

High School
Course Catalog

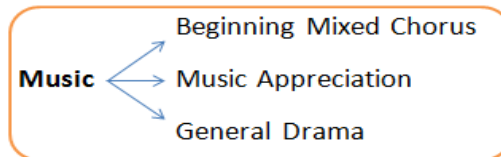
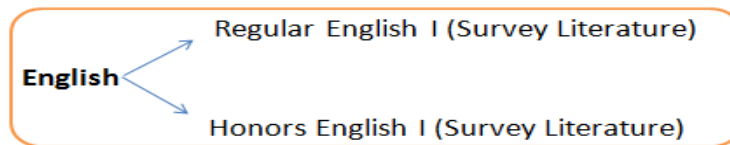
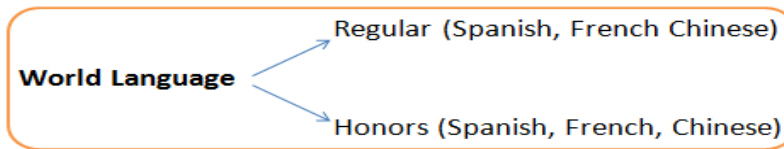
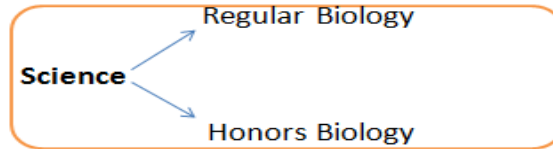
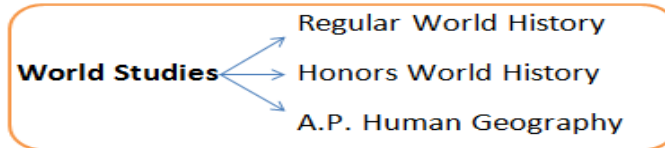
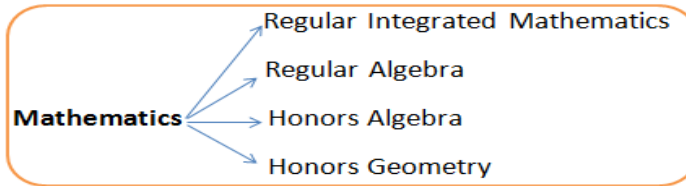


2011-2012 School Year

High School Graduation Requirements:

COURSES	YEARS REQUIRED
ENGLISH English I – Survey Literature English II – American Literature English III – British Literature English IV – World Literature	4 years
MATHEMATICS Integrated Math I Algebra Geometry Advanced Algebra w/ Trigonometry Calculus	4 years
SCIENCE Biology Chemistry Physics / AP Biology Science Elective	4 years
SOCIAL SCIENCE World Studies / AP Human Geography United States History Civics / AP US History Social Science Elective	4 years
WORLD LANGUAGE Spanish Mandarin Chinese French	4 years
FINE ARTS Art - 1 year Music - 1 year	2 years
PHYSICAL EDUCATION / HEALTH Physical Education I & Health Physical Education II Drivers Education (No Credit)	2 years 40 hours
GRADUATION REQUIREMENTS Senior Thesis (No Credit) <i>Students focus on an international issue, conduct research, and present the thesis to an expert panel.</i> Service Learning (No Credit) <i>Students will select projects that have a positive impact on their community and society (15 hours per year).</i> Consumer Education (No Credit) <i>Student must pass SB 977 Test</i> Public Law (No Credit) <i>Student must past Public Law 195 Constitution Test</i> Personal Projects (No Credit) <i>Every Sophomore student must turn a MYP Personal Project to register for their Junior year.</i>	60 hours

Freshman Course Selections



Physical Education I/Health

15 hours of community service

Freshman Course Selections

English:

Course Title and Level	<i>English I</i> Regular & Honors
Grade(s)	9 th
Recommendation:	N/A
Course Description	Students will receive a foundation for their high school career through this course. There will be a focus on grammar, punctuation, vocabulary development, sentence structure, paragraph structure and development, essay and memoir writing, public speaking, and in depth analysis and discussion of various literary works. Through various research activities students will be prepared for a variety of academic challenges. Reading selections will include poetry, memoir, drama, short stories, and novels from a wide range of cultures and authors. There will be an understanding of the use of figurative language and complex literary devices. Students will use clear language, both written and orally, to express coherent and focused essays and speeches with strongly reasoned arguments and perspectives.
Course Content	As suggested in its title, this course will cover a range of texts from different cultural, time periods, and geographical locations. Genres of study include but are not limited to: Contemporary American Literature, Ancient Greek Mythology and Theater, Elizabethan/Shakespearean England, Contemporary Asian-American Fiction.
Major Assignments	<p><u>Regular Level:</u></p> <ul style="list-style-type: none"> - CD Creation Project: Students create a CD that represents their characteristics and traits. An essay explaining their CD will accompany the CD. - Oedipus Debate: Students will research topics based on the themes of “Oedipus the King” and present their findings in a formal debate. A written research paper will accompany the oral presentation. - Odyssey Travel Brochure: Students will create a travel brochure for a location that Odysseus and his men traveled to. - Independent Reading Projects: Students complete projects that show a level of comprehension and analysis of their independent reading novels. - 2-4 page persuasive essay - 2-4 dramatic/narrative/poetic creative piece with optional rationale - One oral and one written independent reading project. (One group work, one independent. Teacher’s discretion) <p>Independent reading presentations</p> <p><u>Honors (in addition to above):</u> Students enrolled in the honors section of Survey Literature will take on a more rigorous independent reading schedule and will take more personal responsibility to make deadlines and turn in projects. Honors students will be required to read, comprehend, and analyze more supplemental material for each unit of study. More research and academic writing focused around current events and international studies will be required of students in honors sections as well.</p>
Reading Lists (if applicable)	<p>In-class reading list:</p> <p>Romeo and Juliet by William Shakespeare Oedipus by Sophocles The Odyssey by Homer The Joy Luck Club by Amy Tan Things That Fall Apart by Chinua Achebe Great Expectations by Charles Dickens The Sunflower by Simon Bressenthal Major author study. For example: Gabriel Garcia Marquez Brave New World by Aldous Huxley</p> <p>Out-of-school reading list: At least eight (8) pieces of literature chosen by students that cover a wide variety of literary genres.</p>

World Language:

Course Title and Level	<i>Spanish I</i> Regular & Honors
Grade(s)	9 th
Prerequisites	<i>REGULAR LEVEL:</i> None <i>HONORS LEVEL:</i> Placement Exam
Course Description	<p>Spanish 1 (R) For the beginning student. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme. Two projects will be assigned.</p> <p>Spanish 1 (H) In addition to the regular coursework mentioned above this course will continue to develop the ability to speak, understand, read, and write Spanish in a cultural context. This will include reading and discussion of modern texts, conversation, composition, grammar review, and cultural activities. Three projects will be assigned.</p>
Course Content	<p>Content:</p> <ul style="list-style-type: none"> • Greetings; Introductions; Saying where you are from; Numbers from 1-10; Exchanging phone numbers; Days of the week; The weather; Classroom phrases • After-school activities; Snack foods and beverages. Describing yourself and others. • After-school activities; Snack foods and beverages. Describing yourself and others. • Daily Schedules; Telling time; numbers from 11-100. Describing classes; describing location; expressing feeling. • Meals and foods; Asking questions. Family; Giving dates; Numbers from 200-1,000,000. • Clothing; Shopping; Places and events; getting around town; in a restaurant
Major Assignments	<ol style="list-style-type: none"> 1) Oral Activity: 2-3 minutes (all levels) 2) Writing Assignment: 110-140 words (regular) & 140-170 (honors) 3) Two reading comprehension exercises
Reading Lists (if applicable)	None
Other details	Class will be conducted primarily in Spanish.

Course Title and Level	<i>Mandarin Chinese I</i> Regular & Honors
Grade(s)	9 th
Prerequisites	None
Course Description	This course is designed for learners who have no previous knowledge of Chinese language, and is divided into 5 units. Pronunciation, some basic grammar points, useful phrases and about one hundred Chinese characters are introduced. In addition, the student will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Upon finishing this course, learners will have a general idea of the Chinese language, and will have learned to introduce themselves and to use a dozen common daily phrases.
Course Content	<p>Pinyin, the phonetic system; The Chinese speaking world; The Chinese language: the basics; Basic greetings; Basic grammar; Useful phrases</p>
Major Assignments	Major projects (Basic conversation; Basic Numbers; My Family)
Reading Lists (if applicable)	www.cctv.com

Course Title and Level	<i>French I</i> Regular & Honors
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Grade(s)	9 th
Prerequisites	The students should be ready to communicate in the world language. The first year language learners will have to overcome new challenges, such as pronunciation and comprehension issues.
Course Description	This course offers a year-long introduction to the basic elements of the French language. Students will study major vocabulary categories, verb tenses, and other fundamental components of French grammar in the context of the francophone world. The four language skills of listening, speaking, reading, and writing will be covered through the use of music, videos, workbooks, and weekly conversation groups in the language lab. An emphasis on the study of francophone cultures will be enhanced through the use of guest speakers and field experiences.
Course Content	Alphabet, numbers, time, date, likes and dislikes, food, family, invitations, describing people, places, and objects.
Major Assignments	Projects: Self-description, family tree, Mardi-Gras, francophone music. National French Contest 4 quarter exams 2 classroom field experiences
Reading Lists (if applicable)	Pauvre Anne, Blaine Ray
Other details	Monthly field experiences with French Club. Exchange trip to France with Les Chartreux, Lyon.

Mathematics:

Course Title and Level	<i>Integrated Math I</i> Regular
Grade(s)	9 th
Prerequisites	None
Course Description	This course is designed to assist students to successfully complete Algebra I. The student will receive remediation in the basic concepts of algebra, including Real Numbers, Exponent/Radicals, Polynomials/Factoring, Rational Expressions, and Word Problems.
Course Content	Real Numbers Exponent and Radicals Polynomials Factoring Rational Expression Word Problems
Major Assignments	Dining Out Project: Demystifying a dinner bill with math Wheel of Fortune Project: A statistical study on the letters of the alphabet 3 Exams 1 Final

Course Title and Level	<i>Algebra I</i> Regular & Honors
Grade(s)	9 th , 10 th
Prerequisites	Pre- Algebra or Transition to Higher Math
Course Description	This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Real world applications are presented within the course content and a function's approach is emphasized.
Course Content	simplifying expressions evaluating and solving equations and inequalities graphing linear and quadratic functions and relations.
Major Assignments	Manager Project: How the use of linear function can be applied in a retail store Paper Consumption Project: Use of Ratios and linear function to model paper consumption around the world Dining Out Project: Demystifying a dinner bill with math Wheel of Fortune Project: A statistical study on the letters of the alphabet 3 Exams 1 Final

Course Title and Level	<u>Geometry</u> Regular & Honors
Grade(s)	9 th , 10 th
Prerequisites	In order to sign up for Geometry, students should have completed and passed ALGEBRA 1 or passed the Algebra Exit Exam in 8 th grade.
Course Description	Course presents basic geometric concepts such as the Pythagorean theorem, properties and measurements of points, lines, angles, plane figures, and classic solids. In-class activities include the integration of small group work and individual research projects.
Course Content	Among other standards, students will learn to: <ul style="list-style-type: none"> • Find the area of irregular and regular plane figures • Find the distance between two points • Manipulate expressions to find surface area and volume • Investigate the trigonometric properties of right triangles • Organize an original math project • Define the basic properties of plane figures
Major Assignments	Each semester students will work on an independent project that will tie in Ogden's international character with the mathematics covered in class. <u>Fall</u> International Holiday (Mural Project) <ul style="list-style-type: none"> • Students will research an international holiday and create a mural representing that holiday using geometric shapes. They will then review the expenses required to create the mural they have designed. <u>Spring</u> Vacation Home (Architecture Project) <ul style="list-style-type: none"> • Students will research a foreign country and create a vacation home that is typical for that region as well as explore the geometric properties that it would have including square feet and volume.

World History:

Course Title and Level	<u>World Studies</u> Regular & Honors
Grade(s)	9 th
Prerequisites	None
Course Description	World Studies (R) This freshman course study of World Studies focuses on world civilizations from early civilizations up to the contemporary period. Students are introduced to geographic factors, cultural, economic, political and social developments that played a fundamental role in shaping the world in which major civilizations lived. Students will examine a historian's methods, the nature of historical sources, and the importance of interpretations in history. They will develop and refine the skills of using primary and secondary sources, using standard references, and understanding historical analysis and synthesis through debate, argumentative essays and research papers. World Studies (H) World Studies (H) provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking. Although the goals and objectives are the same as those found in the <i>Standard Course of Study</i> , the material is taught with greater complexity and reflects a differentiated curriculum.
Course Content	Early civilizations up to modern history and critical world issues
Major Assignments	World Studies (R) -Conducting research using essential sources both real and virtual -Major projects (ex. history fair, contemporary issues, project presentations per unit) -Research papers (history fair 7-8 pages, contemporary issues 3 pages in conjunction with presentation to class)

	<p>Prescribed minimum tasks: -700-1200 word extended writing piece -End-of-unit test, including paragraph writing -Classwork/homework/project</p> <p>World Studies (H) Students in honors utilize document based question (DBQ) approach to complete work that expands their critical thinking and writing abilities while broadening their knowledge base in preparation for college and other honors and Advanced Placement classes.</p>
Reading Lists (if applicable)	TBD

Course Title and Level	<i>Human Geography</i> Advanced Placement																										
Grade(s)	9 th																										
Prerequisites	AP Human Geography is an appropriate introduction to other AP social sciences courses.																										
Course Description	<p>The purpose of this AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.</p> <p>By passing the AP exam, students have the opportunity to earn college credit, improve their chances of acceptance to competitive schools and gain a deep understanding of human interactions with their physical environments.</p>																										
Course Content	Students will use and think about maps and spatial data, understand and interpret the implication of associations among phenomena in places, recognize and interpret at different scales the relationships among patterns and processes, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places.																										
Major Assignments	<p>Document Based Questions(DBQ) on geography topics.</p> <p>Major projects: -Initial presentation on one of seven geographic topics. -Ethnicity Project (research paper3 pages in conjunction with presentation to class) -National History Day History Fair Project -Book report and presentation (choice of one out-of-class book per semester)</p> <p>Assessments: -End-of-unit tests -Mid-term assessments in American College Testing format -AP Human Geography Exam (The Human Geography two-hour exam includes a 60-minute, 75-question multiple-choice section and a 60-minute three-question free-response section. The multiple-choice section accounts for half of the examination grade and the free-response section for the other half.</p> <p>Prescribed minimum tasks: 700-1200 word extended writing piece End-of-unit test, including paragraph writing Classwork/homework/project</p>																										
Reading Lists (if applicable)	<p>Out-of-school reading list:</p> <table> <tr> <td><i>Diamond: A Journey into the Heart of an Obsession</i></td> <td>Matthew Hart</td> </tr> <tr> <td><i>Dinner at the New Gene Café</i></td> <td>Bill Lambrecht</td> </tr> <tr> <td><i>Fateful Harvest</i></td> <td>Duff Wilson</td> </tr> <tr> <td><i>If it Bleeds, It Leads: Anatomy of Television News</i></td> <td>Matthew Kerbel</td> </tr> <tr> <td><i>Live from the Battlefield</i></td> <td>Peter Arnett</td> </tr> <tr> <td><i>Reading Lolita in Tehran</i></td> <td>AzarNafisi</td> </tr> <tr> <td><i>Tunnel Kids</i></td> <td>Taylor Lawrence</td> </tr> <tr> <td><i>Botany of Desire</i></td> <td>Michael Pollard</td> </tr> <tr> <td><i>Confucius Lives Next Door</i></td> <td>T.R. Reid</td> </tr> <tr> <td><i>Tipping Point: How Little Things Make a Difference</i></td> <td>Malcolm Gladwell</td> </tr> <tr> <td><i>Chaos</i></td> <td>James Gleick</td> </tr> <tr> <td><i>Fast Food Nation</i></td> <td>Eric Schlosser</td> </tr> <tr> <td><i>The Mole People</i></td> <td>Jennifer Toth</td> </tr> </table>	<i>Diamond: A Journey into the Heart of an Obsession</i>	Matthew Hart	<i>Dinner at the New Gene Café</i>	Bill Lambrecht	<i>Fateful Harvest</i>	Duff Wilson	<i>If it Bleeds, It Leads: Anatomy of Television News</i>	Matthew Kerbel	<i>Live from the Battlefield</i>	Peter Arnett	<i>Reading Lolita in Tehran</i>	AzarNafisi	<i>Tunnel Kids</i>	Taylor Lawrence	<i>Botany of Desire</i>	Michael Pollard	<i>Confucius Lives Next Door</i>	T.R. Reid	<i>Tipping Point: How Little Things Make a Difference</i>	Malcolm Gladwell	<i>Chaos</i>	James Gleick	<i>Fast Food Nation</i>	Eric Schlosser	<i>The Mole People</i>	Jennifer Toth
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	<i>And the Band Played On</i> <i>Salt</i> <i>Cod</i> <i>The Lexus and the Olive Tree</i> <i>Garbage Land</i> <i>The New Great Game: Blood and Oil in Central Asia</i> <i>Amazon Stranger</i> <i>Nickel and Dimed</i> <i>Every Drop for Sale</i> <i>We Just Want to Live Here</i> Ainbinder	Randy Shilts Mark Kurlansky Mark Kurlansky Thomas Friedman Elizabeth Royte Lutz Kleveman Mark Tidwell Barbara Ehrenreich Jeffrey Rothfeder AmalRifa'i and Odelia
Other details	All students will be required to take the AP exam and are responsible for the test fee.	

Science:

Course Title and Level	<u>Biology</u> Regular & Honors
Grade(s)	9 th
Prerequisites	None
Course Description	<p>Biology (R) This course is designed as an introduction to the study of all the different types of living organisms and the processes that they use for survival. The course is designed to give student the fundamentals governing life on earth and give them a foundation of the scientific principles that regulate life.</p> <p>Biology (H) Student choosing honors biology should possess a strong interest in science and have demonstrated a willingness and desire to work independently both in the lab and by completing assignments and reports on time. This course is designed as an introduction to the study of all the different types of living organisms and the processes that they use for survival. The course is designed to give student the fundamentals governing life on earth and give them a foundation of the scientific principles that regulate life.</p>
Course Content	Topics we will cover include ecology, cell structure and function, genetics, plants, invertebrate, vertebrates and the human body. The course will include laboratory activities such as dissections, growing plants and microscopic examinations. All students will be required to do science fair projects as part of this course.
Major Assignments	Science Fair Bio Habit Report (ecology) Fast Plant report (plants) Dissection labs (worm, frog) 750 Word Paper.
Reading Lists (if applicable)	N/A

Physical Education/Health:

Course Title and Level	<u>Physical Education I & Health</u> Regular
Grade(s)	9 th , 11 th
Prerequisites	N/A
Course Description	This course is a freshman/junior orientation to physical education, physical fitness, and health education. It is an introduction to basic skills and movement by participation and instruction in the following activities: physical fitness, individual sports and team sports. Health education will cover but not be limited to STD's, body systems, skeletal system, hygiene, etc.....All students must pass both these courses in order to graduate. This class consists of meeting five days a week for one semester of Physical Education and one semester of health education. This course meets the CPS graduation requirement for freshman physical education.

Course Content	Physical Education Focus: Physical Fitness and Team Sports Health Education Focus: STD's, body systems, skeletal system, drug awareness etc...
Major Assignments	Physical Education: Physical Fitness Testing Health Education: Oral Presentations, Research Paper
Reading Lists (if applicable)	None
Other details	All students are required to have an Ogden issued physical education uniform.

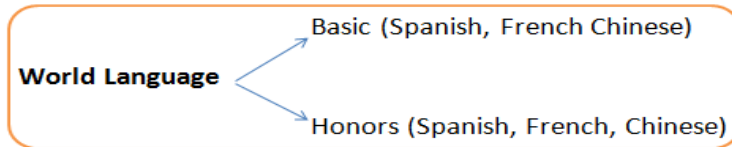
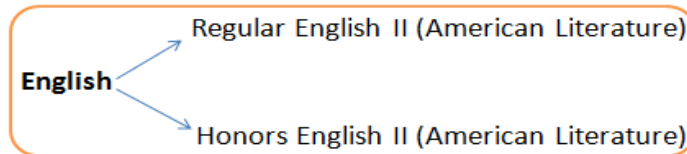
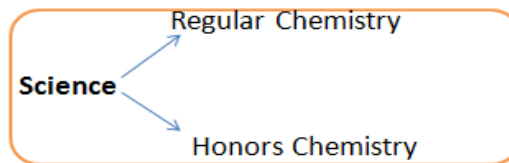
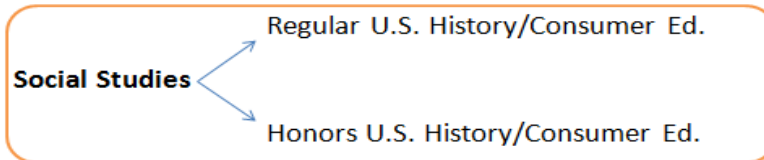
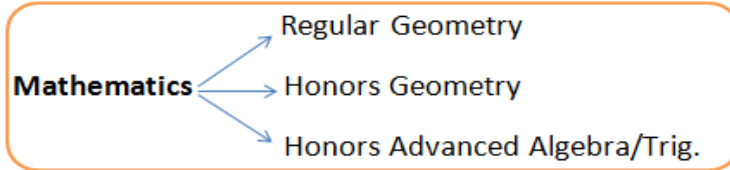
Fine Arts - Music:

Course Title and Level	<u>Beginning Mixed Chorus</u> Regular
Grade(s)	9th
Prerequisites	A love of singing.
Course Description	Students will learn the basics in ensemble singing, rehearsing, and performance techniques.
Course Content	Rehearsal techniques, performance behavior, choreography , SATB (4-Part choral pieces)
Major Assignments	Choral concerts for school and community
Reading Lists (if applicable)	N/A
Other details	This course qualifies as one of the 2 fine arts credits needed for High school graduation

Course Title and Level	<u>Music Appreciation</u> Regular
Grade(s)	9 th grade
Prerequisites	None
Course Description	Discovering the history of music from its most basic roots to the popular music of today. Learning the basics of lyric writing and music and composition projects for a well-rounded overview of music through
Course Content	Music Theory, Composition, Music History form Primitive to popular genres
Major Assignments	Song writing project, Music history research project, daily classwork
Reading Lists (if applicable)	N/A
Other details	This course qualifies as one of the 2 fine arts credits needed for High school graduation

Course Title and Level	<u>General Music (Drama I -Theater Arts)</u> Regular
Grade(s)	9 th Grade
Prerequisites	A love of theater and stage acting
Course Description	Learning the basic is dramatic performance, stage techniques, rehearsal etiquette, and theater technical experience all while reading the classic literature in theater history.
Course Content	One act plays, Classic American Theater literature, Shakespeare
Major Assignments	Class and school performances, Class projects, Playwriting
Reading Lists (if applicable)	Any play written in the last 100 years
Other details	Thais course qualifies as one of the 2 fine arts credits needed for High school graduation.

Sophomore Course Selections



Physical Education II/Driver's Ed.

15 hours of community service

Each 10th grader is also required to complete a Personal Project to move onto 11th grade. More information will be provided later.

Sophomore Course Selections

English:

Course Title and Level	<i>English II</i> Regular & Honors
Grade(s)	10 th
Recommendation:	<ul style="list-style-type: none"> • In order to sign up for English II, students should have completed their 9th grade, English I, with a passing grade. • In order to sign up for Honors English II students are recommended to have at least a B average in their 9th grade English course.
Course Description	This course will allow students to read and respond to a variety of works from American literature and analyze themes that recur in American literature. Students will explore subgenres such as satire, parody, pastoral and allegory, analyzing tone, mood, style, voice, imagery, and figures of speech. Students will also look at works from a historic and cultural context. Writing will be an important aspect of the course, with a focus on analytical essays, personal responses to literature and a variety of creative writing activities.
Course Content	As suggested in its title, this course will cover a range of American texts from different cultural, time periods, and geographical locations. Genres of study include but are not limited to: Contemporary American Literature, American Mythology and Theater, Narratives, Poetry, Fiction and Expository texts.
Major Assignments	<p><u>Regular Level:</u></p> <p><u>Major projects:</u> Creation Myth Project (Create a 2-3page myth of your own), Debate Research Project (3-5 minute debate), Explorers of America (Project PowerPoint or documentary film project), Independent Reading Projects (Two Book Reviews a Semester) , American Author Project (3-5 page essay and a PowerPoint or documentary film on the author), Scarlet Letter Alternative Assessment (select from creating a C.D., a website, a scripted talk show, or a short story based on the novel with a rationale).</p> <p><u>Research papers:</u></p> <p><u>Prescribed Minimum Tasks:</u> 3-5 page persuasive essay, 3-5 page dramatic/narrative/poetic creative piece with optional rationale, two oral and two written independent reading project.</p> <p><u>Oral Component</u> Presentations and debates of projects</p> <p><u>Honors (in addition to above):</u> Honors courses will have two essays due a month relating to the text being studied. Each essay will be 5 to 7 pages in length, honors exams will also consist of a long essay response in which students will need to support their stance with direct evidence (quotes) from the text, and students will also take a deeper analysis of texts in responses.</p>
Reading Lists (if applicable)	In-class reading list may include: Their Eyes are Watching God by Zora Neale Hurston Catcher in the Rye by J.D. Salinger The Great Gatsby by F. Scott Fitzgerald The Scarlet Letter by Nathaniel Hawthorne The Crucible by Arthur Miller Death of a Salesman by Arthur Miller The Things They Carried by Tim O'Brien A Woman Warrior by Maxine Hong Kingston Still Life with Rice by Grace Lee Black Boy by Richard Wright Autobiography of Frederick Douglas by Himself The Awakening by Kate Chopin The Handmaid's Tale by Margaret Atwood How the Garcia Girls Lost Their Accent by Julia Alvarez The Piano Lesson by August Wilson

World Language:

Course Title and Level	<i>Spanish II</i> Basic
Grade(s)	10 th
Prerequisites	Spanish I
Course Description	Spanish II (Basic) For the beginning student. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme. Two projects will be assigned.
Course Content	Content: <ul style="list-style-type: none"> • Greetings; Introductions; Saying where you are from; Numbers from 1-10; Exchanging phone numbers; Days of the week; The weather; Classroom phrases • After-school activities; Snack foods and beverages. Describing yourself and others. • After-school activities; Snack foods and beverages. Describing yourself and others. • Daily Schedules; Telling time; numbers from 11-100. Describing classes; describing location; expressing feeling. • Meals and foods; Asking questions. Family; Giving dates; Numbers from 200-1,000,000. • Clothing; Shopping; Places and events; getting around town; in a restaurant
Major Assignments	1) Oral Activity: 2-3 minutes (all levels) 2) Two reading comprehension exercises
Reading Lists (if applicable)	None
Other details	Class will be conducted primarily in Spanish.

Course Title and Level	<i>Spanish II</i> Regular & Honors
Grade(s)	10 th
Prerequisites	REGULAR LEVEL: Placement exam HONORS LEVEL: Spanish I and/or placement exam
Course Description	Spanish I (R) Spanish II has been carefully designed to focus on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme. Two projects will be assigned. Spanish I (H) In addition to the regular coursework mentioned above this course will further develop the student's communication skills in the Spanish language. Students will achieve a high proficiency in speaking, listening, writing and reading Spanish. Students in Spanish II will comprehend formal and informal spoken language; compose well organized and coherent essays; read accurately; understand and analyze a variety of written articles and literature; express ideas; seek and give advice; defend one's position; recognize, appreciate and understand cultural perspectives and patterns of interaction. Students who enroll in the class must have a high level of motivation and interest.
Course Content	Content: <ul style="list-style-type: none"> • Vocabulary: Saying who you are; Personality characteristics; Daily activities and food; Places in school and around town; Saying how you feel, Sports and health; Daily routines; Daily routine; Making plans, Going on a trip; on vacation, clothes and shopping; at the market, : Legends and stories; past and present • Cultural Focus: Florida, Costa Rica, Argentina, Puerto Rico and Mexico • Grammar: Definite and indefinite articles; subject pronouns and SER; Adjectives; The verb

	TENER; The verb GUSTAR; IR + A + place; SER and ESTAR; Regular present-tense verbs; Stem-changing verbs. Direct object pronouns; indirect object pronouns; preterit of ER and IR verbs; Preterit of IR, SER, HACER, VER and DAR. Preterit of ER and IR verbs; Demonstrative adjectives and pronouns; reflexive verbs; present progressive, Present tense of irregular YO verbs; pronouns after prepositions; preterit of IR stem-changing verbs; irregular preterit verbs, Legends and stories; past and present.
Major Assignments	1) Oral Activity: 3-5 minutes (all levels) 2) Writing Assignment: 150-180 words (regular) & 200-240 (honors) 3) Two reading comprehension exercises
Reading Lists (if applicable)	None
Other details	Class will be conducted primarily in Spanish.

Course Title and Level	<u><i>Mandarin Chinese II</i></u> Basic
Grade(s)	10 th
Prerequisites	Mandarin Chinese I
Course Description	10th Grade This is a beginning level course that will introduce the student to a variety of Mandarin Chinese (simplified). In this course, the student will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Students are introduced to the simplified Chinese writing system in this class.
Course Content	Family and friends; Numbers and colors; Basic characters; Basic grammar; Conversations on various topics; Useful phrases
Major Assignments	Major projects (Basic conversation; Basic Numbers and colors; Family and Friends, School activities)
Reading Lists (if applicable)	www.cctv.com
Other details	Njstar (Chinese software for typing characters)

Course Title and Level	<u><i>Mandarin Chinese II</i></u> Regular & Honors
Grade(s)	10 th
Prerequisites	Mandarin Chinese I
Course Description	This course is a continuation of a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (Daily Routine, Animals, Hobbies, The Body and Descriptions), students learn to express themselves using an ever increasing vocabulary, verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Chinese speaking world and their culture, people, geographical locations and histories. This course is aligned to national Foreign Language standards. Students are introduced to the simplified Chinese writing system in this class.
Course Content	Family and friends; Numbers and colors; Basic characters; Basic grammar; Conversations on various topics; Useful phrases
Major Assignments	Major projects (Basic conversation; Basic Numbers and colors; Family and Friends, School activities)
Reading Lists (if applicable)	www.cctv.com
Other details	Njstar (Chinese software for typing characters)

Course Title and Level	<i>French II</i> Basic
Grade(s)	10 th
Prerequisites	The students should already have a year of French but struggle with listening, reading, writing, or listening in the world language.
Course Description	This course offers a yearlong reintroduction to the basic elements of the French language. Students will study major vocabulary categories, verb tenses, and other fundamental components of French grammar in the context of the francophone world. The four language skills of listening, speaking, reading, and writing will be covered through the use of music, videos, workbooks, and weekly conversation groups in the language lab. An emphasis on the study of francophone cultures will be enhanced through the use of guest speakers and field experiences.
Course Content	Alphabet, numbers, time, date, likes and dislikes, food, family, invitations, describing people, places, and objects.
Major Assignments	Projects: Self-description, family tree, Mardi-Gras, francophone music. National French Contest 4 quarter exams 2 classroom field experiences
Reading Lists (if applicable)	Pauvre Anne, Blaine Ray
Other details	Monthly field experiences with French Club. Exchange trip to France with Les Chartreux, Lyon.

Course Title and Level	<i>French II</i> Regular & Honors
Grade(s)	10 th
Prerequisites	The students should be ready to communicate in the world language. Returning students should already be able to speak, listen, read, and write at their respective levels of study, French I or placement test.
Course Description	This course is the continuation of French I. It offers a yearlong exposure to communicating at the intermediate level in the French language. Students will study extensive vocabulary categories, past and future verb tenses, and other fundamental components of French grammar in the context of the francophone world. The four language skills of listening, speaking, reading, and writing will be covered through the use of music, videos, workbooks, and weekly conversation groups in the language lab. An emphasis on the study of francophone cultures will be enhanced through the use of guest speakers and field experiences.
Course Content	Description of people and objects, the house and the city, clothes and shopping, hobbies and school, work and vacation.
Major Assignments	Projects: My house/my city, fashion show, French television show, planning a vacation. National French Contest 4 quarter exams 2 classroom field experiences
Reading Lists (if applicable)	Ma voiture à moi.
Other details	Monthly field experiences with French Club. Exchange trip to France with Les Chartreux, Lyon.

Mathematics:

Course Title and Level	<i>Algebra I</i> Regular & Honors
Grade(s)	9 th , 10 th
Prerequisites	Pre- Algebra or Transition to Higher Math
Course Description	This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Real world applications are presented within the course content and a function's approach is emphasized.
Course Content	simplifying expressions evaluating and solving equations and inequalities

	graphing linear and quadratic functions and relations.
Major Assignments	<p>Manager Project: How the use of linear function can be applied in a retail store</p> <p>Paper Consumption Project: Use of Ratios and linear function to model paper consumption around the world</p> <p>Dining Out Project: Demystifying a dinner bill with math</p> <p>Wheel of Fortune Project: A statistical study on the letters of the alphabet</p> <p>3 Exams</p> <p>1 Final</p>

Course Title and Level	<i>Geometry</i> Regular & Honors
Grade(s)	9 th , 10 th , 11 th
Prerequisites	In order to sign up for Geometry, student s should have completed and passed ALGEBRA 1 <u>or</u> passed the Algebra Exit Exam in 8 th grade.
Course Description	Course presents basic geometric concepts such as the Pythagorean theorem, properties and measurements of points, lines, angles, plane figures, and classic solids. In-class activities include the integration of small group work and individual research projects.
Course Content	<p>Among other standards, students will learn to:</p> <ul style="list-style-type: none"> • Find the area of irregular and regular plane figures • Find the distance between two points • Manipulate expressions to find surface area and volume • Investigate the trigonometric properties of right triangles • Organize an original math project • Define the basic properties of plane figures
Major Assignments	<p>Each semester students will work on an independent project that will tie in Ogden’s international character with the mathematics covered in class.</p> <p><u>Fall</u> International Holiday (Mural Project)</p> <ul style="list-style-type: none"> • Students will research an international holiday and create a mural representing that holiday using geometric shapes. They will then review the expenses required to create the mural they have designed. <p><u>Spring</u> Vacation Home (Architecture Project)</p> <ul style="list-style-type: none"> • Students will research a foreign country and create a vacation home that is typical for that region as well as explore the geometric properties that it would have including square feet and volume.

Course Title and Level	<i>Advanced Algebra II w/ Trig.</i> Honors
Grade(s)	10 th , 11 th , 12 th
Prerequisites	In order to sign up for Algebra II w/ Trig., student s should have completed and passed Geometry.
Course Description	This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, conic sections, exponential and logarithmic functions, graphing, and sequences and series will be explored. In-class activities include the integration of small group work and individual research projects.
Course Content	<p>Among other standards, students will learn to:</p> <ul style="list-style-type: none"> • Describe the basic properties and formulas for conic sections • Use exponential properties to solve real-world problems • Investigate the use of series • Graph quadratic, cubic and atypical functions • Solve problems using knowledge of sine, cosine and tangent
Major Assignments	<p>Each semester students will work on an independent project that will tie in Ogden’s international character with the mathematics covered in class.</p> <p><u>Fall</u> - Exponents Investigation</p> <ul style="list-style-type: none"> • Students will explore international population fluctuations through different periods of history and use math to determine their significance. <p><u>Spring</u> - Math in Life</p>

	<ul style="list-style-type: none"> Students will revisit exponents to see their importance in investment, savings and everyday pocket book management.
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Science:

Course Title and Level	<u>Chemistry</u> Regular & Honors
Grade(s)	10th
Prerequisites	<p>Chemistry (R) Pass Freshman Biology class.</p> <p>Chemistry (H) Student must have a C or better in Honors Biology; or a B or higher in Regular Biology, with a teacher's recommendation</p>
Course Description	<p>Chemistry is a year-long course that introduces students to the basic properties of matter. Over the course of the year, students will study the composition of matter, the Periodic Table, chemical reactions, biochemistry, and applying chemical principles to understand smell and weather. Success in chemistry requires an ability to think conceptually about how the things we see (matter) are defined by things we cannot see (molecular and atomic structure). Laboratory experiments are a major component of the course; students will perform a variety of qualitative experiments in order to illustrate important topics. During labs, students will be introduced to a variety of equipment and lab techniques; instruction in lab safety will be integrated during all labs.</p> <p>Honors - For all the material stated above, Honors Chemistry will take a deeper look at the material presented in order to challenge students' higher level thinking skills. In addition, a greater emphasis will be placed on mathematical analysis, as Honors students will perform more quantitative laboratory exercises and study math-related concepts such as stoichiometry and thermodynamics. Honors students will also be required to perform additional reading of current events in science, as they relate course topics to the ever-changing world around us.</p>
Course Content	<p>Major units of study:</p> <ul style="list-style-type: none"> Introduction to Chemistry Matter and the Periodic Table Compounds Chemical Reactions Chemistry of Smell Biochemistry Chemistry of Weather
Major Assignments	<p>Regular Level: Major projects – All 10th grade students will be required to complete an individual science fair project, in order to satisfy the requirements set by the IB Middle Years Program. Projects will be completed outside of class time. All projects will be entered in the school science fair, which takes place in early December.</p> <p>Research papers – All 10th grade students will complete a 700-1200 word research paper on the Biochemistry topic of their choice. Topics must incorporate important principles of chemistry, but should also relate to current issues such as fuels, medicine, foods, the environment, etc. This project will be worked on through the spring, and is due in April.</p> <p>Honors (in addition to above): Science Fair – Students will be required to do additional research, and write a more extensive "Review of Literature."</p> <p>Biochemistry Research Paper – Students will be required to complete a 1000-1200 word essay on the topic of their choice, including in-text citation and additional resources.</p>
Reading Lists (if applicable)	TBD

Course Title and Level	<i>Physics</i> Regular & Honors
Grade(s)	11 th
Prerequisites	<p>Physics (R) Successful completion of both semesters of Chemistry and Geometry, with a grade of C or better; or special recommendation from science teacher</p> <p>Physics (H) Successful completion of both Honors Chemistry and Honors Geometry, with a grade of C or higher; or successful completion of Regular Chemistry and Regular Geometry, with a grade of B or higher and a teacher's recommendation</p>
Course Description	<p>Physics (R) Physics is a year-long course that introduces students to the way in which matter and energy in the universe interact. Students will study the movements of objects on earth as well as in space, and learn about how electricity works. This is a lab-based course, and experiments will be a regular part of class activities.</p> <p>Physics (H) This course expands in depth on all facets covered in the regular class. Honors students will be challenged with a more intensive math-based approach to physics that emphasizes problem solving. This course is recommended for those who excel at algebra and geometry, plan to take AP science courses in the future, or plan to major in science or engineering once in university.</p>
Course Content	Topics covered in physics include forces, motion, light, energy, electricity, magnetism, and nuclear physics.
Major Assignments	<p>Physics (H) Major projects – All 11th grade students will be required to complete a science fair project. Projects will be completed outside of class time. All projects will be entered in the school science fair, which takes place in early December.</p> <p>In addition, students will complete projects (such as building a catapult, building a Rube Goldberg machine, etc.) in order to support and apply the principles learned in the course.</p> <p>Research papers – As supported by the College Readiness Standards, all courses must encourage the development of students' research and writing skills. In physics, students will complete a research project using criteria set by the teacher.</p> <p>Physics (H) Science Fair – Students will be required to do additional research, and write a more extensive "Review of Literature."</p> <p>All other projects will contain additional requirements, set by the teacher at when the project is introduced.</p>
Reading Lists (if applicable)	None

Social Studies:

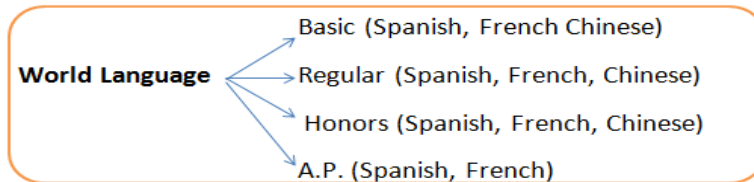
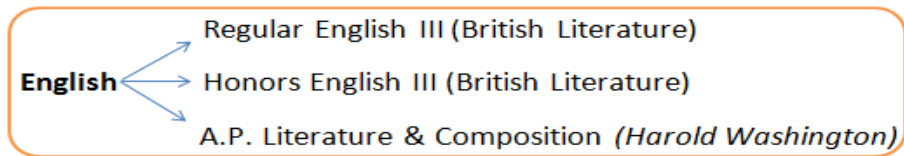
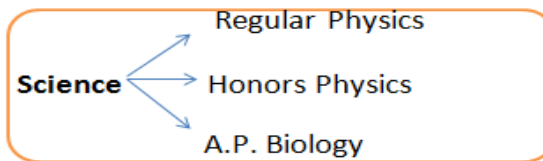
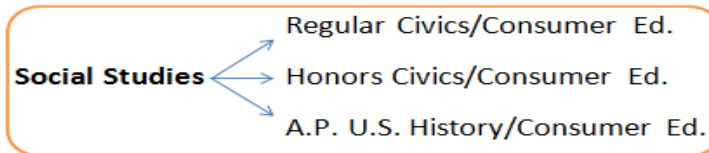
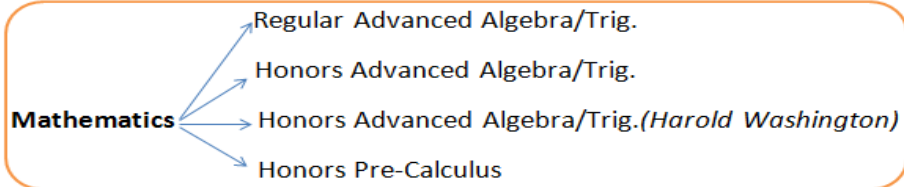
Course Title and Level	<i>United States History</i> Regular & Honors
Grade(s)	10 th
Prerequisites	Honors: B or better in previous social studies coursework
Course Description	<p>U.S. History covers the United States from the age of the explorers through the turn of the 20th Century. The course looks at the very first settlements in America and the dramatic development of the New World. Thematic units will explore the evolution of our country from pre-colonial times through Revolution, Civil War and Industrialization to the present day. In addition to exploring specific seminal events, the course will focus on concepts such as social justice, technological change, and war and peace.</p> <p>Honors students will analyze history through document based questions which will prepare them</p>

	for rigorous and challenging upper-level advanced placement courses.
Course Content	<p>Survey of American history explored through recurring themes:</p> <p>Government & Leadership: the role of government in people’s lives and people’s role in government. American Culture & Identity: what does it mean to be “American”? Diversity & Experience: how is America’s diversity its biggest strength and weakness? Immigration & Migration: is movement across borders a human right? Conflict: is force against people and other nations justifiable? Innovations: how has American ingenuity changed the world? Protest & Rebellion: is it necessary or appropriate to rise up against your government?</p> <p>Students must pass the Consumer Ed test requirements: SB 977 Test</p>
Major Assignments	<p>United States History (R) Major projects: -History fair -Thematic projects such as Recipes for Rebellion, Antebellum Reform, Cold War Document Scavenging, etc. Research papers: two major 5-7 page theme-based research papers</p> <p>Prescribed Minimum Tasks: -1000-1200 word extended writing piece -End-of-unit test, including paragraph writing -Classwork/homework/project</p> <p>United States History (H) (in addition to above): Students in honors utilize document based question (DBQ) approach to complete work that expands their critical thinking and writing abilities while broadening their knowledge base in preparation for college and other honors and Advanced Placement classes.</p>
Reading Lists (if applicable)	TBD

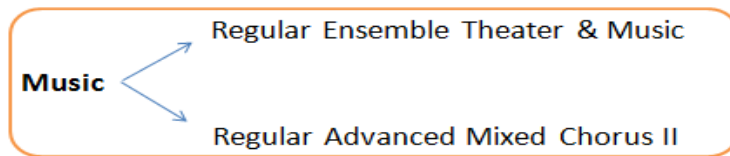
Physical Education/Driver’s Ed:

Course Title and Level	<i>Physical Education II & Driver’s Education</i> Regular
Grade(s)	10 th Grade
Prerequisites	N/A
Course Description	For one semester and a quarter students will continue to work on skill development through individual sports, team sports and physical fitness. This portion of the class consists of meeting five days a week. For one quarter students will learn the rules of the road as it relates to driver education. This course will only cover the classroom portion of the program. Behind the wheel training will take place at another CPS facility. This portion of the class consists of meeting five days a week. This course meets the district graduation requirement for physical education.
Course Content	Physical Education Focus: Physical Fitness and Team Sports Driver Education: Rules of the Road and Driver Safety
Major Assignments	Physical Education: Physical Fitness Testing Driver Education: Insurance Project/DUI Project
Reading Lists (if applicable)	Rules of the Road
Other details	All students are required to have an Ogden issued physical education uniform.

Junior Course Selections



Physical Education I/Health



15 hours of community service

Junior Course Selections

English:

Course Title and Level	<i>English III</i> Regular, Honors, & Advance Placement
Grade(s)	11 th
Recommendation:	<ul style="list-style-type: none"> • In order to sign up for English III, students should have completed their 10th grade, English II, course with a passing grade. • In order to sign up for Honors English III students are recommended to have at least a B average in their 10th grade English II course.
Course Description	Students will become adept at analyzing increasingly challenging literature and using elements of the writer’s craft to refine written, oral, and visual representations in response to British literature. British literature encompasses a rich and varied history of writing that documents changes in the English language and culture. Within its extensive history, students will read a wide body of work from its beginnings with the Anglo-Saxons to the post-colonial writings of 19 th , 20 th and 21 st centuries. Students will engage in readings, writings, and discussions that will provoke a deeper appreciation of the English language. Having studied American literature the previous year, students will continue to develop their understanding of literature within a thematic, historical, and cultural context as well as their understanding of language and the writing process.
Course Content	Time periods of study for this course include but are not limited to: Medieval, Romantic, Shakespearean, Colonial, and Contemporary British literature.
Major Assignments	<p><u>Regular Level:</u></p> <ul style="list-style-type: none"> - Shakespeare Festival (Dramatic readings/scenes, reader’s theater, sonnets, student presentations, research, essay) - Major author study (Research, Essay, PowerPoint, and presentation on an influential British Author) - Two oral and two written independent reading projects <p><u>Honors (in addition to above):</u> Students enrolled in the honors section of British Literature will take a more in depth look at the works of Shakespeare. Additional units of study will cover his sonnets, at least one comedy, one tragedy, and one history.</p> <p><u>Advanced Placement (in addition to above):</u> AP English Literature and Composition is a college level course designed to prepare students for the rigors of college English and the AP English Literature Exam. The course follows the curricular requirements as outlined in the AP English Course Description and takes its primary content from the British canon of Literature.</p>
Reading Lists (if applicable)	<p>In-class reading list:</p> <p>Beowulf – Seamus Heaney Canterbury Tales by Geoffrey Chaucer Macbeth by William Shakespeare Frankenstein by Mary Shelley 1984 by George Orwell That Heart of Darkness by Joseph Conrad Waiting for Godot by Samuel Beckett Pride and Prejudice by Jane Austin The Road by Cormac McCarthy</p> <p>Out-of-school reading list: TBD</p>

Course Title and Level	<i>Literature and Composition</i> Advanced Placement Harold Washington Dual Enrollment Program <i>English 101 / 102</i>
Grade(s)	11 th
Recommendation:	Student must pass the Compass Test at Harold Washington.
Course Description	<p>In this respect, the course is taught chronologically, beginning with reading selections from the 16th century and ending in the Modern period. Though not a Comparative Literature course, selections from American and Survey Literature are used as catalysts for formal literary analysis, writing, and discussion.</p> <p>The evaluation and study of writing includes invention and the artistic proofs (ethos, pathos and logos), structure and style (diction, syntax, figurative language and mechanics).</p> <p>Student writing in this course includes writing to understand, to explain and to evaluate. Annotations, quick writes and dialectical notebook entries are required as are in-class timed essays and out-of-class polished compositions that utilize the writing process.</p>
Major Assignments	<p>All assignments for the course will be focused on preparing students for the AP exam that is described below.</p> <p>Yearly, the AP English Literature and Composition Development Committee, made up of high school and college English teachers, prepares a three-hour exam that gives students the opportunity to demonstrate their mastery of the skills and abilities previously described. The AP English Literature and Composition Exam employ multiple-choice questions that test the student's critical reading of selected passages. But the exam also requires writing as a direct measure of the student's ability to read and interpret literature and to use other forms of discourse effectively. Although the skills tested in the exam remain essentially the same from year to year, each year's exam is composed of new questions. The free-response questions are scored by college and AP English teachers using standardized procedures.</p> <p>Ordinarily, the exam consists of 60 minutes for multiple-choice questions followed by 120 minutes for free-response questions. Performance on the free-response section of the exam counts for 55 percent of the total score; performance on the multiple-choice section, 45 percent. Examples of multiple-choice and free-response questions from previous exams are presented below and are intended to represent the scope and difficulty of the exam. The questions are samples; they are not a sample exam. In the questions reproduced here, the authors of the passages and poems on which the multiple-choice questions are based are George Eliot, Richard Wilbur, Gwendolyn Brooks and Samuel Taylor Coleridge.</p> <p>Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, students are encouraged to answer all multiple-choice questions. On any questions students do not know the answer to, students should eliminate as many choices as they can, and then select the best answer among the remaining choices.</p>
Reading Lists (if applicable)	<p>In-class reading list:</p> <p>Drama Aeschylus; Edward Albee; Amiri Baraka; Samuel Beckett; Anton Chekhov; Caryl Churchill; William Congreve; Athol Fugard; Lorraine Hansberry; Lillian Hellman; David Henry Hwang; Henrik Ibsen; Ben Jonson; David Mamet; Arthur Miller; Molière; Marsha Norman; Sean O'Casey; Eugene O'Neill; Suzan-Lori Parks; Harold Pinter; Luigi Pirandello; William Shakespeare; George Bernard Shaw; Sam Shepard; Sophocles; Tom Stoppard; Luis Valdez; Oscar Wilde; Tennessee Williams; August Wilson</p> <p>Fiction (Novel and short story) Chinua Achebe; Sherman Alexie; Isabel Allende; Rudolfo Anaya; Margaret Atwood; Jane Austen; James Baldwin; Saul Bellow; Charlotte Brontë; Emily Brontë; Raymond Carver; Willa Cather; John Cheever; Kate Chopin; Sandra Cisneros; Joseph Conrad; Edwidge Danticat; Daniel Defoe; Anita Desai; Charles Dickens; Fyodor Dostoevsky; George Eliot; Ralph Ellison; Louise Erdrich; William Faulkner; Henry Fielding; F. Scott Fitzgerald; E. M. Forster; Thomas Hardy; Nathaniel Hawthorne; Ernest Hemingway; Zora Neale Hurston; Kazuo Ishiguro; Henry James; Ha Jin;</p>

	Edward P. Jones; James Joyce; Maxine Hong Kingston; Joy Kogawa; Jhumpa Lahiri; Margaret Laurence; D. H. Lawrence; Chang-rae Lee; Bernard Malamud; Gabriel García Márquez; Cormac McCarthy; Ian McEwan; Herman Melville; Toni Morrison; Bharati Mukherjee; Vladimir Nabokov; Flannery O'Connor; Orhan Pamuk; Katherine Anne Porter; Marilynne Robinson; Jonathan Swift; Mark Twain; John Updike; Alice Walker; Evelyn Waugh; Eudora Welty; Edith Wharton; John Edgar Wideman; Virginia Woolf; Richard Wright
	Expository Prose Joseph Addison; Gloria Anzaldúa; Matthew Arnold; James Baldwin; James Boswell; Jesús Colón; Joan Didion; Frederick Douglass; W.E. B. Du Bois; Ralph Waldo Emerson; William Hazlitt; bell hooks; Samuel Johnson; Charles Lamb; Thomas Macaulay; Mary McCarthy; John Stuart Mill; George Orwell; Michael Pollan; Richard Rodriguez; Edward Said; Lewis Thomas; Henry David Thoreau; E. B. White; Virginia Woolf

World Language:

Course Title and Level	<u>Spanish III</u> Basic
Grade(s)	11 th , 12 th
Prerequisites	Spanish II
Course Description	Spanish III (Basic) Spanish III has been carefully designed to focus on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme. Two projects will be assigned.
Course Content	Content: <ul style="list-style-type: none"> • Vocabulary: Saying who you are; Personality characteristics; Daily activities and food; Places in school and around town; Saying how you feel, Sports and health; Daily routines; Daily routine; Making plans, Going on a trip; on vacation, clothes and shopping; at the market, ; Legends and stories; past and present • Cultural Focus: Florida, Costa Rica, Argentina, Puerto Rico and Mexico • Grammar: Definite and indefinite articles; subject pronouns and SER; Adjectives; The verb TENER; The verb GUSTAR; IR + A + place; SER and ESTAR; Regular present-tense verbs; Stem-changing verbs. Direct object pronouns; indirect object pronouns; preterit of ER and IR verbs; Preterit of IR, SER, HACER, VER and DAR. Preterit of ER and IR verbs; Demonstrative adjectives and pronouns; reflexive verbs; present progressive, Present tense of irregular YO verbs; pronouns after prepositions; preterit of IR stem-changing verbs; irregular preterit verbs, Legends and stories; past and present.
Major Assignments	1) Oral Activity: 3-5 minutes (all levels) 2) Two reading comprehension exercises
Reading Lists (if applicable)	None
Other details	Class will be conducted primarily in Spanish.

Course Title and Level	<u>Spanish III</u>
Heritage? Honors?	Regular, Honors, & Advanced Placement
Grade(s)	11 th
Prerequisites	REGULAR LEVEL: Level 2 and/or placement exam HONORS LEVEL: Prerequisite: Level 2 and/or placement exam AP LEVEL: Prerequisite: Level 3 and/or placement exam
Course Description	Spanish III (R) Students continue to develop and refine their proficiency in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to interact orally and in writing. They communicate using more complex language structures on a variety of topics, moving from concrete to more abstract concepts. At this level, students comprehend the main ideas of the authentic

	<p>materials that they read and hear and are able to identify significant details when the topics are familiar. Students gain a deeper understanding of the world around them while studying Rights and Responsibilities, Future Plans and Choices, Teen Culture, Environment, and Humanities. Two projects are assigned.</p> <p>This course's primary goals are to:</p> <ul style="list-style-type: none"> • Communicate in Spanish • Students function in a variety of practical settings using listening, speaking, reading, and writing skills as well as knowledge of the target culture(s). • Understand other cultures • Students demonstrate an understanding of traditions, customs, beliefs, and cultural contributions and how these elements relate to language. • Connect with other disciplines and acquire information • Students connect information about the language and cultures they are learning with concepts studied in other subject areas. • Develop insight into their own language and culture • Participate in the global community <p>Spanish III (H)</p> <p>In addition to the regular coursework mentioned above this course will require students to compose well organized and coherent essays; read accurately; understand and analyze a variety of written articles and literature; express ideas; seek and give advice; defend one's position; recognize, appreciate and understand cultural perspectives and patterns of interaction. Three projects are assigned.</p> <p>Spanish III (AP)</p> <p>Students develop more sophisticated communication skills in all for areas: listening, speaking, reading and writing with emphasis on the ability to interact orally and in writing. The authentic reading selections are emphasized at this level. Students communicate using more complex language structures and express abstract ideas with reasonable fluency. Students are able to create and listen with understanding to reports and presentations. They are also able to describe, summarize and discuss selected Upper Levels POS themes and topics.</p> <p>This courses primary goal is to:</p> <ul style="list-style-type: none"> • Communicate in Spanish • Students function in a variety of practical settings using listening, speaking, reading, and writing skills as well as knowledge of the target culture(s). • Understand other cultures • Students demonstrate an understanding of traditions, customs, beliefs, and cultural contributions and how these elements relate to language. • Connect with other disciplines and acquire information • Students connect information about the language and cultures they are learning with concepts studied in other subject areas. • Develop insight into their own language and culture • Through study of language and culture, students recognize, compare, and contrast language concepts as well as cultural perspectives, practices, and products. • Participate in the global community • Students use the foreign language to communicate with speakers of that language, both at home and around the world, to improve their own communication skills and to enhance their view of themselves as citizens of the world. • In addition to the regular coursework mentioned above this course will require students to compose well organized and coherent essays; read accurately; understand and analyze a variety of written articles and literature; express ideas; seek and give advice; defend one's position; recognize, appreciate and understand cultural perspectives and patterns of interaction. Multiple projects are assigned. <p>NOTE: Students taking this course are required to take an AP exam during the spring quarter.</p>
Course Content	<p>Content:</p> <p>Regular: This course's primary goals are to:</p> <ul style="list-style-type: none"> • Communicate in Spanish • Students function in a variety of practical settings using listening, speaking, reading, and writing skills as well as knowledge of the target culture(s).

	<ul style="list-style-type: none"> • Understand other cultures • Students demonstrate an understanding of traditions, customs, beliefs, and cultural contributions and how these elements relate to language. • Connect with other disciplines and acquire information • Students connect information about the language and cultures they are learning with concepts studied in other subject areas. • Develop insight into their own language and culture • Participate in the global community <p>Honors: In addition to the above content areas, there will be three projects.</p> <p>Advanced Placement: Communicate in Spanish</p> <ul style="list-style-type: none"> • Students function in a variety of practical settings using listening, speaking, reading, and writing skills as well as knowledge of the target culture(s). • Understand other cultures • Students demonstrate an understanding of traditions, customs, beliefs, and cultural contributions and how these elements relate to language. • Connect with other disciplines and acquire information • Students connect information about the language and cultures they are learning with concepts studied in other subject areas. • Develop insight into their own language and culture • Through study of language and culture, students recognize, compare, and contrast language concepts as well as cultural perspectives, practices, and products. • Participate in the global community • Students use the foreign language to communicate with speakers of that language, both at home and around the world, to improve their own communication skills and to enhance their view of themselves as citizens of the world.
Major Assignments	Oral Activity: 5-7 minutes (all levels) Writing Assignment: 170-200 words (regular), 200-240 (honors) & 240-300 (AP) Two reading comprehension exercises
Reading Lists (if applicable)	None
Other details	Class will be conducted in Spanish.

Course Title and Level	<u><i>Mandarin Chinese III</i></u> Basic
Grade(s)	11 th
Prerequisites	Mandarin Chinese II
Course Description	11th Grade This course is a continuation of a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the six units of material (Time, Dates/Months/Years, Hobbies, The Body and Descriptions), students learn to express themselves using an ever increasing vocabulary, verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Chinese speaking world and their culture, people, geographical locations and histories.
Course Content	Animals; Personal hobbies; Basic characters; Basic grammar; Food and sports;; Body parts and health; Conversations on various topics; Useful phrases/sentences
Major Assignments	Major projects (Personal hobbies; Animals and sports; Weekend activities; Shopping; Seeing a doctor).
Reading Lists (if applicable)	www.cctv.com

applicable)	汉语世界 (Chinese World)
Other details	Njstar (Chinese software for typing characters)

Course Title and Level	<u>Mandarin Chinese III</u> Regular & Honors
Grade(s)	11 th
Prerequisites	Mandarin Chinese II
Course Description	This course builds on language skills developed in Chinese 1 and 2. The course will complete and review basic grammar and key sentence patterns of the Chinese language, provide practice in the appropriate use of idiomatic expressions, and further develop skill in reading and writing Hanzi (Chinese characters). It will also build vocabulary, expand reading comprehension, and encourage extensive conversation in Chinese. It will cover additional aspects about Chinese culture and history.
Course Content	Animals; Personal hobbies; Basic characters; Basic grammar; Food and sports;; Body parts and health; Conversations on various topics; Useful phrases/sentences
Major Assignments	Major projects (Personal hobbies; Animals and sports; Weekend activities; Shopping; Seeing a doctor).
Reading Lists (if applicable)	www.cctv.com 汉语世界 (Chinese World)
Other details	Njstar (Chinese software for typing characters)

Course Title and Level	<u>French III</u> Regular, Honors & Advanced Placement
Grade(s)	11 th
Prerequisites	The students should be ready to communicate in the world language. Returning students should already be able to speak, listen, read, and write at their respective levels of study, French II or placement test.
Course Description	The third year of French is a comprehensive review of the French language through literature, media and linguistic interaction, as well as the mastering of complex sentence structures, vocabulary and tenses. Emphasis is placed on speaking, listening, reading, and writing with an intermediate high level of proficiency. The class is conducted in French 100% of the time. This class serves as a preparation for the IB French and AP French exams.
Course Content	Francophonie around the world. Units will be built on the basis of a francophone country with excerpts of art and literature from that country. Linguistics will be woven into each unit.
Major Assignments	Projects: Commentary of a book, article and a piece of art. National French Contest 4 quarter exams 2 classroom field experiences
Reading Lists (if applicable)	Persepolis, Marjane Satrapi
Other details	Monthly field experiences with French Club. Exchange trip to France with Les Chartreux, Lyon.

Mathematics:

Course Title and Level	<u>Advanced Algebra II w/ Trigonometry</u> Regular & Honors
Grade(s)	10 th , 11 th , 12 th
Prerequisites	In order to sign up for Algebra II w/ Trig., student s should have completed and passed Geometry.
Course Description	This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, conic sections, exponential

	and logarithmic functions, graphing, and sequences and series will be explored. In-class activities include the integration of small group work and individual research projects.
Course Content	Among other standards, students will learn to: <ul style="list-style-type: none"> • Describe the basic properties and formulas for conic sections • Use exponential properties to solve real-world problems • Investigate the use of series • Graph quadratic, cubic and atypical functions • Solve problems using knowledge of sine, cosine and tangent
Major Assignments	Each semester students will work on an independent project that will tie in Ogden's international character with the mathematics covered in class. <u>Fall</u> - Exponents Investigation <ul style="list-style-type: none"> • Students will explore international population fluctuations through different periods of history and use math to determine their significance. <u>Spring</u> - Math in Life <ul style="list-style-type: none"> • Students will revisit exponents to see their importance in investment, savings and everyday pocket book management.

Course Title and Level	<i>Advanced Algebra II w/ Trigonometry</i> Advanced Placement Harold Washington Dual Enrollment Program <i>Math 118 / 140</i>
Grade(s)	11 th
Prerequisites	Student must pass the Compass Test at Harold Washington.
Course Description	Harold Washington <i>Math 118</i> General Education Math & <i>Math 140</i> College Algebra.
Course Content	<u><i>Math 118</i> General Education Math:</u> This course is designed to fulfill general education requirements. This course focuses on mathematical reasoning and the solving of real-life problems. Three topics are to be studied in depth, chosen from the following list: probability, geometry, graph theory, linear programming, logic/set theory, linear programming, mathematics of finance, and statistics. <u><i>Math 140</i> College Algebra:</u> Emphasis on the notification of a function as a unifying concept. Families of functions and their characteristics include: polynomial, rational, exponential and logarithmic functions, solving inequalities and systems of non-linear equations, and applications involving problem-solving skills.
Major Assignments	Writing assignments are part of the course.

Course Title and Level	<i>Pre-Calculus</i> Honors
Grade(s)	11 th , 12 th
Prerequisites	Student must complete Advanced Algebra w/ Trigonometry with a C or better.
Course Description	All of the functions that are necessary to take a full Calculus course are studied here. Polynomial, rational, exponential and logarithmic functions are studied in greater depth than in Advanced Algebra/Trig. Unit circle trigonometry is revisited, this time with the introduction of radian angle measures, along with graphing in the coordinate plane and manipulations using identities. Transformation of functions is a recurring theme of this course and receives strong emphasis. Finally, the concept of the derivative is developed in anticipation of Calculus.
Course Content	Students learn to move fluidly between graphic, numeric and symbolic representations of functions. 1st Semester Topics: Transformations of Functions, Exponentials, Logarithms, and Trigonometry 2nd Semester Topics: Further Trigonometry, Polynomials, Rational Functions, Conic Sections, Limits, Derivative
Major Assignments	Information forthcoming.
Reading Lists (if applicable)	None

Science:

Course Title and Level	<i>Physics</i> Regular & Honors
Grade(s)	11 th
Prerequisites	<p>Physics (R) Successful completion of both semesters of Chemistry and Geometry, with a grade of C or better; or special recommendation from science teacher</p> <p>Physics (H) Successful completion of both Honors Chemistry and Honors Geometry, with a grade of C or higher; or successful completion of Regular Chemistry and Regular Geometry, with a grade of B or higher and a teacher's recommendation</p>
Course Description	<p>Physics (R) Physics is a year-long course that introduces students to the way in which matter and energy in the universe interact. Students will study the movements of objects on earth as well as in space, and learn about how electricity works. This is a lab-based course, and experiments will be a regular part of class activities.</p> <p>Physics (H) This course expands in depth on all facets covered in the regular class. Honors students will be challenged with a more intensive math-based approach to physics that emphasizes problem solving. This course is recommended for those who excel at algebra and geometry, plan to take AP science courses in the future, or plan to major in science or engineering once in university.</p>
Course Content	Topics covered in physics include forces, motion, light, energy, electricity, magnetism, and nuclear physics.
Major Assignments	<p>Physics (H) Major projects – All 11th grade students will be required to complete a science fair project. Projects will be completed outside of class time. All projects will be entered in the school science fair, which takes place in early December.</p> <p>In addition, students will complete projects (such as building a catapult, building a Rube Goldberg machine, etc.) in order to support and apply the principles learned in the course.</p> <p>Research papers – As supported by the College Readiness Standards, all courses must encourage the development of students' research and writing skills. In physics, students will complete a research project using criteria set by the teacher.</p> <p>Physics (H) Science Fair – Students will be required to do additional research, and write a more extensive "Review of Literature."</p> <p>All other projects will contain additional requirements, set by the teacher at when the project is introduced.</p>
Reading Lists (if applicable)	None

Course Title and Level	<i>AP Biology</i> Advanced Placement
Grade(s)	11 th
Prerequisites	Advanced Placement Biology is the equivalent of a college level introductory biology course usually taken by biology majors. Passing the AP Biology exam in May normally qualifies the students for college credit. The course aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology.
Course Description	The topics covered include those of high school biology as well as the anatomy and physiology of both plants and animals. Topics in this AP course are covered in a much broader range and in greater depth than in high school biology.
Course Content	The lab work required is inquiry-based and time intensive as in a college class. Most homework

	concerns the daily reading of the college level text. Students, who have an interest in biology, are highly motivated and have a great deal of self-discipline will do well in this course.
Major Assignments	In order to accommodate the extensive class and lab work required.
Reading Lists (if applicable)	None

Course Title and Level	<i>Physics</i> Regular & Honors
Grade(s)	11 th
Prerequisites	<p>Physics (R) Successful completion of both semesters of Chemistry and Geometry, with a grade of C or better; or special recommendation from science teacher</p> <p>Physics (H) Successful completion of both Honors Chemistry and Honors Geometry, with a grade of C or higher; or successful completion of Regular Chemistry and Regular Geometry, with a grade of B or higher and a teacher's recommendation</p>
Course Description	<p>Physics (R) Physics is a year-long course that introduces students to the way in which matter and energy in the universe interact. Students will study the movements of objects on earth as well as in space, and learn about how electricity works. This is a lab-based course, and experiments will be a regular part of class activities.</p> <p>Physics (H) This course expands in depth on all facets covered in the regular class. Honors students will be challenged with a more intensive math-based approach to physics that emphasizes problem solving. This course is recommended for those who excel at algebra and geometry, plan to take AP science courses in the future, or plan to major in science or engineering once in university.</p>
Course Content	Topics covered in physics include forces, motion, light, energy, electricity, magnetism, and nuclear physics.
Major Assignments	<p>Physics (H) Major projects – All 11th grade students will be required to complete a science fair project. Projects will be completed outside of class time. All projects will be entered in the school science fair, which takes place in early December.</p> <p>In addition, students will complete projects (such as building a catapult, building a Rube Goldberg machine, etc.) in order to support and apply the principles learned in the course.</p> <p>Research papers – As supported by the College Readiness Standards, all courses must encourage the development of students' research and writing skills. In physics, students will complete a research project using criteria set by the teacher.</p> <p>Physics (H) Science Fair – Students will be required to do additional research, and write a more extensive "Review of Literature."</p> <p>All other projects will contain additional requirements, set by the teacher at when the project is introduced.</p>
Reading Lists (if applicable)	None

Social Studies:

Course Title and Level	<i>Civics</i> Regular & Honors
Grade(s)	11 th
Prerequisites	Honors: B or above in honors United States History
Course Description	A blend of Civics, Government, Global Studies, Debate and History, this course leads and empowers students to become agents of change in their local communities through Mikva's

	<p><i>Democracy in Action</i> program as well as engage in international diplomacy through <i>Model United Nations</i>. While analyzing critical world issues, students will think globally by acting locally on individually crafted projects, and have opportunities to attend events and conferences throughout the year. All students will participate in a school-based civics fair and in-class Model U.N. simulation. Honors students will participate in a citywide CPS Model U.N. conference and present at a citywide civics competition. A select group of students will attend out-of-state Model U.N. events in San Antonio, New York City and/or Washington DC.</p> <p>Students must pass the Consumer Ed test requirements: SB 977 Test</p>
Course Content	<p><i>Civics</i> Examining community Selecting an issue Researching issues and setting goals Analyzing power Developing strategies Taking action Petition, letter and proposal writing Conducting Internet research Public speaking Fundraising Presentation skills</p> <p><i>Model United Nations</i> United Nations history, structure and overview Research skills Composing position papers, resolution Using perambulatory and operative clauses Public speaking Parliamentary procedure Flow of debate Researching and profiling countries (i.e. essential facts, history)</p> <p><i>Global Studies</i> Critical world issues Current events</p>
Major Assignments	School and citywide Civics fair CPS Model United Nations Conference Selected students attend out-of-state Model United Nations conference (e.g. San Antonio, New York, Chicago, Washington, DC) Country profile presentations In-class, mock Model United Nations conference Critical world issues research and presentations
Reading Lists (if applicable)	Rules for Radicals – Saul Alinsky The World is Flat – Thomas Friedman
Other details	All students will participate in a school-based civics fair and in-class Model U.N. simulations. Honors students will participate in a citywide CPS Model U.N. conference and present at a citywide civics competition. A select group of students will attend out-of-state Model U.N. events in San Antonio, New York City and/or Washington DC.

Course Title and Level	<u><i>United States History</i></u> Advanced Placement
Grade(s)	11 th , 12 th
Prerequisites	C or above in honors United States History
Course Description	AP U.S. History takes in in-depth look at the United States from the age of the explorers through the turn of the 21 st Century using a textual, document based approach. Covering early settlements and the dramatic development of the New World through Revolution, Civil War, Industrialization up to the present day, five centuries of history are uncovered and analyzed through primary and secondary sources. By passing the AP exam, students have the opportunity to earn college credit, improve their chances of acceptance to competitive schools and gain a deep understanding of our nation's history and where we stand in today's interconnected world.

	Students must pass the Consumer Ed test requirements: SB 977 Test
Course Content	<p>Themes</p> <ul style="list-style-type: none"> • American Diversity – The role of race, class, and ethnicity in US history • American Identity – American exceptionalism as a defining attribute of the American experience • Culture – The role of literature, music art, theater and pop culture in explaining and explicating the American experience • Demographic Changes – Immigration, migrations and population shifts. • Economic Transformations – The relationship between business and government, business and labor and consumer culture. • Globalization – The US relationship with the world. • Politics and Citizenship – The evolution of the individual and the legacy of the revolution. • Civil Rights and the Supreme Court as arbiter of rights. • Reform – Attempts to ameliorate suffering or protect minority rights. • Religion – The evolution of the roles that faith and its organized expressions have played in American politics and life. • Slavery and its Legacy – The role of the transatlantic slave trade and chattel slavery played in developing the US economically, politically, and socially. • War and Diplomacy – The costs of war and the necessity of war. The limits of diplomacy
Major Assignments	<p><u>AP:</u> Frequent DBQ-based analysis and testing</p> <p>Major projects: Historical book reviews, simulations and history fair Research papers: one 5-7 page research paper per each unit Ongoing DBQs and weekly exams</p> <p>Prescribed Minimum Tasks: 1200-1500 word extended writing piece End-of-unit test, including paragraph writing Classwork/homework/project</p> <p>AP Exam: 3 hour and 5 minutes total consisting of two sections: 55 minute multiple choice and a 130 minute free response section which includes two essays.</p>
Reading Lists (if applicable)	A People's History of the United States – Howard Zinn AP Guide
Other details	All students will be required to take the Advanced Placement exam and are responsible for the test fee.

Physical Education/Health:

Course Title and Level	<u>Physical Education I & Health</u> Regular
Grade(s)	9 th , 11 th
Prerequisites	N/A
Course Description	This course is a freshman/junior orientation to physical education, physical fitness, and health education. It is an introduction to basic skills and movement by participation and instruction in the following activities: physical fitness, individual sports and team sports. Health education will cover but not be limited to STD's, body systems, skeletal system, hygiene, etc.....All students must pass both these courses in order to graduate. This class consists of meeting five days a week for one semester of Physical Education and one semester of health education. This course meets the CPS graduation requirement for freshman physical education.
Course Content	Physical Education Focus: Physical Fitness and Team Sports Health Education Focus: STD's, body systems, skeletal system, drug awareness etc...
Major Assignments	Physical Education: Physical Fitness Testing Health Education: Oral Presentations, Research Paper

Reading Lists (if applicable)	None
Other details	All students are required to have an Ogden issued physical education uniform.