope our students will be on the road to becoming as they walk across their graduation stage. All of our energies are focused on helping students develop as the type of individual explicated here.

*Adolescents are journey people. While we do not believe that students will be finished in developing these characteristics, we believe that the Jones College Prep experience will bring substantial "beginnings" in the following areas. The ideal Jones graduate at graduation would be on the road to becoming:*

#### **1. Socially Skilled & Mature**

In order to develop our students into socially skilled and mature grads at grad, our curriculum and instruction emphasizes the development *process* rather than emphasizing immediate and/or impulsive solutions to complex problems. In this way, we guide our students to grow in their acceptance of intellectual tension and the complexities of critical questioning.

Our curriculum and instruction develops socially skilled and mature individuals by creating student-centered learning environments and activities requiring cooperation, teamwork, and recognition of others unique abilities and perspectives, thus encouraging our students to make sense of complex issues.

In order to give students ample opportunities to develop into socially skilled and mature grads at grad, when organizing class activities and tests, we teach and expect our students to take healthy risks and to clearly express their ideas in ways that are comprehensible to others.

## 2. **Compassionate**

In order to develop students who represent compassionate grads at grad, our curriculum and instruction illustrates and models positive social interactions and behavior that focuses not on the benefit to self, but on the benefit to others.

To provide a platform for students to develop compassion, we offer students multiple opportunities to embody diverse perspectives through performances in theatre productions as well as through musical expression.

In order to foster students who represent the ideal grads at grad, our curriculum includes analytical discussions of the perspectives and experiences of many different people to bring about greater awareness of diverse life experiences, which in turn, develops compassion for others.

## 3. **Socially Just & Responsible**

In order to foster students who represent socially just and responsible grads at grad, our curriculum includes materials and texts, and generates performances, that present a variety of critical approaches on topics to increase awareness of the multiple perspectives of historically marginalized groups including, but not limited to, issues around gender, race/ethnicity, (dis)ability, sexual orientation, and socio-economic status.

In order to foster students who represent socially just grads at grad, our curriculum and instruction includes discussion, questioning, and classroom inquiry that challenge traditional telling of stories/history/performances, as well as assumptions embedded in language, images, and other representations of society and groups within the wider society.

To develop students who see the world through a lens of social justice, we provide all students access to our most challenging courses, where we expose and analyze issues of equity and power.

In order to produce students who are skilled at analyzing through various critical lenses, we teach our students to ask questions such as the following:

- Through which lens is the author writing?
- What is the author's reasoning?
- How do various authors differ in their approach and perspective?
- How does this passage affect my life, my assumptions, my society? Others lives, assumptions?
- How does this passage relate to other passages read, to another period of history, to another theory?

## 4. **Well-Rounded & Holistic**

In order to develop students who represent well-rounded and holistic grads at grad, our curriculum and instruction is based on a holistic viewpoint. Teachers inspire students to explore the learning *process* and not focus only on the results. Students are encouraged to question us as educators, to question social norms, and to self-reflect. Our students make connections across academic disciplines and apply this knowledge to their everyday lives.

Our students develop into well-rounded and holistic grads at grad through experiences that push them to express themselves articulately in writing, orally, through visuals, and performances with careful consideration of wording and weighted language.

In order to develop students who are well rounded and holistic grads at grad, our curriculum and instruction fosters students' skills and abilities to identify and creatively problem solve real world issues through interdisciplinary projects.

Our curriculum integrates EPAS and Integrated Math style projects and assessments in order to connect the ideas of the classroom with both College Readiness Standards and real world ideas to produce a well rounded education.

Our students read primary sources representing multiple perspectives, including perspectives tailored to studies of gender, race, ethnicity, religion, socio-economic status, sexuality, political leanings, and critical lenses.

## 5. **Intellectually Competent**

In order to develop students who represent intellectually competent grads at grad, our curriculum enables our students to be critical analytical thinkers. We accomplish this through instruction that promotes advanced levels of literacy, mathematical problem-solving, self-awareness, others and global awareness, as well as a social commitment to effect productive change to the world's most harrowing problems.

In order to foster students who represent intellectually competent grads at grad, our curriculum and instruction emphasizes creating connections among disciplines.

In order to develop students who embody intellectually competent grads at grad, our curriculum and instruction develops self-sufficient thinkers who make knowledgeable decisions from multiple perspectives with integrity.

In order to develop students who embody intellectually competent grads at grad, our curriculum and instruction elicit development of students' critical thinking skills.

Our students develop into intellectually competent grads at grad as they grapple with curricular material from each of the content areas of Mathematics, English, World Language, Social Science, Physical Education, the Visual Arts, the Performing Arts, Science, and Technology to use in their future as college students and productive adults.

***\*To see the complete JCP Profile of the Ideal Graduate please visit our website at [www.JonesCollegePrep.org](http://www.JonesCollegePrep.org)***

## **Special Education Services**

Our philosophy is to provide students with abilities, opportunities and tools to live successful adult lives. We are fully committed to teaching our students to advocate on their own behalf and to be as autonomous as each individual student is capable. Our program services a wide spectrum of student needs.

The Low Incidence program focuses on each individual student's needs in the traditional academic areas as well as in social skills learning, community based education, personal care, and life skills. This program is primarily for students with more severe and profound disabilities. The classroom setting is smaller and caters to the individual needs of the students by providing more intense paraprofessional and teacher support. Students will make their course requests with a Special Education teacher either in the classroom or in their P.E. class.

The High Incidence program encompasses students with mild disabilities. Students are provided supports in accordance with their Individualized Education Plans (IEPs). These supports include: a resource program, consult services, co-taught classrooms, and/or health and social/emotional support services. The Resource Program provides personalized academic support in a small group resource setting, depending on individual needs. Resource services are provided throughout the day and are provided per student IEP minutes. In addition, Special Ed and Gen Ed (general education) teachers collaborate in order to modify classroom curriculum based on each student's unique needs. The Special Education Department will also help students who struggle in key areas, i.e. math and reading, through smaller group settings called workshops. Students will make their course requests with the general education students either in their P.E. courses (freshmen and sophomores) or in *College Knowledge for Juniors* (juniors).

## **Counseling Services**

The Counseling Department works with students and families on academic, career/college, and personal/social learning and concerns. We accomplish this through a variety of means, including classroom teaching (*College Knowledge for Seniors*, *College Knowledge for Juniors*, *Mentorship and Leadership*), guidance lessons taught primarily in the classroom (*Freshman Fridays*), small group counseling (on such issues as stress management, grief, and academic support), and individual counseling in the above three domains (academic, career/college, and personal/social).

As we work with the entire student body, individual services are only a small portion of what we do. For students and families needing more intensive supports – whether for college coaching or personal/social issues or another concern – an outside referral is often necessary.

We are all counseling generalists, which means that we work with a caseload of students (and their families) across all domains. Therefore, for any questions or concerns, it is best to contact a student's counselor directly.

Our caseloads are divided as follows:

- Ms. Erica White, All Freshmen
- Mrs. Latoya Hudson, Sophomores, Juniors, Seniors A-G
- Mrs. Sajida Syed, Sophomores, Juniors, Seniors H-O
- Mrs. Tamara Driver, Sophomores, Juniors, Seniors P-Z

We are happy to hear from you and to field your questions and comments. Even if your inquiries are not related to counseling, we can hopefully help you find the right person at JCP to assist you.

# Jones College Prep

## Graduation Requirements

The left side of the chart represents high school graduation requirements for every Chicago Public School. The right side reflects the recommendations of the Jones College Prep curriculum.

Graduation Requirements	College Prep Recommendations
4.0 English	4.0 English
3.0 Mathematics	4.0 Mathematics
3.0 Science	4.0 Science
2.0 World Language	4.0 World Language
3.0 Social Science	4.0 Social Science
1.0 Performing Art	1.0 Performing Art
1.0 Visual Art	1.0 Visual Art
2.0 Physical Education	2.0 Physical Education
2.0 College-Career Pathways	4.0 Electives
3.0 Electives	
Student Advisory	Student Advisory
40 hrs Community Service	40+ hrs Community Service
<b>24 CREDITS</b>	<b>28 CREDITS</b>

### Graduation Requirement Information:

1. All courses offered are taught at a college preparatory level.
2. A program of courses is developed through collaboration among students, their parents or guardians, and an advisor.
3. Each student must pass an examination on the Declaration of Independence, the flag of the United States, the Constitution of the United States and the Constitution of the State of Illinois, Consumer Education, Health and Drivers Education.
4. Each student must take the Prairie State Achievement Exam (PSAE)
5. Students in the Class of 2014, 2015, 2016 must complete three Service Learning projects prior to graduation through their World Studies, Chemistry, and Math III courses. The Class of 2013 only needs to complete 40 service learning hours through various activities.

### Early Graduation

Early graduation rushes students through an important process and does not allow the JCP staff to spend adequate time helping students develop into the leaders that our school mission promises. Therefore early graduation is not recommended at JCP. However, early graduation will be considered under rare circumstances and only after a written request is presented to the principal one calendar year before the proposed early graduation.

## Grading System

2012-2013 JCP Grading Scale for all classes (Regular, Honors and Advanced Placement)

<b>A</b> 100 - 92	<b>B</b> 91 - 83	<b>C</b> 82 - 74	<b>D</b> 73 - 65	<b>F</b> Below 65
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## Grading Methodology

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.

LEVEL	A	B	C	D	F
<b>Regular</b>	4.0	3.0	2.0	1.0	0
<b>Honors</b>	5.0	4.0	3.0	1.0	0
<b>Advanced Placement</b>	6.0	5.0	4.0	1.0	0

## Promotion Requirements

Grade promotion at Jones College Prep is an achievement that must be earned. Grade status will be determined at the end of each reporting period based on the following:

<p><b>To be promoted from 9<sup>th</sup> to 10<sup>th</sup> grade, JCP students must:</b></p>	<p><b>To be promoted from 10<sup>th</sup> to 11<sup>th</sup> grade, JCP students must:</b></p>	<p><b>To be promoted from 11<sup>th</sup> to 12<sup>th</sup> grade, JCP students must:</b></p>	<p><b>To graduate from JCP, a JCP student must:</b></p>
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<p>earn a minimum of 5.0 completed credits (1 of which must be in English),</p> <p>all Jones College Prep students will complete 10 hours of community service.</p>	<p>earn a minimum of 11 completed credits (at least 2 English, 1 math, 1 science, and 1 social science),</p> <p>all Jones College Prep students will complete 20 hours of community service.</p>	<p>earn a minimum of 17 completed credits (<b>at least 3 English, 2 math, 2 science, 2 social science, 1 world language, 1 visual or performing art, and 1 PE</b>),</p> <p>all Jones College Prep students will complete 30 hours of community service .</p>	<p>earn a minimum of 24 completed credits (at least 4 English, 3 math, 3 science, 3 social science, 2 world language, 1 visual art, 1 performing art, 2 PE, and 5 electives),</p> <p>complete 40 hours of community service,</p> <p>pass a US Constitution, Consumer Education test, Drivers Education, and Health,</p> <p>take the PSAE.</p>
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**Mandatory Intervention Plans**

<p>If a student does not meet grade promotion requirements at the 5<sup>th</sup>, 10<sup>th</sup>, 15<sup>th</sup>, or 20<sup>th</sup> - week grade reporting periods, he/she may be held at his/her current grade level until all of the promotion requirements are completed. He/she will be reassigned to the proper grade-level immediately upon completing the necessary tasks.</p> <p>Grade-related privileges – such as retreats, lock-ins, senior prom, and graduation – will be extended only to students who have met the promotion requirements.</p>	<p>Mandatory interventions for students who do not meet promotion requirements and demonstrate danger of failure at reporting periods include:</p> <ul style="list-style-type: none"> <li>• Meeting with teachers after school;</li> <li>• summer, evening, Saturday, and/or online courses;</li> <li>• suspension from athletic and other extra-curricular activities; and</li> <li>• psycho-social and/or case management services upon teacher, counselor, administrator, student, or family request.</li> </ul>	<p>Failure to abide by mandatory interventions, will result in</p> <ul style="list-style-type: none"> <li>• the same consequences as missing regularly scheduled classes, including but not limited to detention, Saturday detention, in-school suspension, out of school suspension, and/or expulsion.</li> <li>• In addition, a student review may take place, which may lead to the student’s transfer to a more appropriate educational environment than Jones.</li> </ul>
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## Sample 4 Year Plan\* for a Jones Student

<b>Freshman</b>	<u><b>English I</b></u> Honors Survey of Literature  Academic Decathlon (elective)	<u><b>Honors Integrated Math Program (IMP) I</b></u>	<u><b>Honors World Studies</b></u>	<u><b>Honors Physics</b></u>	<u><b>World Language I</b></u> Honors French Honors Mandarin Chinese Honors Spanish	<u><b>PE I/ Health</b></u>	<u><b>Performing Arts</b></u> Instrumental Music Theatre Fundamentals Beginning Chorus or <u><b>Visual Art</b></u> Art I
<b>Sophomore</b>	<u><b>English II</b></u> Honors American Literature  Academic Decathlon (elective)	<u><b>Honors IMP II</b></u>	Honors <u><b>US History</b></u> or AP US History	<u><b>Honors Chemistry</b></u>	<u><b>World Language II</b></u> Honors French Honors Mandarin Chinese Honors Spanish or per World Language Department Assignment	<u><b>PE II/ Drivers Ed</b></u>	<u><b>Performing Arts</b></u> or <u><b>Visual Art</b></u>
<b>Junior</b>	<u><b>English III</b></u> Honors British Literature Honors African American Literature Honors Latin American Literature AP English Literature	<u><b>Honors IMP III</b></u>	<u><b>Social Science Elective</b></u> (required) AP European History AP Govt Honors Govt AP Psychology Honors Econ* Honors Law Honors Global Issues* Honors Psychology* Honors Sociology*	<u><b>Honors Biology</b></u>	<u><b>World Language III</b></u> (Recommended) or Elective	<u><b>Elective</b></u>	<u><b>Elective(s)</b></u> Academic Decathlon Advanced Band Advanced Mixed Chorus Advanced Orchestra Advanced Weight Training AP Music Theory AP Studio Art 2D AP Studio Art 3D AP Studio Art Drawing

<b>Senior</b>	<b>English IV</b> World Literature Honors African American Literature Honors Latin American Literature AP English Language Academic Decathlon	<b>Honors IMP IV</b> (Recommended) or per Math Department Assignment AP Calculus AB AP Calculus BC AP Statistics	<b>Social Science Elective</b> (Recommended) AP European History AP Govt Honors Govt AP Psychology Honors Econ* Honors Law Honors Global Issues* Honors Psychology* Honors Sociology*	<b>Science Elective</b> (Recommended) Honors Anatomy & Physiology AP Biology AP Chemistry AP Physics Engineering I, II or <b>Elective</b>	<b>World Language IV</b> (Recommended) AP French Language AP Spanish Literature or <b>Elective</b>	<b>College Knowledge &amp; Elective</b> (Fall) & (Spring)	<b>Elective(s)</b> Drama I, II, III Drawing and Painting Graphic Arts Band or Orchestra Journalism Newspaper Journalism Yearbook Leadership & Mentoring Metalsmithing Vocal Music
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**JONES COLLEGE PREP  
TRANSCRIPT REVIEW FORM**

Name \_\_\_\_\_ Email \_\_\_\_\_ AOC \_\_\_\_\_

SECTION 1 CPS GRADUATION REQUIREMENTS COMPLETED									
	Sem 1	Sem 2	Credits			Sem 1	Sem 2	Credits	
ENGLISH			ART						
English 1 or Survey Literature					Art 1				
English 2 or American Literature					PERFORMING ARTS				
					Instrumental Music, Theatre/Drama, or Beginning Choir				

Eng 3= Brit Lit or AP Eng Literature or or Afro Am Lit or Latin Am Lit				
Eng 4 or World Lit or Afro Am Lit or Latin Am Lit or AP Lit or AP Eng Lang				
<b>MATH</b>				
Algebra				
Geometry				
Advanced Algebra/ Trig				
<b>SCIENCE</b>				
Biology				
Chemistry				
Physics				
<b>SOCIAL SCIENCE</b>				
World Studies				
US History				
3rd Social Science				
<b>TOTAL CREDIT S ALREA DY COMPL ETED</b>				<b>24</b>

  

<b>PHYSICAL EDUCATION</b>			
PE 1/Health			
PE 2/Drivers Ed			
<b>WORLD LANGUAGE</b>			
World Language 1			
World Language 2			
<b>ELECTIVE CREDITS ALREADY COMPLETED</b>			

SECTION 2 CLASSES THAT I HAVE COMPLETED THAT ARE NOT ON MY TRANSCRIPT				
Course Name	Semester	Date Completed	Grade Earned	Place
1				
2				
3				
4				
5				

SECTION 3 CURRENT SCHEDULE	SECTION 4 CLASSES NOT ON MY CURRENT SCHEDULE THAT NEED TO BE MADE UP			
	1.	1.	SEM 1	SEM 2
2.	2.	SEM 1	SEM 2	
3.		3.	SEM 1	SEM 2
4.		4.	SEM 1	SEM 2
5.		5.	SEM 1	SEM 2
6.		6.	SEM 1	SEM 2
7.		7.	SEM 1	SEM 2

SECTION 5 SERVICE LEARNING HOURS	SECTION 6 TOTAL CREDITS TO GRADUATE		
FRESHMAN YEAR (INCLASS PROJECT)		CREDITS EARNED FROM SECTION 1	

SOPHOMORE YEAR (INCLASS PROJECT)		NUMBER OF CREDITS FROM SECTION 2	
JUNIOR YEAR (HOURS REQUIREMENT)		NUMBER OF CREDITS FROM CURRENT SCHEDULE	
SENIOR YEAR (HOURS REQUIREMENT)		NUMBER OF CREDITS FROM SECTION 4	
TOTAL SERVICE HOURS COMPLETED	40	TOTAL CREDITS NEEDED TO GRADUATE	24

**FOR SENIORS ONLY**

**PUT YOUR INITIALS NEXT TO THE ONE STATEMENT THAT IS TRUE FOR YOU**

	I am on track for June graduation based on this transcript and the successful completion of my current schedule.
	I am on track for June graduation based on this transcript, the successful completion of my current schedule, and the addition of credits earned but not yet recorded (Section 2 and Error Sheet).
	I am on track for June graduation based on this transcript, the successful completion of my current schedule, and the successful completion of additional outside courses (Section 4).
	I am on track for June graduation based on this transcript, the successful completion of my current schedule, the addition of credits earned but not yet recorded (Section 2 and Error Sheet), and the successful completion of additional outside courses (Section 4).
	I am NOT on track for June graduation.

**I understand that I will need to complete 24 credit hours and Service Learning Requirements to fulfill the graduation requirements at CPS and Jones College Prep. I have reviewed my current transcript and I know that I must pass my current schedule in order to graduate on time. I understand that if I need to make up any credits, it is my responsibility to contact my counselor immediately and pass the class(es) to make up the credit(s).**

## 2012–2013 Course Requests for Incoming Freshmen

Determine which courses you will select as your 1<sup>st</sup> choices and write them in the blanks below. Include at least two or three choices were indicated; choices will be assigned at random if left blank. Areas that do not have a blank mean the course is required for all freshmen to take.

Adjustments to schedules for those students who have taken advanced courses (i.e. Math) will be made only proper documentation that confirms the student’s participation in and successful completion of an upper level class is produced. Please read the JCP policy “Incoming Freshman Request for Higher Level Course Placement 2012-2013” for further information.

	<b>1<sup>st</sup> Choices</b>	<b>I would like to take the placement test for this course</b>
<b>English</b>	English I	No Second Choice Needed
<b>Math</b>	Math 1	No Second Choice Needed
<b>Science</b>	Physics	No Second Choice Needed
<b>Social Science</b>	World Studies	No Second Choice Needed
<b>World Language or Elective</b>	<b>1<sup>st</sup> Choice</b> _____ <b>2<sup>nd</sup> Choice</b> _____	I would like to take the World Language placement test Yes No Language _____ Level _____
<b>Visual Art or Performing Art</b>	<b>1<sup>st</sup> Choice</b> _____ <b>2<sup>nd</sup> Choice</b> _____ <b>3<sup>rd</sup> Choice</b> _____	I would like to take the <b>performing arts placement test</b> Yes No Vocal Band Orchestra Instrument _____
<b>Physical Education</b>	Physical Education I	No Second Choice Needed

I acknowledge that:

- I have spent time evaluating which courses will meet CPS requirements and best match my interests.
- I have fulfilled all prerequisites for the courses I have chosen. If I have not, I understand that my counselor will place me in the appropriate class.
- I understand that courses are chosen for their content and not for the teacher. **(Courses selected during the request process will not be changed – please see course change policy).**
- The courses on this sheet match the courses I have chosen in Sound Programming. (Please attach this to your Sound Programming print out.)

Please print the student’s name: \_\_\_\_\_ AOC

School Attended for 8<sup>th</sup>

Grade: \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:**  
\_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_ **Date:**  
\_\_\_\_\_

**Best Email Address to reach you during the summer is**  
\_\_\_\_\_

## 2012-2013 Course Requests for Rising Sophomores

1. Determine which courses you will select as your 1<sup>st</sup> choices and write them in the blanks below.
2. Include a 2<sup>nd</sup> and 3<sup>rd</sup> choice where appropriate; if left blank a 2<sup>nd</sup> and 3<sup>rd</sup> choice will be assigned at random.
3. At the present time, each Jones student is required to take 7 classes plus lunch.
4. Please write clearly. If we cannot read your choices you will be assigned a course at random.
5. If you have not scheduled your classes by 2/9/10, your counselor will schedule your classes. This includes absences, missing signatures and incomplete/incorrect worksheets

	1 <sup>st</sup> Choices	2 <sup>nd</sup> Choice	3 <sup>rd</sup> Choice
<b>English</b>			
<b>Math</b>			
<b>Science</b>			
<b>Social Sciences Elective</b>			
<b>World Language or Elective</b>			
<b>Visual Art or Performing Art</b>			
<b>Physical Education</b>			

### I acknowledge that:

- I have spent time evaluating which courses will meet CPS requirements and best match my interests.
- I have fulfilled all prerequisites for the courses I have chosen. If I have not, I understand that my counselor will place me in the appropriate class.
- I understand that courses are chosen for their content and not for the teacher. (**Courses selected during the request process will not be changed – please see course change policy.**)
- The courses on this sheet match the courses I have chosen in Sound Programming. (Please attach this to your Sound Programming print out.)

**Please print the student's name:** \_\_\_\_\_ **AOC**

-----

**Student Signature:** \_\_\_\_\_ **Date:**

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Parent/Guardian Signature \_\_\_\_\_ Date:

\_\_\_\_\_

# 2012-2013 Course Requests for Rising Juniors

1. Determine which courses you will select as your 1<sup>st</sup> choices and write them in the blanks below.
2. Include a 2<sup>nd</sup> and 3<sup>rd</sup> choice where appropriate; if left blank a 2<sup>nd</sup> and 3<sup>rd</sup> choice will be assigned at random.
3. At the present time, each Jones student is required to take 7 classes plus lunch. Elective course can be either a full year or semester course. Semester courses must be chosen in pairs.
4. Please write clearly. If we cannot read your choices you will be assigned a course at random.
5. If you have not scheduled your classes by 2/9/10, your counselor will schedule your classes. This includes absences, missing signatures and incomplete/incorrect worksheets

	1 <sup>st</sup> Choices	2 <sup>nd</sup> Choice	3 <sup>rd</sup> Choice
<b>English</b>			
<b>Math Elective</b>			
<b>Science Elective</b>			
<b>Social Sciences Elective</b>			
<b>World Language or Elective</b>			
<b>Elective</b>			
<b>Elective</b>			

**I acknowledge that:**

- I have spent time evaluating which courses will meet CPS requirements and best match my interests.
- I have fulfilled all prerequisites for the courses I have chosen. If I have not, I understand that my counselor will place me in the appropriate class.
- I understand that courses are chosen for their content and not for the teacher. (**Courses selected during the request process will not be changed – please see course change policy.**)
- The courses on this sheet match the courses I have chosen in Sound Programming. (Please attach this to your Sound Programming print out.)

Please print the student's name: \_\_\_\_\_ AOC

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date:

\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date:

\_\_\_\_\_

# 2012-2013 Course Requests for Rising Seniors

1. Determine which courses you will select as your 1<sup>st</sup> choices and write them in the blanks below.
2. Include a 2<sup>nd</sup> and 3<sup>rd</sup> choice where appropriate; if left blank a 2<sup>nd</sup> and 3<sup>rd</sup> choice will be assigned at random.
3. At the present time, each Jones student is required to take 7 classes plus lunch.
4. Please write clearly. If we cannot read your choices you will be assigned a course at random.
5. If you have not scheduled your classes by 2/9/10, your counselor will schedule your classes. This includes absences, missing signatures and incomplete/incorrect worksheets

	1 <sup>st</sup> Choices	2 <sup>nd</sup> Choice	3 <sup>rd</sup> Choice
<b>English</b>			
<b>Math or an Elective</b>			
<b>Science or an Elective</b>			
<b>Social Sciences or an Elective</b>			
<b>World Language or Elective</b>			
<b>Elective</b>			
<b>Elective</b>			

**I acknowledge that:**

- I have spent time evaluating which courses will meet CPS requirements and best match my interests.
- I have fulfilled all prerequisites for the courses I have chosen. If I have not, I understand that my counselor will place me in the appropriate class.
- I understand that courses are chosen for their content and not for the teacher. (**Courses selected during the request process will not be changed – please see course change policy.**)
- The courses on this sheet match the courses I have chosen in Sound Programming. (Please attach this to your Sound Programming print out.)

Please print the student's name: \_\_\_\_\_ AOC

**Student Signature:** \_\_\_\_\_  
\_\_\_\_\_

**Date:**

**Parent/Guardian Signature** \_\_\_\_\_  
\_\_\_\_\_

**Date:**



# **Scheduling Policies for JCP 2012–2013**

# JCP SCHEDULE CHANGE REQUEST POLICY AND FORM

**STEP 1:** Please clearly print your student Information:\_\_\_\_\_

Name\_\_\_\_\_ ID#\_\_\_\_\_ AOC \_\_\_\_\_

Email:\_\_\_\_\_

**Students, please know that a change of schedule is highly unusual and will likely only be approved when a mistake has been made by the counselors or administrators. JCP students do not “drop” classes. Guidelines for requesting a change of program:**

- Changes can only be requested within the first week of the semester;
- Changes require consent of all parties listed on the reverse side of this form;
- Final approval is granted by the Assistant Principal;
- A change in schedule will not be given simply to change a teacher, classroom, or timing of a class.

**Please note: it is your responsibility to complete this form correctly. If you have questions, please see your counselor for guidance.**

**STEP 2:** Please check one box. I am requesting this change because:

- A. I have been placed in the wrong level.
- B. My courses do not match my first, second or third choices selected during course request season.
- C. My course needs have changed since making my course requests (due to summer school, etc.)

**IF YOU DO NOT FIT INTO ONE OF THE ABOVE REASONS, YOU ARE NOT ELIGIBLE FOR A SCHEDULE CHANGE.**

**STEP 3:** If you are eligible for a schedule change, bring this sheet to your counselor, the Director of Student Services or the Assistant Principal. They will work with you to see if changes to your schedule can be made by consulting your original requests.

CLASS PERIOD	CURRENT CLASS(ES):	Class Period	REQUESTED CLASS(ES):

<b>Counselor’s Notes:</b>
<b>Counselor Name / Signature:</b> _____ <b>Date:</b> _____

**STEP 4:** Turn in completed forms to the Assistant Principal for final review and decision. You will be notified if the change request can be made. Until such time, continue to follow your current schedule.

Assistant Principal Signature: _____ Date: _____
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## OUTSIDE COURSE POLICY AND PROGRAM INFORMATION 2012- 2013 (NON-REMEDIATION)

JCP students who want to take courses outside of Jones to accelerate the progression of classes and/or for enrichment must get the classes pre-approved. Students will not get credit for outside courses if they are not pre-approved.

As of 2009-2010, CPS has cancelled College Bridge and greatly reduced many enrichment programs. There are only a few outside courses that will be approved for you to take during the school year. **If you are planning on taking an outside course during the summer and want to get credit, you must also follow this process.**

1. You must get the approval of your parent/guardian.
2. You must get the permission of your counselor, who will determine whether or not an outside course is appropriate given your graduation requirements, outside course program requirements, and if the course is necessary in the case that you are trying to accelerate.
3. If you want to accelerate in an area in which you plan to continue studies at JCP (i.e., taking an outside math class so that you can reach AP Calculus BC), you must get the permission of the department chair in the subject area in which you want to take the course. The chair will determine whether the course is appropriate or not given your current academic standing and whether it will prepare you well for the next step at Jones.
4. You must get the permission of the Assistant Principal.
5. After taking the course, it is your responsibility to secure an official transcript and/or grade report and deliver copies to your counselor and the Director of Student Services. Keep an original for your records.

Use the attached form to obtain the above-mentioned approvals. Any questions about this policy can be fielded by your counselor.

# OUTSIDE COURSE PERMISSION FORM (NON-REMEDIATION) 2012-2013

Student Name and ID#: \_\_\_\_\_

Course to be taken (you may not know all this information at the time of course requests):

Course: \_\_\_\_\_

School: \_\_\_\_\_

Dates: \_\_\_\_\_

Contact Person, Phone, Email: \_\_\_\_\_

(This is the person who registers you for the outside course)

Teacher/professor, Phone, Email: \_\_\_\_\_

(This is the person who teaches the outside course)

**Student statement and signature:** I understand that it is my responsibility to learn all policies and procedures for this class, attend all class sessions, complete all work on time, successfully pass, and deliver copies of my official transcript to my counselor and the JCP Director of Student Services. CPS and JCP cannot be responsible for my behavior or my safety when I am attending an off-site class. I understand that I am expected to attend a study hall at JCP when my outside course is not in session.

Signed and dated: \_\_\_\_\_

**Parent Guardian statement and signature:** I understand that it is my student's responsibility to learn all policies and procedures for this class, attend all class sessions, complete all work on time, successfully pass, and deliver copies of the transcript to the counselor and the Director of Student Services. I also understand that CPS and JCP cannot be responsible for my child's behavior or safety when attending an off- site class. Finally, I understand that my student is expected to attend a study hall at JCP when the outside course is not in session.

Signed and dated: \_\_\_\_\_

JCP Counselor: \_\_\_\_\_

JCP Department Chair: \_\_\_\_\_

Only for acceleration when the student plans to continue studies in the area.

JCP Assistant Principal: \_\_\_\_\_

Comments:

# REMEDIATION POLICY 2011– 11 (INCLUDING SUMMER 2010)

## **REMEDIATION POLICY 2012– 2013 (SUMMER SCHOOL FOR CREDIT RECOVERY) (INCLUDING SUMMER 2012)**

Jones strongly recommends that, in order to prepare yourself adequately for college, you retake **every** failed class, including electives. This shows college admission representatives that you take your education seriously and that you can work through academic struggles. Making up classes is called “remediation.”

**Remediation classes are offered in several ways, listed here in order of preference.**

1. JCP summer school. This is usually the first choice because if you are struggling, it is not a good idea to add an extra course to your academic year course load. JCP summer school details are released late in the spring semester.
2. 9<sup>th</sup> period on-line remediation. With this option, a student could make-up a past failure or first semester failure during second semester and thus not have to go to summer school. These classes are taught in a supervised classroom at Jones, so that students have the support of a teacher. Please see Ms. Lee, the Director of Student Services, for more information.
3. CPS Evening or Saturday School or Summer School at a CPS High School. These are courses offered at neighborhood high schools. They tend to be much lower in rigor than what you would experience at JCP or another selective enrollment school. Thus, they can be ideal for non-core classes (i.e., P.E. and Drivers Ed) or courses in which you do not plan to continue at JCP (i.e., if you need to make up a semester of Spanish III and are not planning to take Spanish IV). However, they are not ideal for core classes in which you plan to continue at Jones, as you will not likely get the training that you need to succeed in the next course. Non-JCP summer school fees vary widely.

**Following are the rules for retaking classes, or “remediation,” at Jones.**

1. If you fail a class, it is your responsibility to see your counselor right away. This is important because remediation deadlines come and go very quickly.
2. It is strongly recommended that every failed course – both graduation requirements and electives – be made up.
3. Prior approval regarding all remediation courses is mandatory using the proper form at the end of this policy. Courses must be made up in a specific order that **prioritizes graduation requirements**.
4. If you attend both sessions of summer school at JCP and pass these classes, you can make up remaining courses at JCP during the school day in 2012-2013 **if** the master schedule and your schedule allow.
5. It is your responsibility when you finish making up a credit to acquire the official **transcript or grade report**. You should then give a copy to your counselor, give a copy to the JCP Director of Student Services, and keep an original for your records. Do this right away; do not wait until right before graduation!
6. If you do not make up your failed classes, or if you are so far off track that you can no longer graduate from JCP in four years, you will be counseled to transfer to another school as early as your second semester, sophomore year.

If you have any questions about this policy, please see your counselor or the Assistant Principal.

# REMEDATION COURSE PERMISSION FORM 2012- 2013

Student Name : \_\_\_\_\_ Student ID # \_\_\_\_\_  
\_\_\_\_\_

Course to be taken:

Course: \_\_\_\_\_ Semester:\_\_\_\_  
\_\_\_\_\_

Course: \_\_\_\_\_ Semester:\_\_\_\_  
\_\_\_\_\_

School (if not taking it at Jones): \_\_\_\_\_  
\_\_\_\_\_

Session: \_\_\_\_\_  
\_\_\_\_\_

Contact Person, Phone, Email: \_\_\_\_\_  
\_\_\_\_\_

(This is the person who registers you for the course)

Teacher/professor, Phone, Email: \_\_\_\_\_  
\_\_\_\_\_

(This is the person who teaches the course)

**Student statement and signature:** I understand that it is my responsibility to learn all policies and procedures for this class, attend all class sessions, complete all work on time, successfully pass, and deliver copies of my transcript to my counselor and the JCP Director of Student Services. I also understand that CPS and JCP cannot be responsible for my behavior or my safety if and when I am attending an off-site class.

**Signed and dated:** \_\_\_\_\_  
\_\_\_\_\_

**Parent Guardian statement and signature:** I understand that it is my student's responsibility to learn all policies and procedures for this class, attend all class sessions, complete all work on time, successfully pass, and deliver copies of the transcript to the counselor and the JCP Director of Student Services. I also understand that CPS and JCP cannot be responsible for my child's behavior or safety if and when attending an offsite class.

**Signed and dated:** \_\_\_\_\_  
\_\_\_\_\_

JCP Counselor: \_\_\_\_\_

JCP Assistant Principal: \_\_\_\_\_  
\_\_\_\_\_

Comments:



## INCOMING FRESHMAN REQUESTS FOR HIGHER-LEVEL COURSE PLACEMENT 2012-2013

### Overview

Incoming freshmen request first level courses at JCP unless you have already secured **official CPS high school credit** or taken and passed the **official JCP placement test**.

**You can request non-freshman (higher-level) course credits in three situations:**

1. You have received **official CPS high school credit** with a grade of C or above via participation:

- At a CPS 7<sup>th</sup> and 8<sup>th</sup> grade Academic Center. Currently, Harlan, Kenwood, Lane Tech, Lindblom, Morgan Park, Taft, and Whitney Young High Schools have 7<sup>th</sup> and 8<sup>th</sup> grade Academic Centers. ***For course request purposes, if you are in one of these programs, you can assume that regular level credit will be granted as long as you meet CPS standards of a C or better.***

2. You have been have passed an **official Chicago Public Schools placement test**. (held during the month of May). **Regular** credit is given to students in this insistence.

In both cases students will initially be placed in entry level courses. Once final confirmation via principal/school documentation is received and passing grades are posted on the official CPS high school transcript, students will be placed into the next level.

3. An **official Jones College Prep placement exam** will be given to students attending from private/parochial schools in May/June. Based on the outcome of this exam students will be placed in appropriate level classes.

**There are several limitations to accepting pre-ninth grade credits and placement into higher-level courses.**

1. A maximum of 4 credits will be accepted from Chicago Public Schools elementary schools, provided all Illinois Board of Education requirements are met. Students may earn no more than 1 credit in each core subject area, with the possible exception of Math and World Language. Credits from a non CPS elementary school will not be accepted.
2. One English credit will be accepted for English I/Survey Literature as long as all Illinois Board of Education requirements are met.
3. One Biology credit will be accepted as long as all Illinois Board of Education requirements are met.
4. One Algebra/Math 1 credit may be accepted as long as all Illinois Board of Education requirements are met. Up to 1 Geometry/Math 2 credit may be accepted as long as all Illinois Board of Education requirements are met.
5. One World Studies credit will be accepted as long as all Illinois Board of Education requirements are met.
6. Up to 2 World Language credits for Spanish, French, or Mandarin Chinese will be accepted as long as all Illinois Board of Education requirements are met. You must take and pass the appropriate JCP world language placement test to make sure that you are adequately prepared for the next level course. Any student who has a background in a language must take the JCP placement test.

7. One Music, Drama, or Visual Art credit may be accepted as long as all Illinois Board of Education requirements are met. You may continue in these disciplines at JCP after auditioning with the instructor.

# **Jones College Prep**

## **Course Descriptions**

### **2012–2013**

#### **Please Note**

All courses are taught at an honors level unless otherwise indicated

1 credit classes indicate a yearlong course

.5 credit classes indicate a semester long course

JCP students are required to take 7 classes plus lunch while at JCP

All students enrolled in an AP class take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.

\*(please note the cost of AP exams may go up for the 2012-2013 school year)

# Jones College Prep

## English Course Progression

Freshman Year	Sophomore Year	Junior Year	Senior Year
Survey of Literature (English I) <sup>GR</sup>	American Literature (English II) <sup>GR</sup>	<p style="text-align: center;">African-American Literature <sup>GR*</sup></p> <p style="text-align: center;">AP Literature and Composition <sup>GR</sup></p> <p style="text-align: center;">British Literature (English III) <sup>GR</sup></p> <p style="text-align: center;">Latin American Literature <sup>GR*</sup></p> <p style="text-align: center;">(Must take at least one of the above)</p>	<p style="text-align: center;">African-American Literature <sup>GR*</sup></p> <p style="text-align: center;">AP Language and Composition <sup>GR</sup></p> <p style="text-align: center;">Latin American Literature <sup>GR*</sup></p> <p style="text-align: center;">World Literature (English IV) <sup>GR</sup></p> <p style="text-align: center;">(Must take at least one of the above)</p>

**ELECTIVES (these do NOT satisfy English graduation requirements)**

<p>Academic Decathlon I</p>	<p>Academic Decathlon I-II Journalism</p>	<p>Academic Decathlon I-III  Creative Writing  Journalism I-III  Yearbook and Web Design I and II</p>	<p>Academic Decathlon I-IV  Creative Writing  Journalism I-III  Yearbook and Web Design I and II</p>
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**GR** = Satisfies graduation requirement

# Jones College Prep

## English Department Course Descriptions

### **Honors English I – Survey of Literature**

Students analyze various literary genres, including nonfiction, essays, drama, short stories, and poetry, as well as biographical, autobiographical, and informational readings. Students write in narrative, descriptive, literary, creative, and expository styles, and gain a variety of writing skills, including the peer review and revision processes. As they will write for a variety of audiences and purposes, students will discuss and experiment with tone, style, and word choice. The successful completion of a research paper is required in this course.

**Prerequisites: None  
credit**

**1**

---

### **Honors English II – American Literature**

Students will evaluate the literature of explorers, settlers, and minority groups from the colonial through modern periods in a curriculum encompassing biographies, essays, novels, short stories, poetry, and drama. Students will also continue to develop conventional writing skills and achieve mastery in writing for a variety of occasions (particularly literary analysis) by producing short and extended writings that demonstrate research, analytical, evaluative, creative and higher-order thinking skills.

**Prerequisites: English I**

**1 credit**

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### **Honors English III – British Literature**

Students read an overview of British literature from the Medieval period to the Modern, integrating a study of history to better supply a context for an appreciation and understanding of the literature, with emphasis on a variety of prose and poetic genres. Students write critical and argumentative essays, complete a research paper, engage in creative writing projects, and make technology-assisted oral presentations. Preparation for ACT, SAT and high stakes tests is incorporated during the year through the application of critical thinking skills in class discussions and assignments, as well as through assessments using standardized test formats.

**Prerequisites: English II**

**1 credit**

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### **Honors English IV – World Literature**

Students read and examine world literature, using advanced techniques of composition to analyze a variety of literary genres. Students evaluate the language used in the various readings, and investigate the cultural and historical contexts that produced the works under study. Students complete an extensive, cross-curricular research paper, demonstrating mastery of research skills and effective written language. Students also prepare for the ACT, SAT, and college entrance exams.

**Prerequisites: English III**

**1 credit**

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### **English III – AP English Literature and Composition**

In this college-level course, students read carefully and critically to analyze literature, developing skills in analyzing and evaluating structure, style, themes, figurative language, tone, and purpose. Students analyze a variety of literature selections representative of a number of genres from writers of the world, with an emphasis on British Literature, and demonstrate an appreciation for the written word. Students write to understand, to explain, and to evaluate, using different modes of writing including, but not limited to, timed and prompt-based writings and essays developed through the writing and revision process. All essays and class discussion respond to literature (in content, in cultural/sociological/historical

context, in style, in literary analysis) in a manner that is persuasive, argumentative, expository, or analytical/interpretive, whether the essay is modeled on the literature (such as through writing one's own satirical essay) or directly responding to the literature through quotes and analysis of the material.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: English II**

**1 credit**

---

### **English IV – AP English Language and Composition**

Students in AP English Language and Composition engage in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students become aware, in both their writing and their reading, of the interactions among a writer's purposes, audience expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing.

Students in AP English Language and Composition, a college-level course, read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers. Students move beyond such programmatic responses as the five-paragraph essay; although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students place their emphasis on content, purpose, and audience and allow this focus to guide the organization of their writing.

To reflect the increasing importance of graphics and visual images in texts published in print and electronic media, students analyze how such images both relate to written texts and serve as alternative forms of text themselves. In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of the AP English Language and Composition course. Students move past assignments that allow for the uncritical citation of sources and, instead, take up projects that call on them to evaluate the legitimacy and purpose of sources used.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: English III**

**1 credit**

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### **Honors English III or IV – African American Literature**

This course meets the graduation requirement for English III OR English IV (but not both). Applying thematic historical contexts, students in the African American Literature course deconstruct texts and other forms of media from the 1800s to modern times to evaluate how African Americans have been portrayed in the media, community, politics and other governing bodies in the United States. Students will apply educational theory and literary criticism in various forms: essays, research papers, and oral presentations, to understand multiple vantage points of the African American experience. Students will demonstrate the synthesis of rhetorical effect using literary devices. Students will be immersed in the use of the Socratic Method in facilitating an environment of excavation and dialogue. Students will write an extensive, cross-curricular research paper, demonstrating mastery of research skills and effective written language.

**Prerequisites: English II**

**1 credit**

---

### **Honors English III or IV – Latin American Literature**

This core English course meets the graduation requirement for English III OR English IV (but not both). Students in this course examine texts by writers of Latin American ancestry. By examining various genres through literary, historical, social, political, and artistic perspectives, students will develop their skills as highly proficient readers and writers. Students in this course complete rigorous creative and academic writing assignments, including an interdisciplinary research project. Students are challenged to develop their own understanding of the course's themes in a global context and expand their appreciation of writing. Students use the course work to improve their skills in rhetoric, writing, and text

analysis based on the ACT English College Readiness Standards, which naturally align with the Illinois state standards. Students also develop their critical-thinking ability: the well-reasoned problem-solving process where one examines evidence and decides what to believe, communicate, or do.

**Prerequisites: English II**

**1 credit**

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### **Honors Academic Decathlon I, II, III, IV**

Students train to compete in the Academic Decathlon competitions. Students demonstrate acquisition of knowledge and understanding in the core subjects and areas of mathematics, economics, art history, interview, speech, music, and social science. A novel is read each year, setting the theme which is the umbrella topic for the year's competition. Advanced students demonstrate leadership roles in competition and in building their team's academic competitive skills, driving cooperative instruction and assisting in preparation of first and second-year Decathletes for the competitions. Following competition season, students will read and respond to a variety of works on a theme selected by the previous year's team. This course does NOT meet English graduation requirements.

**Prerequisites: None  
credit**

**1**

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### **Honors Creative Writing**

This course will allow students to explore various genres of writing, literary elements and techniques, critiquing strategies, and verbal interpretation. Genres will include fiction, creative nonfiction, memoir, poetry, and drama. Although this is a writing course, students will need to read from these genres in order to write effectively within them, so small amounts of reading will be required. Students will learn about and understand literary techniques in order to strategically use them in their writing. Students will share their pieces with peers and improve their writing based upon others' analyses. Students will also read out loud from their pieces, thereby gaining an appreciation for the spoken word.

This course does NOT meet English graduation requirements

**This one semester course must be taken in conjunction with any of the following to fulfill English graduation requirements: English III / British Literature; African American Literature; Latin American Literature; or Advanced Placement English Literature and Composition.**

**Prerequisites: Must have taken English I and English II.**

---

### **Honors Journalism: Newspaper**

This course addresses the fundamental principles of journalism and requires students to regularly publish JCP's *Eagle Eye*, the school's newspaper. This elective class will teach students how to create print and audio news stories, assess the news value of an event or situation, develop story ideas, and compile a worthy, socially responsible article or editorial for the JCP community. Much attention will be paid to improving students' writing and critical-thinking skills. A study of media, journalism ethics, photojournalism, and publication completes the course. The number and complexity of assignments in this class are comparable to those in a challenging core English class; therefore, students must be willing to accept the high level of responsibility and commitment to regularly publish a reputable school newspaper.

This course does NOT meet English graduation requirements.

**Prerequisites: Completion of English I or permission from the Assistant Principal**

**1 credit**

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### **Honors Yearbook**

In this course, students practice the essential personal and professional skills of collaborating with peers and meeting deadlines in the production of the school yearbook, a complex and substantial publication. Students increase their use and proficiency of technology with computerized layout, text, and object organization. Digital cameras, Adobe Photoshop, and online yearbook development tools will be utilized throughout the course. Students will be required to write/communicate effectively while producing the yearbook.

This course does NOT meet English graduation requirements.

**Prerequisites: Completion of English I or permission from the Assistant Principal** **1 credit**

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\*(please note the cost of AP exams may go up for the 2012-2013 school year)



# Jones College Prep Math Department Course Descriptions

## **Honors Math 1**

The purpose of this course is to provide an introduction to mathematical problem solving, the use of variables, the meaning and use of functions and graphs, and basic principles for working with exponents. Various concepts from geometry, probability, and statistics will also be covered as students focus on identifying algebraic and geometric patterns. These ideas will be presented in varied contexts such as the settlement of the American West, and Lewis Carroll's "Alice's Adventures in Wonderland." A TI-83+ or TI-84+ calculator is required.

**Prerequisites: None**

**1 credit**

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## **Honors Math 2**

Students work with powerful mathematical ideas, including the Pythagorean Theorem, linear programming, coordinate geometry, quadratic functions, solving systems of two equations/inequalities algebraically and graphically, developing proofs, properties of parallel lines, area and volume of geometric figures, and properties of similar and congruent triangles. Problem contexts include the geometry of the honeycomb, determination of shadow length via similar triangles, the motion of a firework, and linear programming to help a bakery maximize their profits. A TI-83+ or TI-84+ calculator is required.

**Prerequisite: Math 1**

**1 credit**

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## **Honors Math 3**

The purpose of the course is to expand on the topics covered in the previous two courses. Students will study Algebra II concepts, which shall include exponential and circular functions, systems of linear equations and inequalities, derivatives and rate of change. Students will expand on some geometric concepts including circles, coordinate geometry, and geometric proof. Finally, students will analyze data and study various probability tools including permutations, combinations, as well as develop the binomial theorem. These mathematical concepts will be explored using various real world applications, such as plotting out the land use in a city for various developments, and analyzing data on world population models. A TI-83+ or TI-84+ calculator is required.

**Prerequisite: Math 2**

**1 credit**

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## **Honors Math 4**

The purpose of the course is to help students understand the fundamental concepts of advanced algebra, trigonometry, and functions, to show how these concepts can be used to model real-life situations, and to foreshadow the important ideas of Calculus. Students will extensively investigate topics in polynomial, power and rational functions, as well as exponential and logarithmic functions, using algebraic, numerical, graphical, and verbal methods for representing problems. Students will also study the trigonometric functions, trigonometric identities, parametric equations, and finish with an introduction to Calculus. Students use advanced functions of graphing calculators and computer software. A TI-83+ or TI-84+ calculator is required.

**Prerequisite: Math 3**

**1 credit**

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## AP Calculus AB

AP Calculus AB is a college level calculus class equivalent to one semester of college calculus. This course follows the syllabus of Advanced Placement AB Calculus and includes topics such as limits, derivatives, and integration. Students examine a variety of functions both theoretical and practical, applying differential and integral calculus. Students demonstrate their knowledge graphically, algebraically, and numerically, as well as write concise mathematical solutions. Technology plays a key role in developing conceptual understanding throughout the course. A TI-83+ or TI-84+ calculator is required.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Math 4 or Precalculus Course (see Outside Course Policy)**

**1 credit**

---

## AP Calculus BC

AP Calculus BC is a college level calculus class equivalent to two semesters of college calculus. This course includes all topics in the Calculus AB course, plus topics for the BC curriculum, including parametric, polar, and vector functions, applications of integrals, and polynomial approximations and series. Technology continues to play a key role in this course. The TI-83+ or TI-84+ calculator is required.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Math 4 or Summer Precalculus Course (see Outside Course Policy)**

**1 credit**

---

## AP Statistics

AP Statistics is a college-level math class in which students analyze data using graphical, numerical, and inferential techniques. Students conduct experiments, surveys and simulations to gain a quantitative understanding of the world we live in. Advanced functions of graphing calculators and computer software are used and students are required to describe their conclusions in writing. The course follows the syllabus as defined by the College Board. A TI-83+ or TI-84+ graphing calculator is required.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Math 3**

**1 credit**

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\*(please note the cost of AP exams may go up for the 2012-2013 school year)

# Jones College Prep

## Physical Education Course Descriptions

<b>PE I and Health</b>	<b>PE II and Drivers Education</b>	<b>Advanced Weight Training I and Advanced Weight Training II</b>
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### **Regular PE I/Health**

Students will be taught all components of physical fitness. Additionally, students will study all topics related to nutrition and wellness, family living, reproduction facts, STDs, AIDS, tobacco, drugs, and alcohol. Students will spend time in the JCP Fitness Center on Plymouth Court learning how to exercise with weight and aerobic equipment. Students are not required to purchase a uniform for PE1 but required to bring a change of appropriate workout clothes everyday.

**Prerequisites: None**  
**1 credit**

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### **Regular PE II/Driver Education**

Driver education and safety prepares students for roles in society as safe drivers. First aid will be taught to prepare students to respond appropriately in emergency situations. Students will spend time in the JCP Fitness Center on Plymouth Court learning how to exercise with weight and aerobic equipment. Students will be required to purchase a gym uniform for use in the fitness center.

**Prerequisites: None**  
**1 credit**

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### **Regular Advanced Weight Training I and Advanced Weight Training II**

In this full year course students will spend the entire year in the JCP Fitness Center located on Plymouth Court learning the most up to date and advanced physical training methods. Throughout the year several different types of training will be utilized including but not limited to; metabolic protocols, bodyweight training, power lifting, rope training, stone lifting, strongman events, band and cable training, free weights. These sections are only offered to juniors and seniors with good academic standing. Students will be required to wear only athletic apparel while engaging in rigorous physical activities. Permission of the PE department is required for registration. Enrollment will be capped due to the size of the fitness center and a limited number of sections will be available.

**Prerequisites: PE I and PEII**  
**1 credit**

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### **Regular Advanced Weight Training I and Advanced Weight Training II**

In this semester course students will spend the entire year in the JCP Fitness Center located on Plymouth Court learning the most up to date and advanced physical training methods. Throughout the year several different types of training will be utilized including but not limited to; metabolic protocols, bodyweight training, power lifting, rope training, stone lifting, strongman events, band and cable training, free weights. These sections are only offered to juniors and seniors with good academic standing. Students will be required to wear only athletic apparel while engaging in rigorous physical activities. Permission of the PE department is required for registration. Enrollment will be capped due to the size of the fitness center and a limited number of sections will be available.

**Prerequisites: PE I and PEII  
.5 credit**

# Jones College Prep Performing Arts Course Progressions

## *Instrumental*

1st Year	2nd Year	3rd Year	4th Year
Advanced Band I* Advanced Orchestra I* Instrumental Music I*	Advanced Band II Advanced Orchestra II Jazz Band I	Advanced Band III Adv Orchestra III Jazz Band II	Advanced Band IV Advanced Orchestra IV Jazz Band III AP Music Theory

## *Theater*

1st Year	2nd Year	3rd Year	4th Year
Theatre Fundamentals	Drama I: Theatre Academy I	Drama II: Theatre Academy II	Drama III: Theatre Academy III

## *Vocal*

1st Year	2nd Year	3rd Year	4th Year
Advanced Mixed* Chorus I Beginning Mixed Chorus	Advanced Mixed Chorus II	Advanced Mixed Chorus III	Advanced Mixed Chorus III AP Music Theory

**\*All entry level courses satisfy Performing Arts Graduation Requirement**

**\*\* Auditions are required for students wishing to take advanced course their freshmen year**

**\*\*\*(please note the cost of AP exams may go up for the 2012-2013 school year)**

# Jones College Prep – Performing Arts Course Descriptions

## Instrumental Music

### **Honors Advanced Band I, II, III, and IV**

Advanced Instrumental classes are designed to give instruction to students who have had satisfactory to good success in the previous level classes and wish to move on to the next level. The students in Level I read literature between musical grade levels of 2.5 to 5. Level II literature ranges from musical grade levels 2 to 3 although much of the literature can be similar to that of the Level III students, which is designed to give instruction to advanced instrumentalists. Musical grade reading level ranges from 2.5 to 4. All performing groups (Orchestra, Symphonic Band, and Jazz Band) are award winners. From city, state, and university festivals, as well as international competitions, the Jones College Prep Instrumental Academy has proven itself to facilitate students' development in all areas directly tied to academia: cognitive, psychomotor, and the affective, while providing a social setting which supports JCP's vision.

**Prerequisites: Instructor permission following an audition or Instrumental Music I.**  
**Each successive year requires successful completion of the previous year.**  
**1 credit**

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### **Honors Advanced Orchestra I, II, III, and IV**

Advanced Orchestra classes are designed to give instruction to students who have had satisfactory to good success in the previous level classes and wish to move on to the next level. The students in Level I read literature between musical grade levels of 2.5 to 5. Level II literature ranges from musical grade levels 2 to 3 although much of the literature can be similar to that of the Level III students, which is designed to give instruction to advanced instrumentalists. Musical grade reading level ranges from 2.5 to 4. All performing groups (Orchestra, Symphonic Band, and Jazz Band) are award winners. From city, state, and university festivals, as well as international competitions, the Jones College Prep Instrumental Academy has proven itself to facilitate students' development in all areas directly tied to academia: cognitive, psychomotor, and the affective, while providing a social setting which supports JCP's vision.

**Prerequisites: Instructor permission following an audition or Instrumental Music I. Each successive year requires successful completion of the previous year.**  
**1 credit**

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### **AP Music Theory Instrumental/Vocal**

Students in AP Music Theory will prepare for the College Board Advanced Placement examination through in-depth study of music theory. See the College Board's website for specific course content.

All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.

**Prerequisites: Previous participation in an advanced instrumental or vocal music course.**  
**1 credit**

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### **Regular Instrumental Music I**

This class is designed to give instruction in music to those who have never played an instrument before and to those who currently play but are not at an advanced level.

**Prerequisites: None**  
**1 credit**

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### **Honors Jazz Band I, II, and III**

This class is designed to increase participant awareness of the Jazz idiom. This will be accomplished with various pedagogical tools including improvisatory playing and interpretive analysis of Jazz literature. Students will occasionally be required to perform before an audience. This class will meet on Monday through Friday during an extended 9th period and is intended for intermediate students who should possess reasonable sight-reading skills. Beginning players are welcome to audition.

**Prerequisites: Instructor permission following an audition. Each successive year**

requires successful completion of the previous year.

1 credit

## Jones College Prep – Performing Arts Course Descriptions Theatre Academy – Four Year Academic Program

### Drama I

Drama I is the "entry level" theatre course. Students analyze the multidisciplinary aspects of the entire theatrical experience through individual and group performances. The class examines how the voice and body are used in performance through public speaking, storytelling, pantomime and improvisation. Students also write short plays and sketches, explore theatrical literature and history, and attend productions at Jones and various professional theatres throughout the year. Elements of setting, staging, characterization, and acting techniques interface with the many literary, historical, mathematical, and scientific elements in theatre.

**Prerequisites: None; this course fulfills the performing arts graduation requirement and is ideal for the student who seeks a survey-level introduction to theater.**  
**1 credit**

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### Drama II

In Drama II, students, working as an ensemble, train in voice, speech, movement, and acting techniques, while surveying all aspects of theater and entertainment arts such as script analysis, dramaturgy, directing, stagecraft, dance, and design. Modeled on national professional performance training programs, students practice performance and design techniques with classic and contemporary literature; research, interpret, analyze, create, and perform scenes with interdisciplinary connections. Students identify theatre occupations and training at the collegiate level, or explore undergraduate and career applications of theatre, entertainment, and media skills.

**Prerequisites: Drama I (or equivalent transfer credit) or approval of instructor**  
**1 credit**

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### Theatre Production I

Theatre Academy students receive real-world training as they work intensively as a part of a production company, producing both scripted and original theatre pieces for the Department of Theatre's annual productions. Students survey all practical aspects of theatre and entertainment arts such as performing, stage management, dramaturgy, directing, stagecraft, dance, design, publicity, front of house responsibilities, and play and sketch writing as they work on the school play and musical, Faculty Follies, student directed one-acts, Comedy Showcase and more. In addition, students practice advanced performance techniques with classic and contemporary literature; research, interpret, analyze, create, and perform scenes with interdisciplinary connections. Students identify theatre occupations and training at the collegiate level, or explore undergraduate and career applications of theatre, entertainment, and media industries. **Participation in one Production Company (Fall or Spring, comprising approximately 180 hours) is required as the "lab" part of this course.**

**Prerequisites: Drama II (11<sup>th</sup> and 12<sup>th</sup> graders with extensive Theatre experience may be accepted into Theatre Production I by approval of instructor)**  
**1 credit**

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### Theatre Production II

Upper class Academy students assume leadership positions in our production company, learning in a hands on, practical method as they direct, stage manage, produce, write, and perform at the most advanced level, working on the school play and musical, Faculty Follies, student directed one-acts, Comedy Showcase and more. In addition, students study advanced performance techniques, while surveying all aspects of theater and entertainment arts such as dramaturgy, directing, stage management, stagecraft, dance, design, publicity, front of house responsibilities, and play and sketch writing. Students who plan to continue on in theatre occupations or college training practice college auditions and interviews, and receive help with theatrical portfolios, resumes, headshots and more. **Participation in one Production Company (Fall or Spring, comprising approximately 180 hours) is required as the "lab" part of this course.**

Prerequisites: Theatre Production I

1 credit

## Jones College Prep – Performing Arts Course Descriptions

### Vocal Music

#### **Honors Advanced Mixed Chorus I, II, III, and IV: Concert Choir**

Concert Choir Academy offers honors level choir experience by audition only. Students learn and apply music theory through performance experiences and score study, and practice advanced vocal and choral techniques for the experienced singer/performer. Students sight sing scores and exercises in 4-8 parts, practice independent score study, and have opportunities for solo and choral performances, including intensive world language study and coaching. Score study ranges from traditional choral repertoire, medieval through 20th century, European, American, and world language music. Study also includes stylistic techniques for ethnic and popular American genres. Movement and choreography techniques are developed for performances. This combined variety of higher-level course sequences allows Jones College Prep to compete for scholarships at music conservatories.

**Prerequisites: Teacher Approval, Beginning Mixed Chorus, Qualified by audition as a freshman**

**Each year requires successful completion of the previous year**

**1**

**credit**

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#### **AP Music Theory Instrumental/Vocal**

Students in AP Music Theory will prepare for the College Board Advanced Placement examination through in-depth study of music theory. See the College Board's website for specific course content.

**All students are required to take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Previous participation in instrumental or vocal music**

**1 credit**

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#### **Regular Beginning Mixed Chorus**

This course is an introduction to the art of singing. It teaches students how to align the body, breathe using appoggio technique, and to use resonance balancing and register placement to correctly modulate vowels to achieve a healthy vocal sound. Students learn the art of performance through experience. Students study music theory and develop skills in reading and writing music, sight-singing with sol feggio.

**Prerequisites: none**

**1 credit**

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**\*(please note the cost of AP exams may go up for the 2012-2013 school year)**

# Jones College Prep Science Department

<b>Science Department Progression</b>
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**\*(please note the cost of AP exams may go up for the 2012-2013 school year)**  
**\*\* Meets graduation requirements; students MUST earn a high school Biology or AP Biology credit in order to meet CPS graduation requirements**  
**\*\*\* If a student already has biology credit before coming to JCP he/she may take AP Biology, another AP science course, and or an elective course.**

# Science Department Course Descriptions

## Honors Anatomy and Physiology

Students learn the basic concepts of anatomy and physiology through the study of anatomical language, tissue & organ levels of organization, homeostatic changes, structure & function and current topics in health and disease in relation to human organ systems. Students will dissect organ systems, prepare tissue slides, view interactive videos, create models, read & outline college level text, hear lectures, participate in field trips, write laboratory reports, conduct presentations and use computer simulations to better understand the concepts of Anatomy & Physiology.

**Prerequisites: Junior or senior with a C or better in Chemistry who has taken or is concurrently taking Biology or AP Biology**

**1 credit**

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## AP Biology and AP Biology Extended

In this college-level introductory biology course, students analyze the rapidly changing science of biology by applying factual knowledge, analytical skills, and the scientific method. Students evaluate the field not only as a series of events that occur in living systems but also as a field that produces social, economic, and ethical change. Students practice personal interaction with biological concepts as they complete a series of laboratory and hands-on activities in preparation for the Advanced Placement examination. This course will meet for two class periods each day. **AP Biology and AP Biology Lab must be taken together.**

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Physics, Chemistry and Biology OR Physics, Chemistry and departmental approval**  
**2 credits**

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## AP Chemistry and AP Chemistry Extended

This course is equivalent to a college introductory chemistry course in which students investigate topics dealing with the structure of the atom, bonding of elements, behavior of gases, chemical reactions, kinetics, equilibria, electrochemistry, thermodynamics, and organic and nuclear chemistry. This exploration takes place through the use of state-of-the-art laboratory facilities and interactive computer software, which allows the students personal experience with chemistry concepts in preparation for the Advanced Placement examination. This course will meet for two class periods each day. **AP Chemistry and AP Chemistry Lab must be taken together.**

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Chemistry**

**2 credits**

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## AP Physics B and AP Physics Extended

In this college-level physics course (equivalent to the first year non-calculus based college physics course), students train rigorously in physical science including concepts of motion, heat, electricity and magnetism, optics, and modern physics. Students will exhibit their understanding of these topics by conducting laboratory and research projects, presenting their findings through oral, written, and multimedia products, and by successfully completing the Advanced Placement exam. This course will meet for two class periods each day. **AP Physics and AP Physics Lab must be taken together.**

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Chemistry, Physics and Algebra/Trig (Math III);**

**2 credits**

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## **Honors Biology**

Students identify central biological concepts in a comprehensive framework, assess scientific methods and processes, and use higher-order thinking skills to relate the study of biology to everyday life. Students use computer-based laboratory experiences, hands-on activities, dissections, computer simulations, and the Internet as part of their research. Students integrate multicultural perspectives and contributions to science in order to place biological advances in a context and to further their exploration of science careers.

**Prerequisites: Physics and Chemistry**

**1 credit**

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## **Honors Chemistry**

Students analyze and apply concepts in matter and energy including chemical reactions, atomic structure, the periodic table, chemical bonding, stoichiometry, kinetics, equilibrium, acid-base chemistry, and electrochemistry. Students participate in hands-on activities featuring state-of-the-art electronic data acquisition devices along with data analysis software. The nature of science as an inquiry-driven discipline is stressed in this course. Students will be assessed on their factual and conceptual knowledge of chemistry concepts as well as their development of laboratory skills throughout the year.

**Prerequisites: Physics and Algebra (Math I)**

**1 credit**

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## **Honors Engineering I**

In this semester long course, students will learn the engineering process through hands-on activities. Students will integrate key concepts from their math and science classes to create practical applications. Possible projects and competitions include: building catapults, designing rollercoasters, racing solar powered vehicles and an introduction to building and programming robotic vehicles.

**Prerequisites: C or better in Math and Science courses; Junior or Senior Status**

**.5 credit**

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## **Honors Engineering II**

This course is designed for students who are considering engineering as a career and will be geared not only to provide students with projects to further their understanding of engineering processes but also to provide students with information regarding engineering as a major and as a career. Students can expect more complicated and involved projects than in Engineering I, centered on the themes of energy and autonomous robotics.

**Prerequisites: C or better in Math and Science courses, Engineering I or department approval** .  
**5 credit**

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## **Honors Physics**

Using a conceptually driven physics curriculum students will build the foundation of scientific literacy in content as well as methodology, developing models of the natural world and using these models to make predictions. The content will focus on mechanics with an emphasis on force and energy as those two concepts will serve as the foundation for understanding chemistry. Students will also further develop mathematical skills such as interpreting graphs, reasoning proportionately and solving equations.

**Prerequisites: None**

**1 credit**

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\*(please note the cost of AP exams may go up for the 2012-2013 school year)

## Social Science Department Course Descriptions

### AP European History

Students in this college-level course analyze the development of the ideas, personalities, civilizations, and institutions of the nations of Europe from the Renaissance to the present. Using the tools of the social sciences, including primary source documents, written and oral records, geography, social anthropology, and technology, students use historical evidence to answer document-based questions on the interdependence and inter-relatedness of the European community economically, politically, and culturally. Students complete summer reading assignments in preparation for their fall AP class.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: World Studies and US History or AP US History**

**1 credit**

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### AP Government and Politics

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

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: World Studies and US History or AP US History**

**1 credit**

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### AP Psychology

In this college-level psychology course (equivalent to Psychology 100), students will prepare rigorously for the AP Psychology exam. In this class students will analyze the scientific study of human behavior and mental processes. Topics will include the following: history of psychology as a science, prominent psychologists and their theories, motivation and emotion, memory, states of consciousness, research methods, learning principles and applications, human development from infancy through old age, theories of personality development, and psychological disorders. Students analyze interpretive readings and real-life case studies. They will interpret data, participate in small group activities, and research projects and experiments. Students will be challenged to question group behavior and motivation for why people do the things they do.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: World Studies and US History or AP US History**

**1 credit**

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### AP United States History

Students in this college-level course critically analyze and authoritatively discuss the historical development and significant social issues that have shaped United States history. Students write brief argumentative essays, use historical evidence to answer document-based questions, complete extensive reading assignments, and create projects demonstrating and supporting their interpretation of events, which are discussed and debated to support a variety of viewpoints. Students complete summer reading assignments in preparation for their fall AP history class.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87\*. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: None**

**1 credit**

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### **Honors Economics**

This semester long course will address fundamental economic concepts such as supply and demand, scarcity of resources, and the role of the government in the economy. We will explore the tensions between the competing goals of economic freedom and economic equity through the lens of various global economic systems and by examining issues such as environmentalism and globalization.

**Prerequisites: World Studies and US History or AP US History**

**.5 credit**

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### **Honors Government/Civics**

This year long course will focus on the historical development and operation of the American constitutional system. There will be an analysis of topics such as federalism, civil liberties, and making social policy. Students will study the structure and powers of the three branches of government: executive, judicial, and legislative. The role of the mass media in politics will be examined. This will include the impact of the printed and electronic media in shaping political attitudes. Students will trace the development and role of political parties.

For this class students will participate in the Constitutional Challenge. This competition will take place on the district and state level with the possibility of representing Illinois at the national competition in Washington D.C. The students will be divided into groups which will research complex constitutional questions related to the Constitution. After researching various topics students will present and defend their arguments before a panel of judges at the Dirksen Federal Building.

**Prerequisites: World Studies and US History or AP US History**

**1 credit**

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### **Honors Global Issues**

In this course students will survey World History from 1875 to the present. The political, economic and social changes which occurred in various world regions will be analyzed in a historical context. Listed below is the topic outline for the course:

- |                           |   |
|---------------------------|---|
| 1. Imperialism            | 4. Africa, Asia & Latin America- pre-WW II  |
| 2. World War & Depression | 5. Africa, Asia & Latin America- post-WW II |
| 3. Cold War               | 6. The World Today                          |

Case Study approach- in each region that is covered (Africa, Asia and Latin America) several countries will be surveyed. The issues and events that are highlighted in these case studies are representative of problems facing the entire region. Some of the countries surveyed will be: Africa- Nigeria, Egypt and South Africa

Asia- India, China and Turkey

Latin America- Mexico, Argentina and Brazil

**Prerequisites: World Studies and US History or AP US History**

**.5 credit**

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### **Honors Law in American Society/Legal Systems**

Students identify, analyze, and explain the structures and functions of the American legal system in order to become responsible citizens. Students investigate the judicial system under the United States Constitution, using historical perspectives of Supreme Court decisions, responses to those decisions, and concrete illustrations of recent expansion of constitutional rights. Students evaluate their ever-increasing freedoms and responsibilities under the American system of Law. Students will also identify principles of criminal and civil law, using case law, Illinois Code, and criminal and civil procedure.

**Prerequisites: World Studies and US History or AP US History;**  
**1 credit**

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### **Honors Psychology**

In this one semester course, students will analyze the scientific study of human behavior and mental processes. Topics will include the following: history of psychology as a science, prominent psychologists and their theories, motivation and emotion, memory, states of consciousness, research methods, learning principles and applications, human development from infancy through old age, theories of personality development, and psychological disorders. Students perform interpretive readings, real-life case studies, data analysis, small group activities, and research projects.

**Prerequisites: World Studies and US History or AP US History** **.5 credit**

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### **Honors Sociology**

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since human behavior is shaped by social factors, the subject matter of sociology ranges from the feral child, to the intimate family, and the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports.

Sociology provides many distinctive perspectives on the world, generating new ideas and critiquing the old. The field also offers a range of research techniques that can be applied to virtually any aspect of social life: how people become who they become, how families differ and flourish, how patterns of behavior are set, and the differences in behavior when individuals get caught up in the madding crowd; social inequality, poverty, street crime, prisons, delinquency, and resilience; teenagers' interactions with their parents; the social functions of schools and shopping malls, and the effects of regular Internet use on our minds and friendships; public policy issues such as education, prison or agri-business (food) reform; and even problems of religious violence.

**Prerequisites: World Studies and US History or AP US History** **.5 credit**

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### **Honors United States History**

Students analyze and evaluate issues in United States history ranging from the formation of the nation to the beginning of the twenty-first century. Students analyze core documents, events, and beliefs that shaped America's unique structure of government and consider the constitutional rights and obligations of citizens. Students think and write critically on nationalism, sectionalism, unity, diversity, the role of government and business in economic development, and the role of the United States as a member of the world community. A History Fair project is optional.

**Prerequisites: None** **1 credit**

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### **Honors World Studies**

Students identify and analyze the issues facing the world in which we live. Students compare and contrast the human cultures that inhabit our planet and analyze them from the point of view of the basic social sciences: Political Science, Economics, Geography, History, and Sociology. Students use knowledge and the basic assumptions and techniques of social analysis in a variety of authentic projects and demonstrations.

**Prerequisites: None** **1 credit**

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**\*(please note the cost of AP exams may go up for the 2012-2013 school year)**



# Jones College Prep

## World Language Course Descriptions

### **Honors French I**

Students listen, speak, read and write French to begin the mastery of basic acquisition skills. The students manipulate basic vocabulary, pronunciation and grammar skills through short reading and writing exercises that are centered on French speaking people and countries. Students are introduced to a variety of Francophone cultures and traditions from countries around the world.

**Prerequisites: None**

**1 credit**

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### **Honors French II**

Students expand the skills demonstrated in the first year of study with mastery of more sophisticated conversation skills, grammar and vocabulary, as well as increased reading and writing practice.

**Prerequisites: French I credit**

**1**

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### **Honors French III**

Students continue the expansion of the second year of study, including conversation, vocabulary, grammar and cultural awareness through the study of various aspects of geographical and regional characteristics. Students read short narratives, newspapers and other sources of media as an introduction to French literature.

**Prerequisites: Average of C or better in French II**

**1 credit**

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### **Honors French IV**

Students intensify their conversational skills through discussion and activities, as well as creative writing and projects related to literature. Students use language skills to explore the politics, history, geography, traditions, art and music of French speaking people.

**Prerequisites: Average of C or better in French III**

**1 credit**

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### **AP French Language**

Students who have satisfactorily completed the preparatory course sequence of the French program may enroll in this college level course conducted exclusively in French. AP French Language students demonstrate accurate and fluent mastery of basic language acquisition skills with intensive focus on reading literature, writing compositions and fluent conversational speaking. Students prepare for the Advanced Placement Examination in French.

All students take the AP Test for possible college credit; the cost of the test per student/family is \$87. Fee reductions apply for students who qualify for the federal free/reduced lunch program.

**Prerequisite: Level III and/or IV**

**1 credit**

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### **Honors Mandarin Chinese I**

Chinese I will start with the initials, compound initials and finals of the Chinese Pinyin system. It will then focus on the sound combinations and the four tones. Chinese characters, words, and phrases will be taught almost simultaneously with the sounds. Course work will center on phonetic practices, vocabulary and dialogues in various content areas such as greetings, family, hobbies, time and dates, visits and appointments, school and learning Chinese. Bellringers, exercises and daily homework will create situations for the students to use the words and structures they are learning. Attention will also be directed to the students' speaking ability through presenting dialogues and role-playing on their part.

**Prerequisites: None**

**1 credit**

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## **Honors Mandarin Chinese II**

Chinese II is the continuation of Chinese I. Practice to enhance students' ability in identifying sound combinations and in mastering the four tones will still be an important part of Chinese II. Coursework will center around vocabulary and dialogues in different content areas such as shopping, weather, dining, transportation, location, directions, entertainments, etc. Bellringers, worksheets and daily homework will create language situations for students to use the words and structures that they are learning.

**Prerequisites: Chinese I**

**1 credit**

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## **Honors Mandarin Chinese III**

Chinese III can be considered an intermediate language course. The lessons are still arranged around vocabulary, dialogues, grammar and pattern drills. However, Chinese III expects students to demonstrate greater ability in recognizing Chinese characters, as the Pinyin versions of the dialogues are no longer provided to assist reading. In Chinese III, students will encounter more advanced sentence structures and usages. Efforts will be made to enhance their ability to use what they have learned in communication. Homework will include more cognitive exercises such as composing sentences, dialogues and writing letters.

**Prerequisites: C average or better in Chinese II  
credit**

**1**

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## **Honors Mandarin Chinese IV**

Chinese IV is an advanced Mandarin Chinese language course. Vocabulary will be learned in the contexts of sports, travel, public services, etc. Students will learn advanced sentence structures and usages, and accordingly the course will push for greater abilities on the part of the students in writing and speaking. Paragraph and passage writing will be expected of the students instead of sentence writing, though there will still be a certain amount of the latter. Conversational Chinese practice will become a routine part of class activities in Chinese IV, and the course aims at increasing students' abilities not only in constructing Chinese sentences, but also in delivering these sentences with ease and fluency. Students are encouraged to do research on Chinese history and culture for their course projects.

**Prerequisites: C average in Chinese III  
1 credit**

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## **Honors AP Mandarin Chinese Language and Culture**

AP Chinese is the most advanced Chinese language course we offer. The course will adopt Level II of Integrated Chinese as its basic textbook. (This set of textbooks is meant for college students.) The course will emphasize the mastery of Mandarin Chinese in reading, speaking, listening and writing (in Chinese characters), so classes will be mostly student-centered and assignments will be speaking, reading and writing intensive. The course will step up listening comprehension practices and some real world Chinese materials will be used for reading and listening training. Real world topics and situations will be given to students for note, letter, and message writing and oral production in the forms of description, narration and speeches. Class sessions will also be devoted to readings and lectures on Chinese culture. To prepare students for the AP Chinese Test, the course will align its exercises with the test in format and content and will also train students in test taking skills.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Chinese III and/or IV**

**1 credit**

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### **Honors Spanish I**

Spanish I presents the Spanish language and the cultures of the Spanish speaking countries. Effective communication and confidence using the language is emphasized. The course objectives are for students to be able to converse utilizing the present and future tenses, to possess a broad basic vocabulary, and to interact with some fundamental components of the Hispanic culture. Students speak Spanish in every class, take regular written and oral examinations, develop projects on local and international Spanish-speaking communities, and put on short presentations. There is a website associated with this course so access to the internet is preferred.

**Prerequisites: None**

**1 credit**

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### **Honors Spanish II**

Students expand the skills demonstrated in the first year of study with mastery of more sophisticated conversation skills, grammar, and vocabulary, as well as increased writing and reading practice. Students continue to expand their interaction with the culture of Spanish speaking countries. There is a website associated with this course so access to the internet is preferred.

**Prerequisites: Spanish I or placement exam equivalent**

**1 credit**

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### **Honors Spanish III**

Students continue the expansion of the second year of study, including skills in conversation, vocabulary, grammar, and cultural awareness through the study of geographical and regional characteristics. Students read short narratives as an introduction to Spanish literature. Instruction and class participation is in the target language. There is a website associated with this course so access to the internet is preferred.

**Prerequisites: Average of C or better in Spanish II or placement exam equivalent**

**1 credit**

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### **Honors Spanish IV**

Students intensify their conversational skills, participate in activities and discussions, and complete creative writing and projects. Students use language skills to explore the politics, history, geography, art, and music through Spanish literature. There is a website associated with this course, so Internet access is preferred.

**Prerequisites: Average of C or better in Spanish III or placement exam equivalent**

**1 credit**

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### **AP Spanish Language**

AP Spanish Language, emphasizing the use of language for active communication, has the following objectives: The development of vocabulary sufficiently ample for reading literary text and all forms of technical writing without the use of a dictionary; and the ability to express oneself coherently, resourcefully and with reasonable fluency and accuracy in both written and spoken Spanish; in addition, being able to comprehend the spoken language in an academic setting. The course seeks to develop language skills (listening, speaking, reading and writing) that can be used in a variety of activities and disciplines. Extensive training in the organization and writing of compositions is emphasized.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Levels III and/or IV, Current Jones students must take a diagnostic exam to best counsel them on their choice of AP Spanish Language. A passing score on the exam is not a prerequisite for this course.**

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**AP Spanish Literature – only offered every other year**

Students analyze and evaluate the literature of Spain and Spanish-America with emphasis placed on major writers, themes, and literary movements from the medieval periods to the 20<sup>th</sup> century. Extensive training in the organization and writing of analytical essays is emphasized. Students take tests and do project based assessments and presentations based on the literature studied. It is suggested by the World Language Department that this course be taken after AP Spanish Language.

All students take the AP Test for possible college credit; the cost of the test per student/family is \$87. Fee reductions apply for students who qualify for the federal free/reduced lunch program.

**Prerequisites: Levels III and/or IV and/or Advanced Placement Spanish Language, Current Jones students must take a diagnostic exam to best counsel them on their choice of AP Spanish Literature. A passing score on the exam is not a prerequisite for this course.**

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**\*(please note the cost of AP exams may go up for the 2012-2013 school year)**

# Jones College Prep

## Seminars and Internships

### **Regular College Knowledge for Seniors (Senior Year Fall Semester)**

The purpose of this course is (1) to relieve the college application, scholarship, and financial aid pressure-cooker by setting aside one period per day for students to do this work; (2) to help students understand the complex processes involved and approach these tasks systematically and in an organized and thoughtful fashion; and (3) to improve the quality and eventual success of students' applications. Like *College Knowledge for Juniors*, this is primarily an assignment-oriented lab with occasional lectures and presentations; however, *College Knowledge for Seniors* is much more student-driven. Students will be automatically enrolled; to opt out, students must complete a form and turn it in to their counselors by the programming deadline. Those opting out should know in advance that the above material, and the provision of support services other than transcript services, will not be provided to them on an individual basis.

**Prerequisite: Senior standing. .5 credit**

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### **Honors or AP CPS Special Programs**

Gallery 37, the Field Museum, the Shedd Aquarium, the Art Institute of Chicago, the Beverly Arts Center, and the Police and Fire Academy offer special credit bearing classes for CPS students. Each of these programs has its own application process and requirements. Students who make this request will take on the responsibility of researching, registering for, and completing all requirements of these special program choices. CPS Special Programs schedules and applications are usually released after course requests are made. Therefore, students should know that a suitable program and schedule may not be possible in the end, at which time a viable scheduling alternative will be pursued. Please see the Outside Course Policy and Program Information for important details about CPS Special Programs.

**Prerequisites: Junior or Senior standing, approval from the student's counselor .5 or 1 credit**

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### **Honors JCP Leadership Seminar and Peer Mentorship Program (ELITE)**

A select group of students can take the Leadership Seminar and Peer Mentorship Program. This class will problematize traditional definitions of leadership and mentorship and will focus instead on collective strategies for individual growth, social progress and community building through acting as a mentor for 2-3 freshmen and supporting the mission and goals of the mentorship program. Students will read rigorous research and literature related to the high school transition, leadership and youth development, social work and counseling. They will also lead in the development of leadership programming and outings throughout the course of the year. Performance in this course will be evaluated on class participation, effective and creative mentoring practices, and modeling leadership at JCP and to their mentees. Freshmen mentees will join the program through invitation and self and teacher referral.

**Prerequisite: Senior standing and teacher approval 1 credit**

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### **Honors Yearbook**

In this course, students practice the essential personal and professional skills of collaborating with peers and meeting deadlines in the production of the school yearbook, a complex and substantial publication. Students increase their use and proficiency of technology with computerized layout, text, and object organization. Digital cameras, Adobe Photoshop, and online yearbook development tools will be utilized throughout the course. Students will be required to write/communicate effectively while producing the yearbook.

This course does NOT meet English graduation requirements.

**Prerequisites: Completion of English I or permission from the Assistant Principal 1 credit**

# **Jones College Prep Visual Arts Progression**

## Jones College Prep – Visual Arts Course Descriptions

### **AP Studio Art: 2D Design Portfolio**

Highly motivated, serious, and self-directed Juniors and Seniors who intend to pursue the study of art in college complete challenging college-level studio artwork in 2 dimensional design with emphasis on graphic design and digital photography . Throughout the course of the year, students in AP 2-D Design will use various media to prepare a 24-piece portfolio which will be comprised of both class projects and independent work. These portfolios will then be submitted for possible college credit, art school admission, and scholarships. Students should expect to spend a significant amount of time working outside of class on major projects, sketchbook concept drawings, and written assignments. Students accepted into this rigorous class will be expected to complete four summer assignments that they will receive before summer break. These assignments are due the first day after summer break. This class is aligned with the AP Studio Art course guidelines as specified by the College Board.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Art I and Graphic Design I or instructor approval.**

**1 credit**

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### **AP Studio Art: 3D Design Portfolio**

Highly motivated, serious, and self-directed Juniors and Seniors who intend to pursue the study of art in college complete challenging college-level studio artwork in 3 dimensional design. Projects for portfolios are independently chosen areas of in-depth study. Throughout the year, students create and submit professional-quality work for College Board review. Intense teacher/student interaction and mentorship prepare and guide students as they create a body of work. Students accepted into this rigorous class will be expected to complete three summer assignments that they will receive before summer break. These assignments are due the first day after summer break. This class is aligned with the AP 3D Design Art course guidelines as specified by the College Board.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Art I and any combination of advanced art classes successfully completed**

**1 credit**

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### **AP Studio Art: Drawing Portfolio**

Highly motivated, serious, and self-directed Juniors and Seniors who intend to pursue the study of art in college complete challenging college-level studio artwork. Projects for portfolios are independently chosen areas of in-depth study. In this course, students create and submit professional-quality work for College Board review. Intense teacher/student interaction and mentorship prepare and guide students as they create a body of work. Students accepted into this rigorous class will be expected to complete four summer assignments that they will receive before summer break. These assignments are due the first day after summer break. This class is aligned with the AP Drawing course guidelines as specified by the College Board.

**All students take the AP Test for possible college credit; the cost of the test per student/family is \$87. Fee reductions apply for students who qualify for the federal free/reduced lunch program.**

**Prerequisites: Art I and Drawing and Painting I or any combination of advanced art classes successfully completed**

**1 credit**

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### **Regular Art I**

Students problem solve and create artwork aligned with art history, aesthetics, media, and processes using the elements and principles of design. As a result of this class, students connect the possibilities of visual arts to all human endeavors, past and present, as well as the career options available in the visual arts.

**Prerequisites: None**

**1 credit**

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### **Honors Drawing & Painting I, II and III**

This studio art class is designed for advanced students who have a specific interest in drawing and painting and who have mastered the skills taught in Art I. These students may also wish to go on to AP Studio Art and continue their art education to build upon prior knowledge and technical skills that will be useful in working with visual media. Various styles and techniques are explored through work with contour, value, gesture, portraiture, and perspective, amongst others. Students will learn to master media such as pencil, pen and ink, charcoal, pastels, watercolor, and acrylics. Drawing processes include contour drawing, shading, perspective, proportion, and various brushwork techniques. Methods range from representational to abstract. Students will study art history, art criticism, and aesthetics throughout the course. Sketchbook assignments will be given regularly as homework. Prior knowledge of basic drawing techniques is expected.

**Prerequisites: Art I; each successive year requires successful completion of the previous year**

**1 credit**

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### **Honors Graphic Arts I; II and III**

This computer-based art course introduces the student to the processes, techniques, media, basic terminology, and concepts of graphic arts, design and digital photography. Students in this multi-level course learn how to approach, plan, research, and solve design problems. Students will work primarily in Adobe Photoshop but hand drawn assignments will also be addressed. Students in the second and third year work more independently on graphic arts projects. This course emphasizes many areas of graphic arts including, but not limited to text-based work, digital images, advertising, book design, and both traditional and experimental methods in digital photography.

**Prerequisites: Art I; each successive year requires successful completion of the previous year**

**1 credit**

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### **Honors Metalsmithing I, II and III**

Students use metal and tools to create sculptural objects while exploring the historical aspects of metalworking. The three levels are grouped together, with each class exploring techniques that escalate in complexity and difficulty. The first year students learn basic skills such as sawing, filing, cold connections and soldering. In following years, students learn more advanced techniques. This gives advanced students the opportunity to amass a personal body of work. Mastery of design and application of imagery promotes the student's ability to solve problems and create a personal style. 2<sup>nd</sup> and 3<sup>rd</sup> year students need to have achieved a B or better to continue or meet with the teacher for authorization to continue in course.

**Prerequisites: Art I; each successive year requires successful completion of the previous year**

**1**

**credit**

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**\*(please note the cost of AP exams may go up for the 2012-2013 school year)**