



NLCP develops in its students the personal resilience and academic skills necessary to successfully complete college.

High School Course Catalog

John Horan, President Dr. Nicole N Howard, Chief Academic Officer

Revised August 2016

NLCP Christiana Campus 1615 S Christiana Ave Chicago, IL 60623(773) 542-1490NLCP Collins Campus 1313 S Sacramento BLVD Chicago, IL 60623(773) 542-6766



North Lawndale College Preparatory High School is a charter school within Chicago Public Schools District 299.

Network Administration	School Administration
John Horan, President	Senita Murphy, Principal Christiana Campus
Dr. Nicole N. Howard, Chief Academic Officer	Timothy Bouman, Principal Collins Campus
Thomas Cavanaugh, Director of Data and Assessment	
Dr. Elizabeth Garcia, Director of Data and Analytics	

Render Dahiya – <i>Chair</i> CEO, Arroweye Solutions	Board of Directors Dan Costello President, Home Run Inn Pizza	Bruce Miller CEO, Lawndale Christian Health Center
Betsy Cadwallader Senior Vice President, US Bank	Ikeisha Daniels Teacher, Carter Woodson School	Jim Minich Managing Director, BMO Harris
Jeff Elowe	Sonja Dorsey	Larry Morris
President, Laramar Group	Parent	Sargent and Mundy
Al Bennett	Sherri Johnson	Mitch Ornstein
Professor, Roosevelt University	Parent	Managing Director, SALO
Joe Berry	Wanda Johnson	Steve Ray
Joe Black Productions	Parent	Professor, North Park University
Rev. James Brooks Chief Ministry Officer, Lawndale Christian Health Center	Rafiq Karimi, Jr. Chief Executive Officer, CD One Price Cleaners	Gary Stark Managing Partner, Iron Range Capital Robin Steans Executive Director, Advance Illinois
Sharron Carothers	Jessica Lederhausen	Carrie Stewart
Retired Teacher	Retired	Managing Director, Afton Partners
Robin Coffey Assistant Deputy Director, Neighborhood Housing Service	Michael Lee Director Abbot Downing s	Brian Weed CEO, Tricoci University



Contents

Graduation Requirements and Typical Credit Sequence
Grading, GPA and Credit Policies4
Grade Point Equivalents (GPA)5
Credit Recovery5
Transfer Students5
Class Rank and Valedictorian Policy:6
Course Offerings & Descriptions
English Language Arts7
Fine Arts
Fine Arts Course Descriptions12
Mathematics15
Physical Education21
Science
Social Studies25
Spanish
Technology
Recovery Courses



Graduation Requirements and Typical Credit Sequence

Freshman Year	Sophomore Year	Junior Year	Senior Year	Minimum Credits Required For Graduation
 English Math Science 	 English Math Science 	1.0 English1.0 Math1.0 Science	 English Math Science <u>or</u> 	5.0 English5.0 Math3.0 Science
1.0 Social Studies	1.0 Social Studies	1.0 Social Studies	Social Studies	3.0 Social Studies1.0 SeniorScienceor Social Studies
 0.5 Computers 0.5 Consumer Ed 0.5 PE/Health 0.5 Fine Art 1.0 Elective 	1.0 Spanish 0.5 Fine Arts 0.5 Computers	1.0 Spanish1.0 Elective0.5 Fine Arts0.5 English Jr.Research	 0.5 Health/Fitness 2.0 Electives 1.0 Creative Based Project 0.5 English Senior Research 0.5 PE/Health 	 2.0 Spanish 1.0 Fine Arts 1.0 Health & Fitness 2.5 Electives 0.5 Computers
6.5 Credits	6.5 Credits	6.5 Credits	6.5 Credits	24.0 Credits Total <i>plus</i> Successful completion of Senior Project

Students earn .5 credit for each semester of successful completion of a course. Successful completion means an overall grade of C or better. Some courses are yearlong and yield 1.0 credit. Other courses are one semester in length and yield .5 credit.

Grading, GPA and Credit Policies

- A. Passing academic, semester grades are used to award credit towards graduation. Academic grades are included on progress reports, report cards, and official transcripts. Academic Grades equate to points which are in turn used to calculate GPA, which is then used for:
 - Honor Roll
 - Class Rank
 - Academic Probation



- Athletic Eligibility
- B. Academic Grades also equate to credit earned. Grades of "C" and better in a full length, semester course equate to .5 credit. Students need 24 credits to graduate.
- C. Grades are also used as a part of the course recommendation process

Grade Point Equivalents (GPA)

Letter Grade	Regular Level grade point equivalent	Honor Level grade point equivalent	Advanced Placement/College Level grade point
A+	4.333	5.333	equivalent 6.333
A	4.000	5.000	6.000
В+	3.333	4.333	5.333
В	3.000	4.000	5.000
C+	2.333	3.333	4.333
С	2.000	3.000	4.000

Credit Recovery

Students must earn a C- or better in order to receive credit for a course. In the event of a course failure, the credit must be recovered at NLCP. Recovery options are as follows:

- Evening School Offered on Tuesdays and Thursdays each semester
- Summer School Two sessions offered during the summer

For a list of recovery courses, see page 35.

Note: Recovery credits from programs not listed above <u>will not</u> be accepted unless awarded by a college or university in conjunction with an NLCP approved program i.e. Phoenix Rising, Dual Credit, Dual Enrollment

Credits recovered at NLCP will be computed into cumulative GPA.

Transfer Students

NLCP will accept credits posted on official transcripts from accredited transferring institutions. Approved courses will be applied toward graduation requirements and cumulative GPA.

Class Rank and Valedictorian Policy:

Class rank is based on a student's weighted GPA. For transfer students, their credits and grades will be used in determining a student's GPA. Credits and grades earned by students who take approved courses for high school credit at colleges, universities or online courses (in accordance with applicable NLCP policies) will also be used in determining a student's GPA.

GPAs will be recalculated using the methodology described in this Policy for active students enrolled at NLCP during the 2014-2015 school year. GPAs will not be recalculated for students who graduated from NLCP prior to the 2014-15 school year.

A student may repeat any course in which a grade of F is received. In the event a student repeats the same course for any reason, the student's GPA (both standard and weighted) will factor in only the highest grade earned for the duplicate course. For instance, if a student fails Geometry, the "F" will be calculated into the student's GPA until such time as the student retakes Geometry and earns a higher grade. All courses taken by a student and grades earned will appear on a student's GPA. Once a credit is earned for a course, a student may not earn additional credit for repeating the same course. Class rank for all students will be determined by their GPA calculated using the guidelines described above.

<u>Valedictorian policy</u>: Each year at Graduation we honor the top student at each campus as our class Valedictorians, who traditionally speak at the Ceremony. However, in order to be considered for this honor, the student must have attended NLCP all four years. Thus, a transfer student may be ranked first in the class, but the highest ranked 4-year NLCP graduate will be considered the Valedictorian.



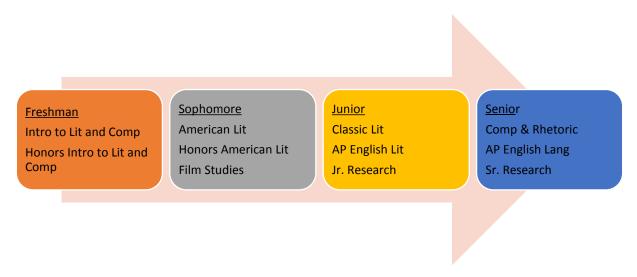
Course Offerings & Descriptions

English Language Arts

5 credits required for graduation

Pathways

There are two levels of required English courses offered at each grade level. Students are placed into an appropriate course based on the Scholastic Reading Inventory and teacher recommendations. Students are encouraged to move from regular to more advanced classes during their time at North Lawndale College Prep. Placement is evaluated at the conclusion of each school year.



English Course Descriptions

COURSE TITLE:	System 44		
LEVEL:	9 th Grade (Regular)		
LENGTH/CREDITS:	Full Year and 1.0 Credit		
PREREQUISITES:	Reading Specialist places based on Lexile score		
COURSE DESCRIPTION	: Taken as a complementary course to Introduction to Literature & Composition,		
System 44 is a foundational reading and phonics program designed for our most challenged, struggling			
readers. Intentionally metacognitive, System 44 helps students understand that the English language is a			
finite system of 44 sounds and 26 letters that can be mastered. The class invites students to "crack the			
code" of reading through research-based phonics instruction that is highly motivating and age-			
appropriate adaptive technology.			

COURSE TITLE:	Reading
LEVEL:	9 th Grade (Regular) and, depending on the student, 10 th Grade (Regular)
LENGTH/CREDITS:	Full Year and 1.0 Credit (per year)



PREREQUISITES: Reading Specialist places based on Lexile score

COURSE DESCRIPTION: Taken as a complementary course to Introduction to Literature & Composition, *Reading* utilizes interactive books and experiences to provide intensive daily instruction in reading comprehension. Using engaging books that reflect the experiences of many of the students, reading instruction can be adjusted to support each student's individual needs, ranging from individualized instruction to small and whole group instruction. Additionally, this course introduces students to several genres and terms of literature; emphasizes writing in a variety of forms and for a variety of purposes; stresses the fundamentals of grammar and usage *and* the study of vocabulary and spelling, both for the purpose of improving the student's own reading and writing; introduces research techniques and citation methods; and explores several models of speaking, listening, and viewing.

COURSE TITLE:	Introduction to Literature & Composition (Replaces World Literatures)
LEVEL:	9 th Grade (Regular)
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Placement based on Lexile score and writing placement test

COURSE DESCRIPTION: This course utilizes world literatures to introduce students to various genres and terms of literature; emphasizes intensive development of reading comprehension skills; emphasizes writing in a variety of forms and for a variety of purposes; stresses the fundamentals of grammar and usage *and* the study of vocabulary and spelling, both for the purpose of improving the student's own reading and writing; introduces research techniques and citation methods; and explores several models of speaking, listening, and viewing. In preparation for *Introduction to Literature & Composition*, over the summer all incoming students will read a work of literature, selected by the English Department; an assessment of the summer reading will be part of the first grading period.

COURSE TITLE:	Honors Introduction to Literature & Composition (Replaces Honors World
	Literatures)
LEVEL:	9 th Grade (Honors)
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Placement based on Lexile score and writing placement test
COURSE DESCRIPTION:	This course utilizes world literatures to introduce students to various genre

COURSE DESCRIPTION: This course utilizes world literatures to introduce students to various genres and terms of literature; emphasizes further development of reading comprehension skills, while also beginning to develop the processes of effective critical reading and thinking; emphasizes writing in a variety of forms and for a variety of purposes; stresses the fundamentals of grammar and usage *and* the study of vocabulary and spelling, both for the purpose of improving the student's own reading and writing; introduces research techniques and citation methods; and explores several models of speaking, listening, and viewing. In preparation for *Honors Introduction to Literature & Composition* over the summer all incoming students will read a work of literature, selected by the English Department; an assessment of the summer reading will be part of the first grading period.

COURSE TITLE:	American Literatures
LEVEL:	10 th Grade (Regular)
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Introduction to Literature and Composition



COURSE DESCRIPTION: Utilizing African-American, Asian-American, European-American, Latino, and Native American literatures (and one non-American work, a Shakespeare play), this course explores the philosophical movements, major writers, and themes of American literatures. This course further develops reading comprehension skills while beginning to develop the processes of effective critical reading and thinking; stresses the study of vocabulary and spelling; and expands the student's models of speaking, listening, and viewing. And, while at its core this course is a reading course, writing, grammar, and research skills serve to grow those reading skills. In preparation for *English II: American Literatures Reading*, over the summer all incoming students will read a work of literature, selected by the English Department; an assessment of the summer reading will be part of the first grading period.

COURSE TITLE:	Honors American Literatures
LEVEL:	10 th Grade (Honors)
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Introduction to Literature and Composition

COURSE DESCRIPTION: Utilizing African-American, Asian-American, European-American, Latino, and Native American literatures (and one non-American work, a Shakespeare play), this course explores the philosophical movements, major writers, and themes of American literatures. This course further develops reading comprehension skills while beginning to develop the processes of effective critical reading and thinking; stresses the study of vocabulary and spelling; and expands the student's models of speaking, listening, and viewing. And, while at its core this course is a reading course, writing, grammar, and research skills serve to grow those reading skills. In preparation for *Honors English II: American Literatures Reading*, over the summer all incoming students will read a work of literature, selected by the English Department; an assessment of the summer reading will be part of the first grading period.

COURSE TITLE:	Classic Literatures
LEVEL:	11 th Grade (Regular)
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	American Literatures

COURSE DESCRIPTION: Utilizing classic literatures — from Sophocles to Chaucer to Shakespeare to Orwell to Achebe to Wright to Marquez and Morrison, among many others, this course focuses on notable themes spanning world literatures. This course further develops the processes of effective reading comprehension, with an increasing emphasis toward critical reading and thinking skills; emphasizes writing in a variety of forms and for a variety of purposes; stresses the fundamentals of grammar and usage *and* the study of vocabulary and spelling, both for the purpose of improving the student's own reading and writing; further develops research techniques and citation methods (the student will research and write "The Junior Project Essay"); and expands several models of speaking, listening, and viewing. In preparation for *English III: Classic Literatures*, over the summer all incoming



students will read a work of literature, selected by the English Department; an assessment of the summer reading will be part of the first grading period.

COURSE TITLE:	Advanced Placement (AP) English Literature and Composition
LEVEL:	11 th Grade (Advanced)
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	American Literatures

COURSE DESCRIPTION: This course utilizes an intensive study of world literatures and genres (fiction, nonfiction, poetry, and drama) to help the student achieve proficiency in analytical reading and writing. This course prepares the student for the Advanced Placement test in English Literature and Composition; students are required to take this exam. This course continues to emphasize writing in a variety of forms and for a variety of purposes; stresses the nuances of grammar and usage *and* the study of vocabulary and spelling, both for the purpose of improving the student will research and writing; continues to develop research techniques and citation methods (the student will research and write "The Junior Project Essay"); and expands several models of speaking, listening, and viewing. In preparation for *Advanced Placement (AP) English Literature and Composition*, over the summer all incoming students will read a work of literature, selected by the English Department; an assessment of the summer reading will be part of the first grading period.

COURSE TITLE:	Composition and Rhetoric
LEVEL:	12 th Grade (Regular)
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Classic Literature or AP English Literature and Composition

COURSE DESCRIPTION: This course examines prose writing (e.g., biographies and autobiographies, fiction, essays, journalism, social and political writing, science and nature writing) and poetry across a wide range of time periods and rhetorical contexts. Students develop writing for a variety of purposes, audiences, and rhetorical contexts. This course stresses the nuances of grammar and usage *and* the study of vocabulary and spelling, both for the purpose of improving the student's own reading and writing; continues to develop research techniques and citation methods; and expands several models of speaking, listening, and viewing. The student will research and write "The Senior Project Essay" and prepare the presentation for his/her Senior Project. In preparation for *English IV: Composition and Rhetoric*, over the summer all incoming students will read a work of literature, selected by the English Department; an assessment of the summer reading will be part of the first grading period.

COURSE TITLE:	Advanced Placement (AP) English Language and Composition
LEVEL:	12 th Grade (Advanced)
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES	Classic Literature or AP English Literature and Composition
COURSE DESCRIPTION: This course examines prose writing (e.g., biographies and autobiographies,	
fiction, essays, journalism, social and political writing, science and nature writing) and poetry across a	
wide range of periods and rhetorical contexts. Students become skilled at writing for a variety of	



purposes, audiences, and rhetorical contexts. This course prepares the student for the Advanced Placement test in English Language and Composition; students are required to take this exam. This course continues to emphasize writing in a variety of forms and for a variety of purposes; stresses the nuances of grammar and usage *and* the study of vocabulary and spelling, both for the purpose of improving the student's own reading and writing; continues to develop research techniques and citation methods; and expands several models of speaking, listening, and viewing. The student will research and write "The Senior Project Essay" and prepare the presentation for his/her Senior Project. In preparation for *Advanced Placement (AP) English Language and Composition*, over the summer all incoming students will read a work of literature, selected by the English Department; an assessment of the summer reading will be part of the first grading period.

Elective Offerings

COURSE TITLE:The Writing CoachLEVEL:10th-12th GradeLENGTH/CREDITS:One semester and 0.5 creditPREREQUISITES:By teacher/counselor recommendation and application

COURSE DESCRIPTION: This elective course invites students to explore writing as a process – and particularly, a social process. Through this course, students will become expert Writing Coaches for their peers and will, as part of the requirements of the course, commit approximately two hours per week outside of class to coaching at the NLCP Writing Center. In addition to learning how to be valuable outside readers to their peers, students in this course will develop new strategies for writing at all stages of the process, hone their mechanical skills, learn about writing in different genres and academic writing across the disciplines, and build confidence in themselves as writers and perceptive readers/editors. The students in this course will also work as a team to develop the NLCP Writing Center and plan for its future, including designing a publicity strategy, creating handouts for students about writing, and building connections with the larger Writing Center community.

COURSE TITLE:	The Writing Coach Independent Study
LEVEL:	10th-12th Grade
LENGTH/CREDITS:	.25 credits per semester, up 2 semesters
PREREQUISITES:	The Writing Coach course

COURSE DESCRIPTION: Students who have successfully completed the one-trimester Writing Coach course are invited to continue their work in the NLCP Writing Center through this independent study. This independent study will serve as an additional class beyond the regular five each trimester and will require students to self-monitor their own progress. Each trimester, students must complete at least 30 hours of Writing Center work including at least 12 writing conferences with their peers. Beyond weekly Writing Center coaching shifts, students will write reflections about their conferences and their own growth, attend staff meetings to troubleshoot and collaborate with the other Writing Center.



Fine Arts

1.5 credits required for graduation

Philosophy

As the NLCP Art Department, we are dedicated to cultivating students that possess both the confidence and the ability to succeed in high school, college, and beyond. The arts play an integral role in our student's development and high school experience. When students are involved in the Arts their academic performance improves, their standardized test scores are increased, and they are more likely to complete their high school education. In addition, NLCP Art students are offered opportunities to express themselves and learn valuable interpersonal and technical skills.

Within the NLCP Arts Department, students can choose from three artistic disciplines- **Visual Art**, **Digital Media**, or **Drama**. Across all three of these disciplines students are taught the skills of creative problem solving, critical thinking, communication, collaboration, and creativity- the 4 C's. Our curriculum promotes reading, writing, and visual literacy while challenging students to become better critical thinkers and agents of change within their community. Our classes' foster peace, empathy, and community, and students learn essential social interaction and collaborative skills.

Fine Arts Course Descriptions

COURSE TITLE:	Digital Media Level I – Introduction to Digital Media
LEVEL:	9-12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	None

COURSE DESCRIPTION: This Free Spirit Media course will examine how the media can create change both within us and in our worlds. We will focus on the various ways in which media can be used to tell digital stories, inform the public on an issue, entertain an audience, and explore our perspectives. Introduction to Digital Media focuses on providing a strong foundation of media literacy and production skills to all participants as a means for developing individual voice and self-expression. During this class, we will develop writing, public speaking, critical-thinking and collaboration skills through a hands-on approach to learning.

COURSE TITLE:	Digital Media Level 2 – Digital Media Production
LEVEL:	9-12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	None

COURSE DESCRIPTION: This twenty-week, advanced course will examine how the media can create change both within us and in our worlds. Through individual and group work we will focus on the various ways in which media can be used to tell digital stories, inform the public on an issue, entertain an audience, and explore different perspectives. Digital Media Production focuses on providing a strong foundation of advanced production skills to all participants and introduces new concepts in filmmaking, storytelling, and abstraction, all means for developing individual voice and self-expression. In addition to production skills, we will develop critique, facilitation/public speaking, leadership and critical thinking skills through a community approach to learning.



COURSE TITLE:Drama ILEVEL:9-12LENGTH/CREDITS:One Semester and 0.5 CreditPREREQUISITES:None

COURSE DESCRIPTION: This introductory course will offer scholars the opportunity to explore and develop acting skills and learn the essentials of theatre. Over the course of the semester we will practice dimensions of dramatic/ theatrical expression through the: body, mind, and voice. This course will engage scholars through interactive lectures, discussion, seminars, and classroom activities. Scholar's imagination, creativity, and intellect will be challenged daily through their being exposed to social issues that are both relevant and relatable. Scholars will gain a new sense of self- awareness, through dramatic interaction with their peers and audiences. The environment of the classroom will encourage every scholar to participate at an authentic level without comparison to the skill or talent of others in the class. A final theatrical collective body of work will be the result of several assignments that scholars will have completed over the course of the Semester.

COURSE TITLE:	Drama II
LEVEL:	9-12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	Drama II

COURSE DESCRIPTION: The purpose of this course is to encourage scholars to develop fundamental skills in multiple elements of performance theatre as a collaborative art. Scholars will be introduced and develop skill sets within the following content areas:

- Acting and characterization
- movement and vocal production
- pantomime and improvisation
- theatre terminology
- theatre history and influences
- technical theatre and design
- critical reflection of theatre
- playwriting/script writing
- elements audience etiquette
- roles and careers in theatre arts
- relationships between theatre
- arts and other subject areas

COURSE TITLE:	Senior Documentary Production
LEVEL:	12
LENGTH/CREDITS:	Full Year and 1.0 Credit



PREREQUISITES:Digital Media Level 2 and Teacher Recommendation**COURSE DESCRIPTION:**Designed specifically for seniors, this Free Spirit Media course is a creative-

based project option for Senior Project at NLCP. This course will develop in students the ability to creatively use writing, research, video production, and editing to create a documentary on their senior project topic. Seniors will be responsible for charting the progress of their work based on their individual needs and research throughout the creation of their film. Finished documentaries will be presented as part of the senior project process to a panel of experts. This course will require students to independently master technical skills, camerawork, interviewing, and post-production software, such as Final Cut Pro X, etc. Students will also focus on the distribution of their films through the Internet, to community-based organizations, and in the NLCP community.

Visual Art I
9-12
One Semester and 0.5 Credit
none

COURSE DESCRIPTION: The Visual Art 1 course introduces students to essential art skills and vocabulary by practicing a multitude of foundational art techniques. Students will also study a wide range of contemporary and historical artists from around the world, learning how to analyze and derive meaning from visual art. In addition to the production of variety of art projects, students must successfully complete sketchbook exercises, readings, writings and presentations to meet the requirements of the class.

COURSE TITLE:	Visual Art II
LEVEL:	9-12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	Visual Art II

COURSE DESCRIPTION: The Visual Art 2 builds on basic art skills learned in Visual Art 1. Students are challenged to work with a range of media and materials including drawing, painting, printmaking, and sculpture. This class continues to investigate contemporary and historical artists and challenges students to become proficient in analyzing and evaluating visual art and culture. In addition to the production of variety of art projects, students must successfully complete sketchbook exercises, readings, writings and presentations to meet the requirements of the class.

COURSE TITLE:	Visual Art Portfolio
LEVEL:	12
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Visual Art II

COURSE DESCRIPTION: This year long portfolio class is aligned with Senior Project, a required graduation gateway project. This course is designed to be a research seminar and an independent studio course. It is designed to help students develop their argument, investigate artists, and inspire ideas for creating art. As students are researching and working on their English paper, they will also be



doing sketchbook exercises to enhance their drawing skills and ability to generate ideas which will ultimately help them to prepare and create a portfolio of visual art. Students are required to create at least six significant works of art in a chosen form to present to a final panel during spring semester. Throughout the course students will focus on creating a series of artworks that expresses their project in a new and innovative way. This creative based course will challenge students to develop relevant and meaningful connections while also fine tuning their artistic abilities.

Mathematics

5 credits of math required for graduation

Department Mission Statement

It is the mission of the mathematics department to engage students in rich and rigorous learning experiences that prepare them for college and for life. Through experimentation, inquiry, critical thinking, problem solving, and teamwork, students will be provided with experiences that will enable them to become effective decision makers and problem solvers in this increasingly technological world. The math department is utilizing the Illinois State Standards and is transitioning to the Common Core standards that dictate the SAT.

Philosophy

Mathematics is best learned when students are active participants in the learning process. Learning experiences should allow students to emulate the practices of mathematics in the field. Students should justify their thinking, make conjectures, develop and evaluate mathematical arguments and proofs, work both individually and with others, build new mathematical knowledge through problem solving, engage in mathematical discussions and debates, use multiple representations to make connections among mathematical ideas, prepare write-ups of investigations and inquiries, and present findings to peers.

Pathways

There are three levels of required mathematics courses offered at each grade level. Students are placed into an appropriate course based on the algebra placement exam, teacher recommendations, and standardized tests. Students are encouraged to move from basic to more advanced classes during their time at North Lawndale College Prep. Placement is evaluated at the conclusion of each school year.



Freshman Integrated Algebra I + Support Algebra I Honors Algebra I

Sophomore Integrated Geometry Geometry + Alg Bridge Honors Geometry

Junior Integrated Algebra II Algebra II

Honors Algebra II

<u>Senio</u>r

Advanced Algebra with Trig Honors Precalculus Advanced Topics in Algebra

Math Course Descriptions

ted Algebra
de
ar and 1.0 Credit
ent based on algebra placement exam

COURSE DESCRIPTION: This course will focus on: (1) basic operations and applications; (2) probability; (3) concepts and properties of numbers; (4) expressions and equations; (5) graphical representations; and (6) perimeter, area, and measurement. This course is designed to bridge the gap between middle school mathematics and algebra. The standards are taught through two courses. One course focuses on isolation skills and creating math to math connections. The second course is reading intensive, focusing on word problems and connecting the math to the world around us. A detailed list of the learning standards that will be focused on in this class can be found in the syllabus. Technology, including graphing calculators, will be used throughout the course to enhance learning.

COURSE TITLE:	Algebra I
LEVEL:	9 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Placement based on algebra placement exam

COURSE DESCRIPTION: This first course in the high school mathematics sequence, provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines. This course assists students in developing algebraic skills, processes, and conceptual understandings. Problem solving and applications of learning are central features of the course. This course will focus on: (1) describing and generalizing patterns in both data and functional relationships; (2) using the language of algebra to model relationships with variables, expressions, and equations; (3) using these models to predict results; (4) modeling algebraic functions via verbal, graphical, tabular, and symbolic



representations; (5) solving and graphing equations. Technology, including graphing calculators will be incorporated into the course as both a problem-solving tool and a tool to allow for deeper understanding.

COURSE TITLE:	Honors Algebra I
LEVEL:	9 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Placement based on algebra placement exam

COURSE DESCRIPTION: This first course in the high school mathematics sequence, provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines. Students in this course will receive additional support and resources that will assist in their success in algebra. This course assists students in developing algebraic skills, processes, and conceptual understandings. Problem solving and applications of learning are central features of the course. Course objectives include describing and generalizing patterns in both data and functional relationships; using the language of algebra to model relationships with variables, expressions, and equations; using these models to predict results; modeling algebraic functions via verbal, graphical, tabular, and symbolic representations; solving equations; and graphing equations. Graphing calculator technology will be incorporated into the course as both a problem-solving tool and a tool to allow for deeper understanding.

COURSE TITLE:	Integrated Geometry
LEVEL:	10 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of algebra courses. Placement based on teacher recommendation and
	Standardized Tests Scores

COURSE DESCRIPTION: This course will focus on mastery of Common Core State Standards from a geometric perspective. Students will develop reasoning and problem solving skills in the study of basic arithmetic, probability and statistics, number concepts, expressions and equations, graphical representations, geometric figures and measurement. These skills will be learned in the context of exploring the properties and uses of points, lines, planes, and two-dimensional shapes, along with being applied to a variety of real-world problems. Technology, including graphing calculators, will be used consistently throughout the course to enhance learning.

COURSE TITLE:	Geometry
LEVEL:	10 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of algebra courses. Placement based on teacher recommendation and



Standardized Tests Scores

COURSE DESCRIPTION: This course in geometry will explore the properties of two- and threedimensional figures of Euclidean geometry using algebraic properties. Students will develop reasoning and problem solving skills in the study of congruence and similarity; they will apply properties of lines, triangles, quadrilaterals, and circles. Students will also develop problem solving skills by using length, perimeter, area circumference, surface area, and volume to solve real-world problems. The course will place an emphasis on the development and use of logical reasoning to understand geometric properties, theorems, and concepts, whereby these things will be used in concert to solve a problem. The course will be punctuated by periods where calculators will not be in use to strengthen students' ability to do mental math, estimate, and conjecture if their answers are logical in a given context.

COURSE TITLE:	Algebra Bridge (Replaces Algebra Support)
LEVEL:	10 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of algebra courses. Placement based on teacher recommendation and
Standardized Tests Scores	

COURSE DESCRIPTION: This Algebra Bridge course builds on the skills learned as a freshman in Algebra 1 and bridges the gap to junior level Algebra 2. This course continues linear modeling looking at two linear models during the first semester. Second semester focuses on a nonlinear model, the quadratic function. Problem solving and applications of learning are central features of the course. Course objectives include solving systems of linear equations graphically and algebraically; solving linear inequalities graphically and algebraically; graphing systems of linear inequalities; solving quadratic equations graphically and algebraically. Graphing calculator technology will be incorporated into the course as both a problem-solving tool and a tool to allow for deeper understanding.

COURSE TITLE:	Honors Geometry
LEVEL:	10 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of algebra courses. Placement based on teacher recommendation and
	Standardized Tests Scores

COURSE DESCRIPTION: This course in geometry will explore the properties of two- and threedimensional figures of Euclidean geometry using algebraic properties. Students will develop reasoning and problem solving skills in the study of congruence and similarity; they will apply properties of lines, triangles, quadrilaterals, and circles. They will have occasion to not only express them themselves logically through verbal communication but also through written proofs. Students will also develop problem solving skills by using length, perimeter, area circumference, surface area, and volume to solve multi-step problems that will require several skills to be used in concert. The course will place an emphasis on the development and use of logical reasoning to understand geometric properties, theorems, and concepts. The course will be punctuated by periods where calculators will not be in use to strengthen students' ability to do mental math, estimate, and conjecture if their answers are logical in a given context.



COURSE TITLE:	Integrated Algebra II
LEVEL:	11 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of geometry courses. Placement based on teacher recommendation
	and Standardized Tests Scores

COURSE DESCRIPTION: This course will focus on: (1) basic operations and applications; (2) probability; (3) expressions, equations, and inequalities; (4) graphical representations; (5) perimeter, area, and volume; and (6) functions. A detailed list of the learning standards that will be focused on in this class can be found in the syllabus. Technology, including graphing calculators, will be used throughout the course to enhance learning.

COURSE TITLE:	Algebra II
LEVEL:	11 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of geometry courses. Placement based on teacher recommendation
	and Standardized Tests Scores

COURSE DESCRIPTION: This course will develop reasoning and problem solving skills in the study of basic arithmetic, probability and statistics, number concepts, expressions and equations, graphical representations, geometric figures, measurement, and functions. These skills will be applied to a variety of real-world problems using reading skills and strategies. Technology, including graphing calculators, will be used consistently throughout the course to enhance learning.

COURSE TITLE:	Honors Algebra II
LEVEL:	11 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of geometry courses. Placement based on teacher recommendation
	and Standardized Tests Scores

COURSE DESCRIPTION: This course will deepen reasoning and problem solving skills in the study of basic arithmetic, probability and statistics, number concepts, expressions and equations, graphical representations, geometric figures, measurement, and functions. These skills will be applied to a variety of real-world problems using reading skills and strategies. Technology, including graphing calculators, will be used consistently throughout the course to enhance learning.

COURSE TITLE:	Advanced Topics in Algebra
LEVEL:	12 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of Algebra II courses. Placement based on teacher recommendation
	and Standardized Tests Scores



COURSE DESCRIPTION: This course will focus on a variety of skills with an emphasis on the critical thinking skills necessary to succeed in college math courses. Students will develop reasoning and problem solving skills in the study of basic arithmetic, probability and statistics, number concepts, expressions and equations, graphical representations, geometric figures, measurement, and functions. These skills will be applied to a variety of real-world problems using reading skills and strategies. Technology, including graphing calculators, will be used consistently throughout the course to enhance learning.

COURSE TITLE:	Advanced Topics in Algebra with Trigonometry
LEVEL:	12 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of Algebra II courses. Placement based on teacher recommendation
and Standardized Tests Scores	

COURSE DESCRIPTION: This course will extend algebraic concepts and applications and explore trigonometric functions and its applications. Through meaningful problems and appropriate technologies, students will study matrices and a variety of functions, including radical, rational, polynomial, exponential and logarithmic functions. One theme for the course is the relationship between the more advanced algebraic functions and their graphs. Course topics include systems of linear equations, rational equations, polynomial equations, exponential and logarithmic equations, and trigonometric equations. Mathematical modeling will constitute an area of focus for the course as well as solving equations via both graphical and algebraic techniques. Graphing calculators will be an integral part of this course.

COURSE TITLE:	Honors Pre-Calculus
LEVEL:	12 th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	One year of Honors Algebra II. Placement based on teacher recommendation
	and Standardized Tests Scores

COURSE DESCRIPTION: This course is designed to deepen and solidify students' prior knowledge of mathematics and to develop skills and concepts that are necessary for success in a college level mathematics course. Course topics include linear and quadratic relations and functions; polynomial functions; and exponential and logarithmic functions and an introduction to calculus. The mathematical process standards of problem solving, communication, connections, reasoning and proof, and representation will be incorporated into the course design to develop students' proficiency with and conceptual understanding of topics. The course is designed to allow students to move, with ease, between numerous functional representations—graphic, numeric, symbolic, and verbal. Use of graphing calculators will be an integral part of this course.

Elective Courses

COURSE TITLE:	Statistics
LEVEL:	11 th /12 th Grade





LENGTH/CREDITS: **PREREQUISITES:**

One Semester and 0.5 Credit

None

COURSE DESCRIPTION: Statistics is the science of collecting, organizing, analyzing and interpreting data in order to make decisions. In this course we will be studying frequency distributions and their graphs, measures of central tendency, measures of variations, measures of position, and z-score, correlation and regression.

COURSE TITLE:	Entrepreneurship and Architecture
LEVEL:	9-12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	None

COURSE DESCRIPTION: This course is intended for anyone interested in starting a business, working for an entrepreneurial company or working with entrepreneurial firms. The course is designed as a broad overview of entrepreneurship, including identifying a winning business opportunity, gathering funding for and launching a business. Entrepreneurship is an interdisciplinary pursuit. Entrepreneurial opportunities may arise from many fields, including engineering, natural sciences, communications and media, architecture, education, and music. Pursuing these opportunities requires building a diverse knowledge base, including but not limited to management, technology, law, and finance. This course will draw on the knowledge you have gained on a number of subjects, including composing informational documents, mathematics, navigating social structures, and how governments interplay with businesses. At the end of the course, you will present your own business plan to the class. The learning objectives of this course include: 1. Deepening the understanding of the concept of entrepreneurialism and its many facets. 2. Sharpening each student's communication and networking skills 3. Developing each student's entrepreneurial mindset

COURSE TITLE:	Probability
LEVEL:	9 th /10 th
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	None

COURSE DESCRIPTION: Probability is the study of chance; they are fractions derived from modeling real world experiments and simulations. Some of the essential questions of the course are: What is the significance of a large number of trials? How do I determine a sample space? What is the difference between subjective, theoretical and experimental probability? And, what is the significance of a large number of trials? The classroom will be utilized mainly as a laboratory to explore and further elucidate probability concepts.

Physical Education

1.0 credit required for graduation



Philosophy

The Physical Education Department aims to help students develop a fit and healthy lifestyle. We emphasize the importance of proper nutrition and physical conditioning as a means to promote physical and mental well-being.

PE Course Descriptions

COURSE TITLE: Health and FitnessLEVEL:AnyLENGTH/CREDITS:Two Semesters and 1.0 credit hourPREREQUISITES:None

COURSE DESCRIPTION: Students will engage in a variety of physical activities designed to promote and develop lifelong health and skill related fitness. Experiences may include, but are not limited to: fitness based activities, fitness testing, health related concepts, individual and team activities, and dance. Students will also engage in a classroom based health course that includes the following components of health; physical, spiritual, emotional, mental, environmental and social.

Science

3.0 credits required to graduate; in addition students must take an additional 1.0 of science or social studies credit referred to as Senior Option.

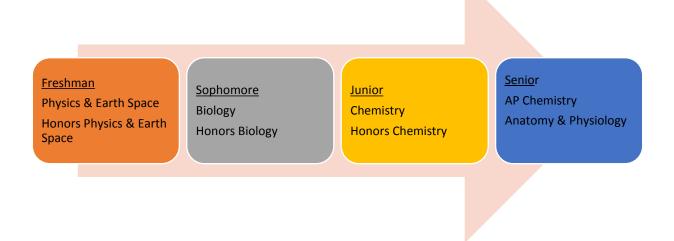
Philosophy

The vision for the NLCP Science Department is to engage all science students in academically rigorous work that is embedded within a socially conscious curriculum, which empowers students to critically evaluate their world. The focus of our instruction is to equip students with content, skills, Praxis, and emotional readiness to not only graduate from high school and a competitive university or college, but to positively impact their life's aspirations.

Pathways

There are two levels of required science courses offered at the 9-11th grade levels. Courses at the senior year are part of the Senior Option or can be taken for elective credit. Students are initially placed into an appropriate course based on the science placement exam and the Scholastic Reading Inventory (SRI). Students are encouraged to move from basic to more advanced classes during their time at North Lawndale College Prep. Placement is evaluated at the conclusion of each school year.





Science Course Descriptions

COURSE TITLE:	Physics and Earth Science
LEVEL:	9
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	None

COURSE DESCRIPTION: Physical science is the study of force, energy, matter and how it exists in space and time. Students will be introduced to experimental design and the scientific method by crafting and conducting their own lab experiments, gathering reliable data, and writing claims and conclusions based on that data. Students will apply the basic laws and theories of physics to make and test hypotheses about phenomena of the natural world. Second semester, students will move into the Earth and Space Science unit, where they will explore the natural processes that take place on our planet, in our universe and our place in and impact on both.

COURSE TITLE:Honors Physics and Earth ScienceLEVEL:9LENGTH/CREDITS:Full Year and 1.0 CreditPREREQUISITES:NoneCOURSE DESCRIPTION:

COURSE TITLE:	Biology
LEVEL:	10
LENGTH/CREDITS:	Full year and 1.0 Credit
PREREQUISITES:	Physics and Earth Science

COURSE DESCRIPTION: BIOLOGY is the study of Life. Students will explore the concept of living things (organisms) through many lenses including, Experimental Design, Diversity of Life, Change Over Time,



Energy, Cell Structure and Function, Growth and Development, and Heredity. Students perform labs using Goldfish, creating Isopods (Rolly Polly) environments, and hatching brine-shrimp.

COURSE TITLE:	Honors Biology
LEVEL:	10
LENGTH/CREDITS:	Full Year and 1.0 credit
PREREQUISITES:	Physics and Earth Science
COURSE DESCRIPTION:	

COURSE TITLE:	Chemistry
LEVEL:	11
LENGTH/CREDITS:	Full year and 1.0 Credit
PREREQUISITES:	Biology

COURSE DESCRIPTION: Chemistry is a physical science that explores **matter** (anything that has mass and takes up space), the structure and behavior of elements (like gold, silver, hydrogen, oxygen, and helium), the characteristics of compounds (like water), and reactions between substances. History recognizes ancient Egypt as the birthplace of chemistry. From ancient Egyptian practices with plant chemicals, chemistry has morphed over the centuries, evolving from chemistry's 17th century predecessor – alchemy – to present day chemistry. In this course, you will learn how to use the scientific method to make predictions about how matter will interact, how to use instruments to measure these interactions, and watch the chemical reactions that are used to form products and technology that we use in our society.

COURSE TITLE:	Honors Chemistry
LEVEL:	11
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Biology
COURSE DESCRIPTION:	

Senior Option or Elective Courses

COURSE TITLE:	Anatomy and Physiology
LEVEL:	12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	

COURSE DESCRIPTION: Anatomy and Physiology is a 1 semester general or honors level course for seniors. In this course, students will explore the human body on a variety of levels. The course will begin with basic body organization, chemistry and tissues and advance to the function of the human body as a whole. Topics will include: body organization, metabolism, nutrition, fluid and electrolyte balance, cardiovascular health and more. This course will involve lab activities and experiments, dissections, projects, presentations, field studies and speakers. Students will also read two novels in this



course. At the end of this course the student will be able to identify the major structures of the human body, gain an understanding of how their body works and knowledge of how to improve body function.

COURSE TITLE:	AP Chemistry
LEVEL:	12
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Chemistry and Teacher Recommendation

COURSE DESCRIPTION: The AP Chemistry course has the following objectives: 1) to expose students to a year's worth of rigorous college level chemistry 2) to provide a supportive, collaborative, and rigor students to STEM careers and 5) to enjoy chemistry. The class is designed to deepen understanding of key concepts seen in a primer chemistry course and then introduce new topics such as thermodynamics, equilibrium, acid-base chemistry, kinetics, and electrochemistry. This will be done through tying chemistry concepts to real-world applications, and connections to the societal and technological advances made by chemistry. In addition, a minimum of 25% of instructional time is dedicated to the lab and hands-on activities, during which students will record and maintain an updated lab notebook. Students are also required to attend Saturday study/review sessions that will be held 3 times (minimally) a semester.

COURSE TITLE:	Sports Medicine
LEVEL:	12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	

COURSE DESCRIPTION: Sports Medicine is a course is to understand the basic information and skills important in the recognition of, care, prevention, and preliminary rehabilitation of athletic injuries. This is a course designed to get the background necessary for students who are interested in pursuing a degree in sports medicine.

COURSE TITLE:	Veterinary Science
LEVEL:	12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	None

COURSE DESCRIPTION: Veterinary Science introduces students to the basics of animal care. Topics covered include disease, parasites, proper nutrition, shelter, grooming, and general animal care. This course provides entry-level skills for those students who want to enter an occupation right out of high school and also provides the background necessary for students interested in pursuing a professional degree.

Social Studies

3.0 credits required to graduate; in addition students must take an additional 1.0 of science or social studies credit referred to as "Senior Option".



Philosophy

The North Lawndale College Prep Social Studies department strives to produce independent, civicallyengaged learners who leverage their unique experiences to critically analyze and empathize with individuals and institutions at the local, national and global level. `Students are encouraged to analyze sources, events, stories, and movements from the past and present to build a comprehensive understanding of history and create their own narrative. Students are imbued with a sense of social justice that enables them to be an asset to their community and the larger world.

Pathways

There are two –three levels of required social studies courses offered at the 9-11th grade levels. Courses at the senior year are part of the Senior Option or can be taken for elective credit. Students are initially placed into an appropriate course based on the Scholastic Reading Inventory (SRI). Students are encouraged to move from basic to more advanced classes during their time at North Lawndale College Prep. Placement is evaluated at the conclusion of each school year.

<u>Freshman</u>

Intro to World Studies World Studies Honors World Studies Financial Literacy-Cons Ed Sophomore Intro to US History US History Honors US History

Junior American Govt/World History AP US History

<u>Senio</u>r AP Govt & Politics

Law Studies Popular Culture



Social Studies Course Descriptions

COURSE TITLE:	Introduction to World Studies
LEVEL:	9th Grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	Based on placement test

COURSE DESCRIPTION: This course examines ancient civilizations, human development, and patterns of culture. Students will explore the development of civilizations around river valleys. The course integrates visual art as a means of establishing contemporary connections between ancient societies and today. The course will emphasize the development of critical thinking, geographic literacy, research, and historical analysis skills. In the Introductory course, students will receive intensive reading support. Initially, texts will meet the students at the appropriate skill level, however, students will learn to read increasingly more complex historical texts. Students will be expected to meet the standards with more scaffolding and practice.

COURSE TITLE:	World Studies
LEVEL:	9th Grade
LENGTH/CREDITS:	Full year and 1.0 credit
PREREQUISITES:	Placement test

COURSE DESCRIPTION: This course examines ancient civilizations, human development, and patterns of culture. Students will explore the development of civilizations around river valleys. The course integrates visual art as a means of establishing contemporary connections between ancient societies and today. The course will emphasize the development of critical thinking, geographic literacy, research, and historical analysis skills.

Honors World Studies
9th Grade
Full year/1.0 credit
Placement test

COURSE DESCRIPTION: This course examines ancient civilizations, human development, and patterns of culture. Students will explore the development of civilizations around river valleys. The course integrates visual art as a means of establishing contemporary connections between ancient societies and today. The course will emphasize the development of critical thinking, geographic literacy, research, and historical analysis skills. In the honors course, students will be expected to meet the standards with less scaffolding and more autonomous, and cooperative practice. Increased complexity of texts and tasks will prepare students for advanced placement and college level coursework.

COURSE TITLE: Financial Literacy



LEVEL:9th GradeLENGTH/CREDITS:One Semester and 5 credit hoursPREREQUISITES:None

COURSE DESCRIPTION: Financial literacy will equip students with the knowledge, skills, and tools to make informed decisions that will impact them in the present and future. Students will learn the fundamentals of economic principles and a decision-making process and will evaluate the costs and benefits of career choices, budgeting, saving and investment strategies, purchasing alternatives, and risk management strategies. Students will participate in real-world experiential, hands-on activities aligned to the Common Core State Standards that will develop their skills for reading and writing and presentation. This course will satisfy the requirement of Consumer Education required by Illinois state law.

COURSE TITLE:	Introduction to United States History
LEVEL:	10 th Grade
LENGTH/CREDITS:	Full year and 1.0 credit
PREREQUISITES:	Grade 9 World Studies and Teacher recommendation

COURSE DESCRIPTION: This course focuses on the development and growth of the United States from the pre-Columbian period to today. Throughout the year, students will explore the geographic, political, social, cultural, technological and economic development of the nation. The course emphasizes geography, primary source analysis, the interpretation of maps, charts & graphs, and historical research and analysis. Essay writing and note-taking are integral part of this course to help students develop critical thinking and writing skills. In the Introductory course, students will receive intensive reading instruction. Initially, texts will meet the students at the appropriate skill level, however, students will learn to read increasingly more complex historical texts. Students will be expected to meet the standards with more scaffolding and practice.

United States History
10 th Grade
Full year and 1.0 credit
Grade 9 World Studies

COURSE DESCRIPTION: This course focuses on the development and growth of the United States from the pre-Columbian period to today. Throughout the year, students will explore the geographic, political, social, cultural, technological and economic development of the nation. The course emphasizes geography, primary source analysis, the interpretation of maps, charts & graphs, and historical research and analysis. Essay writing and note-taking are integral part of this course to help students develop critical thinking and writing skills.



COURSE TITLE:	Honors US History
LEVEL:	10 th Grade
LENGTH/CREDITS:	Full year and 1.0 credit
PREREQUISITES:	Grade 9 World Studies and Teacher recommendation

COURSE DESCRIPTION: This course focuses on the development and growth of the United States from the pre-Columbian period to today. Throughout the year, students will explore the geographic, political, social, cultural, technological and economic development of the nation. The course emphasizes geography, primary source analysis, the interpretation of maps, charts & graphs, and historical research and analysis. Essay writing and note-taking are integral part of this course to help students develop critical thinking and writing skills. In the honors course, students will be expected to meet the standards with less scaffolding and more autonomous, and cooperative practice. Increased complexity of texts and tasks will prepare students for advanced placement and college level coursework.

COURSE TITLE:	World History
LEVEL:	11th Grade
LENGTH/CREDITS:	One Semester and 0.5 credit
PREREQUISITES:	None

COURSE DESCRIPTION: World History is a thematically based class, where students will discuss the movements and events that have shaped their world. There is a modern focus in this course, particularly on colonialism, revolutions, and responses to episodes of genocide by the world community. Instruction is student centered, utilizes multiple resources and pedagogical strategies, provides access to multiple forms of complex text, and is driven by authentic group projects.

COURSE TITLE:	Government
LEVEL:	11th Grade
LENGTH/CREDITS:	One Semester and 0.5 credit
PREREQUISITES:	None

COURSE DESCRIPTION: Government examines the structure and function of American systems of government and the role of citizens in the political process. This course explores the crucial role that citizens have in accessing power and mediating the forms of power that government and corporations have in American society. Students will be required to take the constitution test in the course in order to meet the Illinois state requirement. Classroom work encourages and leads students to authentic democratic participation and builds a strong sense of civic identity. Instruction is student centered,



utilizes multiple resources and pedagogical strategies, provides access to multiple forms of complex text, and is driven by authentic group projects.

COURSE TITLE:	A.P U.S. History
LEVEL:	11th Grade
LENGTH/CREDITS:	Full year and 1.0 credit
PREREQUISITES:	Teacher recommendation

COURSE DESCRIPTION: Advanced Placement U.S History is equivalent to a college level course which covers American history from pre-colonial times to the present. This course prepares students for college courses by helping students develop the analytical, oral, and written skills equivalent to those for full-year introductory college courses. Students will acquire the analytical skills and factual knowledge needed to deal critically with a wide range of historical problems and materials in U.S History. Students will be required to take the constitution test in the course in order to meet the Illinois state requirement. Finally, at the conclusion of the course, students will have the opportunity to take the A.P. Exam for possible college credit.

Senior Option or Elective Courses

COURSE TITLE:	African American History
LEVEL:	9-12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	None

DESCRIPTION: This course invites students to examine the African narrative from classical African civilization through colonization, enslavement, and emancipation to contemporary social and political movements. The course also focuses on themes and subjects that reveal the complexities of the black experience in the African Diaspora.

COURSE TITLE:	A.P. U.S. Government and Politics
LEVEL:	12th Grade
LENGTH/CREDITS:	Full Year and 1.0 credit hours
PREREQUISITES:	Teacher recommendation

COURSE DESCRIPTION: The Advanced Placement U.S. Government and Politics class will be a learning experience equivalent to what students would see as college freshmen in an introductory Government and Politics course. Throughout the year, students will learn to evaluate and compare important facts, concepts and theories pertaining to U.S. government and its creation. In addition, they will explain



typical patterns of the political process and their consequences. At the conclusion of the course, students will have the opportunity to take the A.P. Exam for a chance to earn college credit.

COURSE TITLE:	Chicago Cultures & Histories (replaces Chicago Studies)
LEVEL:	Any
LENGTH/CREDITS:	One Semester and 0.5 credit hours
PREREQUISITES:	None

COURSE DESCRIPTION: The Chicago Cultures and Histories course will be an inquiry-based course, focusing on discovering the past that has created the Chicago we live in today. Topics will include the history of issues facing the city, the development of the neighborhoods across the city, cultural movements within the city, and an inquiry-based interview project at the end of the semester. Students will be learning and using inquiry skills to learn about and research issues surrounding the city of Chicago, and also learning about the community which they are active participants in.

COURSE TITLE:	Civic Action Phoenix
LEVEL:	11 th /12 th Grade
LENGTH/CREDITS:	One Semester and 0.5 credit hours
PREREQUISITES:	None

COURSE DESCRIPTION: The Civic Action Phoenix (CAP) course is designed to develop leadership skills with a focus on the dynamics of power and values that impact culture. Students will learn the principals of non-violence, conflict resolution, and strategies for social change. They will engage in the teaching of mini-lessons to peers for the purpose of fostering positive school culture and encouraging nonviolence as way of life.

COURSE TITLE: Performance Debate

LEVEL: 11th/12th Grade

LENGTH/CREDITS: Full year and 1.0 credit

PREREQUISITES: None

COURSE DESCRIPTION: Argument and Debate is a course designed to give students a practical understanding of various forms of policy debate through public speaking, academic research, and argument and refutation. The course involves summarizing views from two or more sources, (a) opponent debaters, and (b) text, used for evidence in debate (for or against). The course emphasizes the analysis of societal issues and enacting social change through various debate platforms. Students will also learn to communicate arguments through various textual and artistic sources, such as rap/poetry, visual art, singing, film-making, dance, etc. Students will also participate in public and policy



debates in school, at community organizations and collegiate venues, and as part of the Chicago Debate League.

COURSE TITLE:	Popular Culture-Healing Through Beauty
LEVEL:	11th and 12th Grade
LENGTH/CREDITS:	Full year and 1.0 credit
PREREQUISITES:	None

COURSE DESCRIPTION: Healing through Beauty introduces students to some of the most important developments and critiques of popular culture since the 1970s and to different kinds of research that can help us understand popular culture and its effects. Students will take a step back from simply *consuming* popular culture to investigating how different cultural forms communicate ideas about the world. More importantly, the course will address the question, how has popular culture been used not only to express lifestyle, but to change society and to challenge power dynamics in the world economy? Students will explore a range of media and genres—including art, music, dance, electronic media, film, language, clothing, food, literature, news media—to assess the significance of popular culture. The course will help students develop critical reading skills that can be applied to both scholarly and popular texts, and the creative arts.

COURSE TITLE:	Psychology
LEVEL:	9-12
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	None

COURSE DESCRIPTION: The course introduces students to the scientific study of behavior and mental processes of humans. Students will learn about individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Additionally, the course explores how our biology and environment impact our behavior as well as steps toward personal growth. Specific topics that will be examined include the roots of psychology, the development of teenagers, parenting, peer influence, gender and sexuality, personality, and social psychology.

COURSE TITLE:	Street Law
LEVEL:	11th-12th Grade
LENGTH/CREDITS:	One Semester and 0.5 credit hours
PREREQUISITES:	None

COURSE DESCRIPTION: Street Law is a semester-long social studies elective that serves as an introductory course to law and legal systems in the United States. Students will explore topics such as the law and the legal system, criminal law and juvenile justice, consumer and housing law, and individual rights and liberties. Like any introductory course, Street Law is a survey. We will touch on broad and specific legal topics to give students a better understanding of law and how it affects individuals in real



life. Students can expect to engage with guest speakers, conduct individual research, examine case studies, and take part in debates, Socratic seminars, and mock trials.

COURSE TITLE:	Urban Studies
LEVEL:	11th-12th Grade
LENGTH/CREDITS:	One Semester and 0.5 credit hours
PREREQUISITES:	None

COURSE DESCRIPTION: Interdisciplinary studies encouraging students to learn about historical, geographical, social, cultural, political, and economical aspects of urban cities. Students can take what they learn in the classroom, exploring the complexities of urban environments, then apply it to the real world. Emphasis will be placed on Chicago, the students' home city, in comparison to the nation's top 10.

Spanish

2.0 credits required for graduation

Philosophy

The Spanish Department focuses on enhancing communication skills. We believe in using the target language in realistic situations supported by authentic materials to show the relevance of studying the foreign language. Our goal is to prepare our students to be able to communicate more efficiently in a global society. Furthermore, NLCP Spanish Department seeks to prepare students for college level courses by nurturing perseverance through challenging and fun activities. Through our classes we encourage a deeper understanding of the English Language as well.

Spanish Course Descriptions

COURSE TITLE:	Spanish I
LEVEL:	10 th grade
LENGTH/CREDITS:	Full Year and 1.0 Credit
PREREQUISITES:	none
Course Description	Coopiek Lie o veorlong e

Course Description Spanish I is a yearlong course designed for the beginning student with no prior experience studying Spanish. Spanish I will introduce four basic skills: listening, speaking, reading and writing in Spanish. You will use various technologies to appreciate the cultures of Spain and Latin America, as well as the US-Latino culture. After Spanish I you will know present tense verb conjugations and basic vocabulary. You will be able to describe the world around you including your school, home, neighborhood and city. Students will be assessed using the Standards Based Grading model.

COURSE TITLE:	Spanish II
LEVEL:	11 th grade



LENGTH/CREDITS: PREREQUISITES: Course Description

Full Year and 1.0 Credit Spanish I

Course Description Spanish II is the second level class of NLCP's Spanish language track. In Spanish II there will be a deeper application of the reading, writing, listening and speaking skills introduced in Spanish I. After successful completion of Spanish II, the student will know present and past tense verb conjugations and have extensive practice with expanded vocabulary. Students will deepen their understanding of Spanish-speaking countries and cultures. Students will be assessed using the Standards Based Grading model.

Elective Courses	
COURSE TITLE:	Spanish Language Film
LEVEL:	Any
LENGTH/CREDITS:	One Semester and 0.5 Credit
PREREQUISITES:	none
COLIDSE DESPCIDITION.	Spanish Languago File

COURSE DESRCIPTION: Spanish Language Film class is meant to employ Spanish language films as a way of introduction to a variety of topics dealing with Latin America, Spain and the USA. Not only will you be exposed to a new type of film but will get a taste of many Latin American Countries, their history, and people. Class time will focus on critically watching films, reading, and writing, researching, presenting and discussing a multiple variety of topics including: Spanish and Latin American history, Latin American Icons, different types of film, and issues affecting Spanish-speaking countries. Students will be exposed to college-like curriculum, in which they will have to investigate, present and discuss the pedagogical topics presented in the films.

COURSE TITLE:	Journalism and Broadcasting
LEVEL:	Any
LENGTH/CREDITS:	One Semester and 0.5 Credits
PREREQUISITES:	none

COURSE DESCRITPION: Journalism and Broadcasting is a semester long course that will introduce students to the world of journalism by learning the skills necessary to become a news reporter for newspapers, magazine, television, radio, online and social media. The course will enable students to write, edit and produce news pieces that will be published internally.

Technology

0.5 credit required for graduation

Philosophy

Computer and information technologies are rapidly growing fields. Technology literacy is essential to the navigation of the modern world and future careers. The Technology Department believes in equipping students with the fundamental knowledge and skills to understand computer based technologies for the purposes of communicating, learning, solving problems, and developing/creating new technologies.

Course Descriptions

COURSE TITLE: Introduction to Computer Literacy



LEVEL:9-10LENGTH/CREDITS:One Semester/ 0.5 credit hoursPREREQUISITES:None

COURSE DESCRIPTION: The primary purpose of this course is to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Focused on the conceptual ideas if computing, it helps students understand why certain tools or languages might be utilized to solve particular problems. The goal is to develop the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students.

COURSE TITLE: Senior Project: Web Design

LEVEL:	12th Grade
LENGTH/CREDITS:	One Semester/ 0.5 Credit Hours
PREREQUISITES:	Introduction to Computer Literacy

DESCRIPTION: A website is a tool that one can use to communicate ideas to the world. Web design is a project based course that builds introductory web design skills and leads to a creation of an active website. The class will introduce students to the design, create, and evaluate web pages. Students will create their own websites and blog relating to their Senior Project; their website will serve as a tool in presenting their Senior Project as well as a pathway to share and communicate their project ideas to an audience. Students will also learn how to create and use other technology related tools in order to communicate information.

Recovery Courses

In the event a student does not earn at least a C – in a course, he/she must take a recovery course. The following courses are offered in evening school and summer school.

Semester and Yearlong courses are available in a blended format. NLCP teachers instruct small groups using content from CompassLearning.

English

English I Students study literature, reading comprehension, vocabulary, essay development, research, functional text, and communication. Through the study of novels, short stories, poetry, drama, and nonfiction, students analyze literary elements and devices, text structure, author's purpose, and historical significance. Students develop strategies for reading comprehension and vocabulary acquisition through explicit instruction, teacher modeling, and think-alouds. In addition, writing instruction focuses on the writing process with integrated grammar instruction. Students write a variety of multi-paragraph essays as well as study a variety of communication strategies and the research process.

English II Students study literature, reading comprehension, vocabulary, essay development, research, functional text, and communication. Through the study of novels, short stories, poetry, drama, and nonfiction, students analyze literary elements and devices, text structure, author's purpose, and



historical significance. Students develop strategies for reading comprehension and vocabulary acquisition through explicit instruction, teacher modeling, and think-alouds. In addition, writing instruction focuses on the writing process with integrated grammar instruction. Students write a variety of multi-paragraph essays as well as study a variety of communication strategies and the research process.

English III Students study literature, reading comprehension, vocabulary, and functional text. Through the study of British literature covering the period from 449 to the present, students analyze literary elements and devices, text structure, author's purpose, and historical significance. Students develop strategies for reading comprehension and vocabulary acquisition through explicit instruction, teacher modeling, and think-alouds, and apply these strategies to complex texts. Students write a variety of essays with an emphasis on responding to literature through analysis and synthesis.

English IV Students study literature, reading comprehension, vocabulary, essay development, research, functional text, and communication. Through the study of novels, short stories, poetry, drama, and nonfiction, students analyze literary elements and devices, text structure, author's purpose, and historical significance. Students develop strategies for reading comprehension and vocabulary acquisition through explicit instruction, teacher modeling, and think-alouds. In addition, writing instruction focuses on the writing process with integrated grammar instruction. Students write a variety of multi-paragraph essays as well as study a variety of communication strategies and the research process.

Math

Algebra I Algebra I includes the continued study of variables, equations, and functions. Topics include solving equations and inequalities, simplifying expressions, polynomials and factoring, graphing, radicals, and expanding arithmetic knowledge. The instructional design is based on state standards and research stemming from the National Mathematics Advisory Panel's Final Report. This course includes scaffolding in the form of animation, feedback, hints, and a glossary. Embedded critical mistakes and common misconceptions guidance lead students to understand the reasoning behind correct and incorrect responses. There is also an emphasis on repetition and

practice. Projects, located on the Resources page, can be completed offline and help students move into higher-level thinking based on Bloom's Taxonomy.

Algebra II A continuation of Algebra I, Algebra II focuses on topics such as: functions, equations and inequalities,

probability and statistics, logarithmic and exponential relationships, quadratic and polynomial equations, and matrices. Use of computers and graphing calculators are incorporated throughout the product. The instructional design is based on state standards and research stemming from the National Mathematics Advisory Panel's Final Report. This course includes scaffolding in the form of animation, feedback, hints, and a glossary. Embedded critical mistakes and common misconceptions guidance lead students to understand the reasoning behind correct and incorrect responses. There is also an emphasis on repetition and practice. Projects, located on the Resource

page, can be completed offline and help students move into higher-level thinking based on Bloom's Taxonomy.



Geometry Odyssey's Geometry course includes the study of two- and three-dimensional objects and their

properties as well as deductive and inductive reasoning (i.e., proofs and coordinate geometry). Properties of geometric objects are covered including the study of: points; lines; angles and planes; polygons with a special focus on quadrilaterals, triangles and shapes; circles; and solids. The instructional design is based on state standards and research stemming from the National Mathematics Advisory Panel's Final Report. This course includes scaffolding in the form of animation, feedback, hints, and a glossary. Embedded critical mistakes and common misconceptions guidance lead students to understand the reasoning behind correct and incorrect responses. There is also an emphasis on repetition and practice. Projects, located on the Resource page, can be completed offline and help students move into higher-level thinking based on Bloom's Taxonomy.

Trigonometry is a course for students who have successfully completed Algebra I, Geometry, and Algebra II. The materials cover a development of trigonometry right triangle trigonometry to oblique triangles and the polar plane. Throughout the course, students will develop trigonometric formulas and use them in real-world applications, evaluate trigonometric proofs using complex trigonometric identities and solving trigonometric equations with regard to the unit circle.

The course seeks to help students expand their knowledge and skills so that they may achieve the following goals:

- Use trigonometry as a tool for indirect measurement.
- Model natural phenomenon with trigonometric functions.
- Perform operations with complex numbers using trigonometry.
- Use trigonometric identities to evaluate trigonometric proofs and solve trigonometric equations with regard to the unit circle.
- Solve for unknown sides and angles of right and oblique triangles using right triangle trigonometry, law of sines and law of cosines.

Science

Biology Odyssey High School Biology is designed to be a two-semester course for first- or second-year high school students. Biology topics include biochemistry, the cell, genetics, natural selection, the history of life, viruses and bacteria, protists, plants, animals, the human body, ecosystems, and environmental topics. Odyssey High School science courses include strategies for dealing with common misconceptions, based on information gathered from Uncovering Student Ideas in Science by Page Keeley and Joyce Tugel, Project 2061, and the learning experience guided by the Model Instruction Program started by David Hestenes and the American Modeling Teachers Association.

Chemistry Odyssey High School Chemistry was designed as a two-semester course for second- or thirdyear high school students. Chemistry topics include matter, the periodic table, chemical reactions, solution chemistry, organic chemistry, and nuclear chemistry. The course includes state-of-the-art animation and computer graphics to simplify concepts with visual explanations. Step-by-step



instructions for solving quantitative chemistry and physics problems are provided throughout the course. Odyssey High School science courses include strategies for dealing with common misconceptions, based on information gathered from Uncovering Student Ideas in Science by Page Keeley and Joyce Tugel, Project 2061, and the National Science Education Standards.

Physical Science Odyssey High School Physical Science is designed as a two-semester course for first- or second-year high school students. Physical Science includes the same rigorous courseware as Integrated Physics and Chemistry (IPC) but meets the needs of customers who offer Physical Science rather than IPC. Introductory chemistry topics include matter, the periodic table, chemical reactions, and acids and bases. Introductory physics topics include motion, energy, waves, electricity, and magnetism. Odyssey High School science courses include strategies for dealing with common misconceptions, based on information gathered from Uncovering Student Ideas integrate questioning strategies and additional structuring of the learning experience guided by the Model Instruction Program started by David Hestenes and the American Modeling Teachers Association.

Social Studies

US History Students study the history of the U.S. from the Civil War to the present. Historical content focuses on political, economic, and social events related to sectionalism, slavery, industrialization, urbanization, major international wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including the expansion of democratic processes and civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on U.S. society, evaluate the relationships among the three branches of government, and analyze efforts to expand the democratic process. Students analyze the impact of technological innovations on the American labor force. Students learn contemporary U.S. history, including the election of 2008 and the terrorist threat of the early 21st century. The course includes a review of U.S. history prior to 1850.

World History This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons of major societies. The course emphasizes the development of relevant factual knowledge, leading interpretive issues, and types of historical evidence. Beginning with the earliest known civilizations, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage up to the present. The division of world history into broad chronological periods forms the organizing principle for dealing with change and continuity from the earliest civilizations to the present. Specific themes provide further organization, along with consistent attention to contacts among societies that form the core of world history as a field of study. A significant portion of the content dealing with the 20th and 21st centuries is accompanied by archival video footage.