Kenwood Academy: A National Leader in Scholarship Acquisition
“Where a world-class public education leads to a high quality, no cost college education”

MISSION STATEMENT
Kenwood Academy aims to develop critical readers, writers, and thinkers, who will excel within competitive academic institutions, as well as the global market place.

VISION STATEMENT
Kenwood Academy graduates will become influential contributors and leaders in their local and broader communities.
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English Language Arts

Mathematics

Social Sciences

Science

Interdisciplinary Studies

World Languages
  French
  Latin
  Mandarin Chinese
  Spanish

Performing Arts

Fine Arts

Physical Education

Project Lead The Way (PLTW) - STEM Curriculum
The Academic Model & Student Programming

Known as the Growth & Equity Cohort Model, our teachers design curricula that are customized to meet every student at his or her instructional level. Students are programmed into three “flexible” core subject cohorts: college bound, pre-accelerated, and honors. When readiness is determined, a student will transition to the next appropriate cohort. On average, cohort movement occurs at the end of each quarter. However, exceptions are made when deemed necessary. Built into the model is a focus on metacognition and argumentation. Students exit Kenwood with critical skills necessary for postsecondary success.

The curriculum guide offers a comprehensive view of the course offerings and requirements. The course selection process begins at the start of second semester. Current students are required to meet with their homeroom counselor, with input, where applicable, from parents or guardians. Course selections for incoming freshmen are determined during the high school registration process. A transcript review will be conducted for all transfer students. This review process will enable the school to determine the appropriate course work for the student. Core area teachers are required to make recommendations for cohort placement. This placement is based on cognitive and non-cognitive readiness. The Individual Educational Plan (IEP) and other service plans related to diverse learners are reviewed prior to course placement.

Outside of shifts to accommodate cohort placement, student programs will not be changed. Students will be required to enroll in all classes that they select because individual selections determine which courses will be offered next fall. Thus, it is highly recommended that families work closely with the guidance counselor in selecting core and non-core courses. In addition, all students will be required to select two alternate courses. These alternates will be used if one of the original courses is filled or cancelled. The school budget and student interest will determine if another section is opened for enrollment.

Also, juniors and seniors who are interested in college courses at the University of Chicago or City Colleges of Chicago should consult with their assigned counselor. In addition, students who are interested in other external programs, such as Urban Alliance and Gallery 37 must submit an application to the Guidance Counseling Chairperson.
## CPS Graduation Requirements

Note: Kenwood follows a college preparatory curriculum, all students will take a minimum of four years of the core: (English, math, science, and social science)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description of Requirement Changes</th>
<th>SY14-15</th>
<th>SY15-16</th>
<th>SY16-17</th>
<th>SY17-18</th>
<th>SY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Secondary Plan (LPS)</td>
<td>Must provide evidence of Post-Secondary Plan</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Civics</td>
<td>0.5 credit in Civics or AP US Gov’t</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1.0 credit in Computer Science</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>District-Wide Assessment</td>
<td>Must take the SAT or DLM-AA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>AMENDED Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology (1.0 credit); 2.0 credits from Chemistry, Earth &amp; Space Science, Environmental Science, or Physics</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Biology (1.0 credit); Chemistry (1.0 credit); Physics (1.0 credit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td>Forty Service Learning Hours</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Service Learning Projects; one must be completed in conjunction with Civics</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Social Science</td>
<td>World Studies (1.0 credit); US History (1.0 credit); 1.0 credit in any other Social Science course</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Studies (1.0 credit); US History (1.0 credit); 0.5 credit in any other Social Science course</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0 credit in any two Fine Art Categories</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.0 credits must be earned in the same Fine Arts category</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Consumer Ed/Financial Literacy</td>
<td><strong>Must</strong> complete a course that integrates Consumer Education into its curriculum</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must complete a course that integrates a unit of study on Financial Education into its curriculum</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Career Ed/JROTC</td>
<td>2.0 credits in any Career Education and/or JROTC course(s)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.0 credit in the options above</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
### Unchanged Requirements (since 2015)

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ESL</td>
<td>English I (1.0 credit); English II (1.0 credit); English III (1.0 credit); English IV (1.0 credit)</td>
<td>✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra (1.0 credit); Geometry (1.0 credit); Advanced Algebra/Trig (1.0 credit)</td>
<td>✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0 total credits in the same World Language</td>
<td>✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>PE</td>
<td>2.0 totals credits in any PE and/or JROTC courses</td>
<td>✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>Electives</td>
<td>3.0 total credits in any Academic courses</td>
<td>✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>Public Law 195</td>
<td>Must complete a course that integrates the US and Illinois constitutions into its curriculum</td>
<td>✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>Drivers Ed</td>
<td>Must complete a course that integrates Drivers Education into its curriculum</td>
<td>✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>Health Ed</td>
<td>Must complete a course that integrates Health Education into its curriculum</td>
<td>✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
</tbody>
</table>

### Advanced Placement, Dual Enrollment, and Restricted Courses

Many advanced courses require permission from the instructor before students can enroll. Please consult with your current teacher or the listed contact person in the department office.

All students interested in these courses must apply beginning in February. If accepted, the teacher will give you an acceptance form. You, the student, are responsible for keeping track of your acceptance forms and ensuring they are stapled to your course selection sheet. No one will be enrolled in the courses listed below without an attached acceptance form. If you select a course and do not provide an acceptance form, you will instead be programmed for your alternate course. A list of these restricted classes appears below.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone</td>
<td>AP Seminar</td>
<td>Ms. Latshaw</td>
</tr>
<tr>
<td></td>
<td>AP Research</td>
<td>Ms. Latshaw</td>
</tr>
<tr>
<td></td>
<td>Honors Contemporary Topics</td>
<td>Ms. Jilek</td>
</tr>
<tr>
<td>English</td>
<td>AP English Literature</td>
<td>Ms. Sales</td>
</tr>
<tr>
<td></td>
<td>AP English Language</td>
<td>Ms. Uhl</td>
</tr>
<tr>
<td></td>
<td>Creative Writing I, II</td>
<td>Ms. Williams</td>
</tr>
<tr>
<td></td>
<td>Drama II</td>
<td>Mr. Nemeth</td>
</tr>
<tr>
<td></td>
<td>Journalism I, II</td>
<td>Ms. Davenport</td>
</tr>
<tr>
<td></td>
<td>African American Literature II</td>
<td>Ms. Brady</td>
</tr>
<tr>
<td></td>
<td>Dual Credit/College English 101 and 102</td>
<td>Ms. Franklin, Ms. Davenport</td>
</tr>
<tr>
<td></td>
<td>Music is Literature</td>
<td>Ms. Sparagis</td>
</tr>
<tr>
<td>Social Studies</td>
<td>African American History I, II</td>
<td>Ms. Bedford-Carter</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>AP Human Geography</td>
<td>Ms. Alwawi and Mr. Wilson</td>
</tr>
<tr>
<td></td>
<td>AP Psychology</td>
<td>Ms. Clark</td>
</tr>
<tr>
<td></td>
<td>AP US Government</td>
<td>Ms. Luke</td>
</tr>
<tr>
<td></td>
<td>AP World History</td>
<td>Ms. McSager</td>
</tr>
<tr>
<td></td>
<td>Dual Credit/Anthropology 201 and 202</td>
<td>Mr. Ham</td>
</tr>
<tr>
<td></td>
<td>Dual Credit/Criminal Justice 102 and 114</td>
<td>Ms. Hartley</td>
</tr>
<tr>
<td></td>
<td>Dual Credit/African American Studies</td>
<td>Mr. Smith</td>
</tr>
<tr>
<td>Science</td>
<td>AP Biology</td>
<td>Ms. Ang</td>
</tr>
<tr>
<td></td>
<td>AP Chemistry</td>
<td>Mr. Hanselman</td>
</tr>
<tr>
<td></td>
<td>AP Physics</td>
<td>Mr. Roberts</td>
</tr>
<tr>
<td></td>
<td>Dual Credit/Biology 104</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Dual Credit/Geology</td>
<td>Ms. Hays</td>
</tr>
<tr>
<td>Mathematics</td>
<td>AP Calculus AB/BC</td>
<td>Mrs. Szczurek</td>
</tr>
<tr>
<td></td>
<td>AP Statistics</td>
<td>Mrs. Muhammad</td>
</tr>
<tr>
<td></td>
<td>Dual Credit/College Mathematics 118</td>
<td>Ms. Muhammad</td>
</tr>
<tr>
<td></td>
<td>Dual Credit/College Math 140 and 141</td>
<td>Ms. Muhammad</td>
</tr>
<tr>
<td>World Language</td>
<td>ALL Honors and AP Language courses</td>
<td>Current Language Teacher</td>
</tr>
<tr>
<td>Art</td>
<td>Sculpture I, II, III</td>
<td>Ms. Mullkoff</td>
</tr>
<tr>
<td></td>
<td>Studio Drawing and Painting, I, II</td>
<td>Mr. Milkowski</td>
</tr>
<tr>
<td></td>
<td>Studio Mixed Media</td>
<td>Mr. Milkowski</td>
</tr>
<tr>
<td></td>
<td>AP 2D Design (Photography)</td>
<td>Ms. Osborne</td>
</tr>
<tr>
<td></td>
<td>AP Studio Drawing</td>
<td>Mr. Milkowski</td>
</tr>
<tr>
<td></td>
<td>AP Art History</td>
<td>Ms. Hutchinson</td>
</tr>
<tr>
<td></td>
<td>Photo II</td>
<td>Mr. Reiman</td>
</tr>
<tr>
<td>Music</td>
<td>Intermediate, Advanced Band and Jazz Band</td>
<td>Mr. Powell</td>
</tr>
<tr>
<td></td>
<td>Advanced Concert Choir, AP Music Theory</td>
<td>Mr. Nunley</td>
</tr>
<tr>
<td></td>
<td>Piano II, III, IV</td>
<td>Ms. Pickens</td>
</tr>
<tr>
<td></td>
<td>Advanced Orchestra</td>
<td>Ms. Fleming-Jones</td>
</tr>
<tr>
<td>Dance</td>
<td>Dance Performance II, III</td>
<td>Ms. Schaefer</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama II, III</td>
<td>Mr. Nemeth</td>
</tr>
</tbody>
</table>

**OFF-CAMPUS EDUCATIONAL OPPORTUNITIES**

The following programs provide qualified students the opportunity to participate in off-site educational programs. Some of these programs grant college credit to high school juniors and seniors.

**COLLEGE BRIDGE**

Grades 11-12

Prerequisites: 3.0 G.P.A. (3.5 unweighted GPA for The U of C); requires excellent attendance and mandatory scores on placement test (for some courses).

The College Bridge Program is a cooperative venture between Kenwood Academy, University of Chicago and Chicago City Colleges. Students participate voluntarily during and after school or in the summer, earning a year of transferable college credit and a year of high school elective credit upon completion of a full year of college coursework. Tuition, book, and transportation costs are handled by Kenwood Academy in some cases. For more information, contact Ms. Serena Hill (773-535-1369).
GALLERY 37 – ADVANCED ARTS EDUCATION PROGRAM (AAEP)  

Grades 11-12

Prerequisite: Applicants must be interviewed and submit a portfolio or audition for review. For more information, please contact Ms. Serena Hill at (773-535-1369).

This is an off campus arts program that provides high school juniors/seniors who show exceptional talent and interest in the arts. Students may earn honors or Advanced Placement credit toward completion of a year of study and course objectives. See Ms. Hill in the Counseling Office for more information.

CHICAGO POLICE AND FIREFIGHTER TRAINING ACADEMY  

Grades 11-12

Prerequisite: Minimum 2.0 GPA, 95% attendance, two letters of recommendation, parental permission, parent/student interview, pass a drug test and background check.

CPFTA is a 2-year after school program that allows students to train at the Chicago Police and Fire Academies for a career in law, public safety, fire science, and more while earning school credit.

PRACTICAL NURSING RELATED AND WORK STUDY  

Grades 11-12

Prerequisite: Minimum 2.0 GPA, excellent attendance, interview, and pass a drug test and background check. This is a three-credit elective course, two-year sequence required.

This is an honors level citywide Health Sciences program for juniors and seniors which provides students with the education and training required to become a Licensed Practical Nurse (LPN). The program prepares students to develop the knowledge, skills, and attitudes necessary to become successful in the nursing field. Students must be willing to work at a hospital without pay. After a two-year, ½ day program, students who successfully pass an exam will receive a Licensed Practical Nurse (LPN) certificate.

URBAN ALLIANCE  

GRADE 12

Prerequisite: Minimum 2.5 GPA, excellent attendance, and interview. This is a one-credit elective course.

Urban Alliance is a one-year employment program for high school seniors. The goal is to provide youth access to professional growth and experiences. The program prepares students for a life of work and self-sufficiency through paid internships, formal training, and mentorship. During the school year, each Urban Alliance Intern works part-time with a job partner in the public or private sector. Each Friday, they attend life skills and job readiness workshops.

Advisory Program

The Advisory Program is designed to help students develop the non-cognitive skills necessary for high school and postsecondary success. By grade level, students are assigned to an Advisory that meets once a week. The advisory lessons are customized to the socio-emotional needs of the designated population. For instance, freshmen advisory lessons will center on high school transition skills; such as, time management and organization. On the other hand, senior advisory lessons will focus on college enrollment requirements: common application, personal statements, and scholarship research.
The advisor is a certified teacher who works closely with the group for a period of four years. In addition to the direct support, grade level advisories participate in a range of strategic assemblies that reinforce the identified Advisory Program. Each month grade level advisories are required to attend an assembly organized by the Guidance Counseling Department and School Administration.

**Independent Study**

In some cases, Independent Study is offered to advance the learning experience beyond the selected scope & sequence. In a few cases, students accumulate courses beyond the high school graduation requirement, dual enrollment and sequence of Advanced Placement. As a result, Independent Study becomes an option for those students with needs beyond the identified course catalog. To accommodate such students, the school will conduct a transcript analysis and determine if Independent Study is an appropriate course of action. A more detailed description is provided on the school’s website.

**Examples of Scope & Sequence**

**Example I:** A college preparatory scope & sequence that meets graduation requirements articulated by the Illinois State Board of Education:

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II – American Literature</td>
<td>English III – World Literature</td>
<td>College English 101 or AP</td>
</tr>
<tr>
<td>Human Geography</td>
<td>United States History</td>
<td>World History/Civics</td>
<td>History Elective or AP</td>
</tr>
<tr>
<td>Algebra</td>
<td>Geometry</td>
<td>Algebra with Trigonometry</td>
<td>Pre-Calculus, College Math</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>101, College Algebra, Statistics, or AP</td>
</tr>
<tr>
<td>World Language</td>
<td>World Language</td>
<td>World Language</td>
<td>Forensic Science, Anatomy &amp;</td>
</tr>
<tr>
<td>Fine Arts, Music, or</td>
<td>Fines, Music, or Technology</td>
<td>Composition &amp; Rhetoric</td>
<td>Physiology, or AP</td>
</tr>
<tr>
<td>Technology Elective</td>
<td>Elective</td>
<td>College Elective, including AP</td>
<td>World Language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td></td>
<td>Humanities or Arts Elective,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>including AP</td>
</tr>
</tbody>
</table>

*Honors designation is available for all core subjects

**Example II:** A college preparatory scope & sequence with a STEM-Biological Sciences focus. The sequence meets graduation requirements:

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I - H</td>
<td>English II – American Literature - H</td>
<td>AP English Language &amp; Composition</td>
<td>AP English Literature &amp; Composition</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>AP United States History</td>
<td>AP World History</td>
<td>History/Civics Elective</td>
</tr>
<tr>
<td>Algebra or Geometry - H</td>
<td>Geometry or Algebra w/ Trigonometry - H</td>
<td>Algebra w/ Trigonometry or Pre-Calculus</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>Biology - H</td>
<td>Chemistry - H</td>
<td>(Summer math is also available)</td>
<td>AP Biology</td>
</tr>
<tr>
<td>Latin I</td>
<td>Latin II</td>
<td>Physics - H</td>
<td>AP Latin IV</td>
</tr>
<tr>
<td>Principles of the Biomedical Sciences (PBS)</td>
<td>Human Body Systems (HBS)</td>
<td>Latin III</td>
<td>Biomedical Innovation (BI)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Medical Interventions (MI)</td>
<td>Fine Arts or Music Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine Arts or Music Elective</td>
<td></td>
</tr>
</tbody>
</table>

**Example III:** A college preparatory scope & sequence with an Arts/Music focus. The sequence meets graduation requirements:

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Year</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year</td>
<td>4th Year</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>English I - Human Geography</td>
<td>English II – American Literature</td>
<td>English III – World Literature</td>
<td>College English 101 or AP History/Civics Elective or AP</td>
</tr>
<tr>
<td>Algebra or Geometry - Biology - World Language</td>
<td>United States History</td>
<td>World History</td>
<td>Pre-Calculus, College Math 101, College Algebra, Statistics, or AP</td>
</tr>
<tr>
<td>Art or Music</td>
<td>Geometry or Algebra w/ Trigonometry - Chemistry - World Language</td>
<td>Algebra w/ Trigonometry or Pre-Calculus - Physics - World Language</td>
<td>Forensic Science, Anatomy &amp; Physiology, or AP</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Art or Music (see curriculum options) - Physical Education</td>
<td>Composition &amp; Rhetoric</td>
<td>World Language</td>
</tr>
<tr>
<td>Example I: A college preparatory scope &amp; sequence with a Digital Media focus. The sequence meets ISBE graduation requirements:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example II: A college preparatory scope &amp; sequence with a Photography focus. The sequence meets ISBE graduation requirements:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example III: A college preparatory scope &amp; sequence with an Art focus. The sequence meets ISBE graduation requirements:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Honors or AP classes are offered and highly recommended for core, art, or music subjects.
### Example I: A college preparatory scope & sequence with a Chorus focus. The sequence meets ISBE graduation requirements:

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I - Human Geography</td>
<td>English II – American Literature</td>
<td>English III – World Literature</td>
<td>College English 101 or AP History Elective or AP Pre-Calculus, College Math 101, College Algebra, Statistics, or AP Forensic Science, Anatomy &amp; Physiology, or AP World Language AP Music Theory</td>
</tr>
<tr>
<td>Algebra or Geometry - Biology - World Language</td>
<td>Human Geography</td>
<td>World History/Civics</td>
<td>World History/Civics</td>
</tr>
<tr>
<td>Beginner’s Mixed Chorus</td>
<td>Geometry or Algebra w/ Trigonometry - Chemistry - World Language</td>
<td>Algebra w/ Trigonometry or Pre-Calculus</td>
<td>World Language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Intermediate Mixed Chorus (H) Physical Education</td>
<td>Physics - World Language</td>
<td>Advanced Mixed Chorus (H) Composition &amp; Rhetoric</td>
</tr>
</tbody>
</table>

### Example II: A college preparatory scope & sequence with a Band focus. The sequence meets ISBE graduation requirements:

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I - Human Geography</td>
<td>English II – American Literature</td>
<td>English III – World Literature</td>
<td>College English 101 or AP History Elective or AP Pre-Calculus, College Math 101, College Algebra, Statistics, or AP Forensic Science, Anatomy &amp; Physiology, or AP World Language AP Music Theory</td>
</tr>
<tr>
<td>Algebra or Geometry - Biology - World Language</td>
<td>United States History</td>
<td>World History/Civics</td>
<td>World History/Civics</td>
</tr>
<tr>
<td>Beginner’s Band</td>
<td>Geometry or Algebra w/ Trigonometry - Chemistry - World Language</td>
<td>Algebra w/ Trigonometry or Pre-Calculus</td>
<td>World Language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Intermediate Band</td>
<td>Physics - World Language</td>
<td>Advanced Band I (H) (Jazz Band Option) Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>English II – American Literature</td>
<td>Physical Education</td>
<td>Advanced Band II (H)</td>
<td>AP Music Theory or Jazz Band</td>
</tr>
</tbody>
</table>

### Example III: A college preparatory scope & sequence with a Piano focus. The sequence meets ISBE graduation requirements:

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I - Human Geography</td>
<td>English II – American Literature</td>
<td>English III – World Literature</td>
<td>College English 101 or AP History Elective or AP Pre-Calculus, College Math 101, College Algebra, Statistics, or AP Forensic Science, Anatomy &amp; Physiology, or AP World Language AP Music Theory</td>
</tr>
<tr>
<td>Algebra or Geometry - Biology - World Language Piano I</td>
<td>United States History</td>
<td>World History/Civics</td>
<td>World History/Civics</td>
</tr>
<tr>
<td>Beginner’s Band</td>
<td>Geometry or Algebra w/ Trigonometry - Chemistry - World Language</td>
<td>Algebra w/ Trigonometry or Pre-Calculus</td>
<td>World Language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Intermediate Band</td>
<td>Physics - World Language</td>
<td>Advanced Orchestra II Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>Piano I</td>
<td>Physical Education</td>
<td>Piano II</td>
<td>College English 101 or AP History Elective or AP Pre-Calculus, College Math 101, College Algebra, Statistics, or AP Forensic Science, Anatomy &amp; Physiology, or AP World Language Piano IV AP Music Theory</td>
</tr>
<tr>
<td>English II – American Literature</td>
<td>Physical Education</td>
<td>Piano III (H)</td>
<td>AP Music Theory</td>
</tr>
</tbody>
</table>

### Example IV: A college preparatory scope & sequence with an Orchestra focus. The sequence meets ISBE graduation requirements:

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I - Human Geography</td>
<td>English II – American Literature</td>
<td>English III – World Literature</td>
<td>College English 101 or AP History Elective or AP Pre-Calculus, College Math 101, College Algebra, Statistics, or AP Forensic Science, Anatomy &amp; Physiology, or AP World Language AP Music Theory</td>
</tr>
<tr>
<td>Algebra or Geometry - Biology - World Language Beginning Orchestra</td>
<td>United States History</td>
<td>World History/Civics</td>
<td>World History/Civics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Geometry or Algebra w/ Trigonometry - Chemistry - World Language</td>
<td>Algebra w/ Trigonometry or Pre-Calculus</td>
<td>World Language</td>
</tr>
<tr>
<td>Advanced Beginning Orchestra</td>
<td>Intermediate Orchestra</td>
<td>Physics - World Language</td>
<td>Advanced Orchestra II Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Advanced Beginning Orchestra I</td>
<td>World Language</td>
<td>College English 101 or AP History Elective or AP Pre-Calculus, College Math 101, College Algebra, Statistics, or AP Forensic Science, Anatomy &amp; Physiology, or AP World Language Advanced Orchestra III AP Music Theory</td>
</tr>
<tr>
<td>English II – American Literature</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Composition &amp; Rhetoric</td>
</tr>
</tbody>
</table>
AP CAPSTONE PROGRAM

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops. (College Board website)

AP Research

AP Research is the second course in the AP Capstone™ program. AP Seminar is a prerequisite for AP Research. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the AP Seminar and Research Certificate™. Note: AP Research will only available to students whose school is participating in the AP Capstone program.

AP Seminar

AP Seminar is the first of two courses in the AP Capstone™ program. AP Research is the second course. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the AP Seminar and Research Certificate™. Note: AP Seminar is only available to students whose school is participating in the AP Capstone program. (College Board website)

Contemporary Topics – H

This Humanities course provides students with an exploration of contemporary topics. The course is designed for students enrolled in AP Seminar and supports them in selecting and researching topics. Students will select topics that will enable them to pursue the Research Certificate.
English Language Arts
ENGLISH LANGUAGE ARTS

Our English Language Arts curriculum model exposes students to a broad range of classic and contemporary literature, while simultaneously incorporating complex non-fiction texts. Since curricula are designed to meet the needs of all learners, our teachers spend a considerable amount of time selecting and modifying texts. Such intentional planning allows students to be appropriately challenged and advance at a suitable pace. In the classroom, our teachers engage students in close reading techniques and other research supported literary strategies. In the addition, the English classroom is deeply rooted in classroom discussions, where students engage in discourse associated with a particular text.

All students are required to take four year-long English courses. Students may enroll in Advanced Placement or College English at the junior or senior year. Also, students may explore a series of literature electives to fulfill graduation requirements.

Our writing system is designed to help students develop clear, organized, and supported essays. The system is progressive and starts with developing, when applicable, foundation writing skills. Our teachers support the writing process by focusing on usage and mechanics, along with rhetorical skills. Once students have developed the skills necessary to write cohesive paragraphs, the system shifts to writing logical arguments based on reasoning and textual evidence.

ENGLISH I: LANGUAGE, LITERACY AND INQUIRY, College Bound, Pre-Accelerated, Honors Grade 9

Language, Literacy and Inquiry (LLI) is a guided-discovery curriculum that blends elements of pure, student-driven inquiry with traditional skill building. Through standards-aligned units of study, LLI seeks to teach students how to learn by helping them ask important questions, seek answers in collaboration with others, use the information they find in critical and creative ways, and transform their understanding into action that has meaning in the wider world.

ENGLISH II: AMERICAN LITERATURE, College Bound, Pre-Accelerated, Honors Grade 10

Prerequisites: Students must have completed English I.

This course continues the reading, writing, thinking and skill improvement begun in the 9th grade, with additional reinforcement in these fundamentals. Readings are drawn from American literature and reflect the literary development of our very diverse nation. Students receive additional instruction in reading, writing and the use of computers and the internet. Selections span the literary periods from the Colonial times to the present. The pace and complexity of work are based upon the level of the course.
**ENGLISH III: WORLD LITERATURE**, College Bound, Pre-Accelerated, Honors

**Grade 11**

Prerequisite: Students must have completed English II.

World Literature provides a thematic study of major literary works from World civilizations. Readings are drawn from pre Italian Renaissance through the twenty first century. Through extended reading, writing, research, and other projects, students develop a deeper understanding and appreciation of global cultures and concerns. Higher order thinking and college readiness skills are stressed. A formal research paper, which reviews and extends the 11th grade research paper and related skills, must be completed to earn first semester credit.

**ADVANCED PLACEMENT ENGLISH: LANGUAGE & COMPOSITION**

**Grades 10-12**

Prerequisites: Students must have a minimum grade of “B” in American Literature-Honors and/or World Literature- Honors; a recommendation from the previous English teacher; a writing assessment; A.P. examination fee

Materials: selected anthologies and/or novels purchased by students for annotation

This course is designed for advanced English students who are preparing to take the Advanced Placement English Language and Composition Examination. It focuses on developing advanced reading skills for understanding various rhetorical approaches used in literature, advanced writing skills and skilled use of language conventions. A research paper will be required. Advanced Placement English gives an English credit towards graduation. Students are required to take the A.P. Language and Composition exam in May.

**ADVANCED PLACEMENT ENGLISH: LITERATURE**

**Grade 11-12**

Prerequisites: Students must have a minimum grade of “B” in British Literature-Honors; a timed writing assessment; recommendation of previous English teacher; signature of the A.P. English teacher; A.P. examination and fee

Materials: selected novels purchased by students for annotation

This course is designed for gifted English students who are preparing for the Advanced Placement English Literature Examination and possible college credit in English. Students will use various strategies to analyze novels, short stories, dramas and poetry. There will be regular writing assignments including a research paper and culminating project. Advanced Placement English gives an English credit towards graduation.

**AFRICAN-AMERICAN LITERATURE**

Honors & Regular

**Grades 11-12**

This elective course surveys African-American literature from the 1700’s to the present through short works, poetry, drama, essays, speeches, letters and novels. It explores the volume and diversity of the contributions of African-Americans through literature. This journey is chronological via the middle passage, the antebellum period, the Reconstruction era, the Harlem Renaissance, the Civil Rights Movement, and the Neorealist transition. Students are immersed in some of the cultural customs of the African-American experience such as oral traditions, Negro spirituals and folk tales. Students will acquire
CREATIVE WRITING I, II Honors
This elective course gives students who enjoy writing a chance both to express themselves creatively and to polish their writing skills. Creative writing is a reading and writing intensive course that encourages students to explore their creativity through the writing process. This course encourages students to write excellent short fiction, poetry, and non-fiction based primarily on a models approach. Students will read examples from these genres to gain an appreciation and understanding of them, and to then create their own stories and poems. Students will have freedom to explore various types of subject matter and stylistic techniques.

ENGLISH 101/102 (College Bridge)
Prerequisite: ACT English of 21 or higher or successful completion of Compass Test
This elective course follows the syllabus from the local city college professors. Semester one is focused using studied techniques to produce various types of writing such as: personal statements, cause and effect, synthesis, descriptive and expository. Semester two deeply focuses on argumentative and research-based writing. Students must successfully pass semester one to be in English 102 (semester two). Students are required to pass an exit exam (writing sample) and earn a C or better to receive college credit hours. Upon successful completion, students may earn 3 college credit hours per semester.

FILM AS LITERATURE
This elective course is designed to increase students' awareness of their movie viewing habits and to increase their knowledge of movie history and technology. In addition, this course will develop students' practical ability to recognize film's basic narrative and technical elements. Students will view and appreciate the historical development of the world's cinema, different movie genres, and the director as "auteur." Each quarter, students are expected to critically observe and analyze ten movies and produce one project in addition to completion of all class work.

JOURNALISM
This elective course is designed to introduce students to the many aspects of the world of journalism: the history of journalism and its role in our society, the principles of journalistic writing (news, sports, editorials, reviews, and features), journalism laws and ethics, publications design, editing, photography, advertising and broadcasting.
JOURNALISM II – Production
Grades 11-12
Prerequisites: A or B in Journalism I, English or Art teacher recommendation, all must apply
Offering students a way to deepen their scholastic journalism experience, this course will focus on the production of the monthly publication of The Kaleidoscope newspaper as well as the daily online version of The Kaleidoscope. In this course, editorial and managerial staff (editor in chief, section editors, proofreaders, photo editors, graphic designers, business managers, web managers, print managers and creative managers) of The Kaleidoscope will brainstorm, generate and publish articles and multi-media content for the print and online versions of the news.
Journalism II students will learn the basics of website creation, design and maintenance as they create and maintain a website for the online version of The Kaleidoscope. Students will be responsible for keeping up with school, community, city, regional and national news and delivering it on a daily basis to the Kenwood community via KenwoodKaleidoscope.com.
Journalism II students will determine the content and layout of each issue of The Kaleidoscope newspaper and the online component. Articles generated by Journalism I students will be read, selected and edited by Journalism II students for publication.

JOURNALISM YEARBOOK I
Grades 7-12
Pre-requisite  Students must complete an application packet prepared by Ms. Brady.
Journalism Yearbook I is an elective course that gives students marketable experience in print media publishing. This course solely works toward the completion and selling of a large finished product Kenwood Academy’s The Odyssey yearbook. The Journalism Yearbook I class is different from every course taught at this school in that it is a real business maintaining an account that must balance-out at the end of term. In class, students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on many clerical operations, make announcements, maintain signs, conduct student polls, and will assist Jostens and Life-Touch Prestige Portraits. This course applies the content standards encountered in English courses, as art, business, and computer technology courses. Students must cooperatively work with others, must be industrious, and be eager to be creative. Out of class and after school, students will “shoot” digital photos, sell and design advertising, and disseminate yearbook order forms. Students are responsible for the proper care and handling of our digital cameras. This course also examines legal and ethical issues of media law and

SPEECH
Grades 7-12
This elective course emphasizes the development of poise, confidence, and delivery in public speaking. Students will become familiar with the rhetorical components of the speech making craft by sharpening their ability to research and analyze information, think and listen critically, and express their thoughts fluently. Students will study effective speeches and write and practice speeches in a wide manner of styles and settings (debate, formal, impromptu, lectures and to specific audiences).
This course is designed to increase a student’s knowledge, understanding, and appreciation for music in America from 1900 to the modern era. Music, like all other arts, rises out of the era and culture it represents. Students will study different styles, lyrics, and compositions of different genres of music (spirituals, blues, jazz, rock, pop, gospel, soul, funk, rhythm & blues, rap, hip hop, and electronica). Students will listen, read, and analyze different types of music, lyrics, and music criticism, as well as research music’s impact on society, culture, and politics. Students will use this course as a vehicle for writing their own lyrics and poetry. By the end of the year, each student will produce a track of original music and lyrics through collaboration with other students.
In accordance with the Illinois State Board of Education and Chicago Public Schools, all Kenwood Academy High School students are required to successfully complete a minimum of three years of mathematics. However, the school strongly encourages its students to take a fourth-year of mathematics.

Our students follow the math sequence of algebra, geometry, advanced algebra trigonometry, and math elective. However, those students awarded the algebra credit in elementary school, immediately progress to geometry at the freshmen year. Any student interested in accelerated math has the opportunity to enroll in pre-calculus and AP calculus, at the junior and senior year. Graphing calculators are required in all courses. The school recommends purchasing one of the TI-84 calculator models. However, all math teachers are supplied a classroom set of graphing calculators.
**MATHEMATICS DEPARTMENT**

**ALGEBRA, College Bound, Pre-Accelerated, Honors**  
Grade 9

Required Freshman Course
This course is required for all freshmen who have not already taken it. Students will study the real number system and will spend most of the year building manipulative and problem solving skills. Emphasis will be placed on concepts as well as mechanics.

**GEOMETRY, College Bound, Pre-Accelerated, Honors**  
Grade 10

Required Sophomore Course
This course is required for all sophomores who have not already taken it. It covers patterns, characteristics of two and three dimensional shapes, properties of triangles and other planar figures, circles, area and volume, coordinate geometry, and measurement, and includes an introduction to right triangle trigonometry. In addition, the course places an emphasis on the language of geometry, logic, proofs, traditional postulates and theorems, and their applications.

**ADVANCED ALGEBRA WITH TRIGONOMETRY, College Bound, Pre-Accelerated, Honors**  
Grade 11

Required Junior Course
In Advanced Algebra students will expand their study of functions and their multiple representations to include rational functions, absolute values, square roots, and logarithms. Students will explore the relationship between a function and its inverse by examining power and root functions and exponential and logarithmic functions. They will increase their skill at purposefully manipulating algebraic expressions to solve increasingly complex problems. Students will also learn to organize and analyze data to model and analyze simple physical and other phenomena. For about a quarter of this class, the class will also focus on trigonometric concepts and applications which were first introduced to in geometry. There will be some review and preparation for the Prairie State Achievement Examination.

**COLLEGE ALGEBRA**  
Grade 12

Prerequisite: Completion of Advanced Algebra with Trigonometry
This course is intended for students who need a comprehensive review before they can successfully complete a post-secondary mathematics course. The course is designed to prepare the student for a College Algebra/Pre-Calculus course at the college level. Topics include a review of algebraic concepts; an intensive review and maintenance or computational skills with integers, fractions, decimals, percentages, ratios, and proportions; reading and interpreting information presented in graphs, tables, and charts; solving word problems and algebraic equations; problems with two- and three- dimensional geometric figures; quadratic equations; complex numbers; inequalities; functions and operations on functions; systems of equations and matrices; sequences and series; probability; and topics in trigonometry.
MATHEMATICS 118 (College Bridge)

Prerequisite: ACT Math score of 23 or higher or successful completion of Compass math exam. Students follow the course syllabus from city college professors.

This course is designed to fulfill general education math requirements for potential Liberal Arts college majors. It focuses on mathematical reasoning and solving of real-life problems. The topics of study are the following: counting and probability, game theory, geometry, graph theory, linear programming, logic, finance and statistics. Mathematical modeling is integrated along with technology and writing assignments. Applications involving problem solving skills are emphasized throughout the course. Students must earn a C or better to earn college course credits. Upon successful completion, students may receive 4 college course credit hours.

MATHEMATICS 140/141 (College Bridge)

Prerequisite: ACT Math score of 23 or higher or successful completion of Compass math exam. Students follow the course syllabus from city college professors. Semester One (College Algebra) emphasizes the notion of a function as a unifying concept. The following families of functions and their characteristics are examined within this course: polynomial, rational, exponential and logarithmic functions. Additional topics may include solving inequalities and systems of non-linear equations. Semester Two focuses on Plane Trigonometry and is a 3 college credit course. These courses are designed for students who would like to study business, engineering or computer science. Upon successful completion of this course, students may earn 7 college credit hours.
PRE-CALCULUS Regular, Honors Grades 10-12

Prerequisite: A “C” or better in Honors Advanced Algebra with Trigonometry; Level promotion requires an “A” or better in Regular Advanced Algebra with Trigonometry and is subject to teacher approval.

This course is designed for students who intend to take Calculus, either in high school or as part of their major in college. The concept of a function receives emphasis, as does solving equations of any degree. Algebra, Geometry, and Trigonometry are unified into a single discipline. Students should be proficient in all levels of math and have skills that are considered better than most high school students. The curriculum in honors is the same as the regular level, but the pace is faster and there is greater depth and breadth.

CALCULUS Advanced Placement Grades 11-12

Prerequisite: An “A” or “B” in Honors Pre-Calculus; the recommendation of the Pre-Calculus teacher; A.P. Examination and fees

Materials: TI-83 Plus or TI-84 calculator is required

It is assumed that students who enroll in this course have already mastered elementary functions. Hence, a more rigorous curriculum has been designed that includes topics normally taught in a college course.

STATISTICS Grades 11-12

Prerequisite: Algebra II with A or B and teacher recommendation; Pre-Calculus with C or better; Successful completion in Honors Algebra II or Honors Pre-Calculus

This course teaches methods and terminologies of descriptive and inferential statistics. Students who complete this course will be able to conduct their own analyses of standard one-sample or two-sample data sets, follow statistical reasoning and read statistical reports with understanding. Students are given an introduction to collecting data, analyzing data using graphical and numerical techniques, correlation and regression, concepts of probability theory, sampling errors, confidence intervals, and hypothesis tests. TI-83 Plus or TI-84 calculator is required.

STATISTICS Advanced Placement Grades 11-12

Prerequisite: Completion of Honors Advanced Algebra or Honors Pre-Calculus with “C” or better and teacher recommendation; R Pre-Calculus with “A” or “B” and teacher recommendation; A.P. Exam and fees

Materials: TI-83 Plus or TI-84 calculator is required

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes:
1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses
SOCIAL SCIENCES

Our teachers aim to develop the literacy and meta-cognitive skills through the social sciences, including disciplines, such as Anthropology, Economics, Human Geography, History, Law, and Psychology. Through a full immersion in course content and skill development, students will be able to make informed and logical decisions necessary for productive citizenry in a democratic society and interdependent global world.

In accordance with the Illinois State Board of Education and Chicago Public Schools, all Kenwood Academy High School students are required to successfully complete a minimum of three years of social studies. One of the graduation requirements is a full-year of world history. It is strongly encouraged that students pursue a fourth-year of social studies, including advanced placement courses.

Argumentative writing and discourse are central to all social science courses. Our teachers engage students in authentic discussions around critical course content. In addition, students are taught to use textual evidence to support their argument or counterargument. Also, through our writing system, students are taught how to gather evidence and construct a well-reasoned argument on an argumentative topic.

SOCIAL STUDIES DEPARTMENT

HUMAN GEOGRAPHY, College Bound, Pre-Accelerated, Honors  
CORE: Grade 9

Human Geography is an introductory course required of all freshmen at Kenwood Academy. The purpose of the Human Geography course 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 use 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. Units range from an introduction to physical geography to an exploration of different cultures to an analysis of urbanization. Fundamentally, this course asks where and why? Where do events occur and why do they occur in the location in which they occur?

UNITED STATES HISTORY, College Bound, Pre-Accelerated, Honors  
CORE: Grade 10

Required sophomore course

This course explores the political, economic, and social development of the United States from the colonial era to the present. It includes preparation for the state required Public Law 195 test on the governments of Illinois and the United States.
**WORLD HISTORY**, College Bound, Pre-Accelerated, Honors

This is a required core course. It is a survey in modern world history, physical geography, culture, politics and economics. Students will discuss, debate, analyze and articulate some foundational events, inventions and ideas from around the world that have impact our present-day lives. The goal of this course is for students to be able to understand and explain our present world in context and to develop the critical skills to necessary for continuing educational success. Some of these focus areas include terrorism, globalization, imperialism and military conflicts.

**ADMIN OF CRIMINAL/JUVENILE JUSTICE 102/114 (College Course)**

ELECTIVE: Grades 11-12

Prerequisite: U.S. History

This course follows the syllabus from city college professors. The first semester will focus largely on the operation of the agencies of criminal justice: police, prosecution, courts, correctional institutions, probation and parole. The second semester will focus closely on matters of juvenile justice. Critical issues related to crime and urban society; analysis and evaluation of documents in the field of Criminal Justice. Students will study consideration of newly proposed reforms and the method of implementing these reforms. Writing reflections, journals and major writing assignments are part of the course completion. Upon successful completion, students will be eligible to earn 3 college credit hours per semester.

**AFRICAN-AMERICAN HISTORY**

ELECTIVE: Grades 11-12

Prerequisite: U.S. History

This elective course in African-American History has been designed to examine the history of African Americans from their African origins, with a focus on West African culture, to the present. Students who enroll in this introductory course will explore Africa’s rich culture and history prior to the Atlantic Slave Trade and determine what essential cultural elements are necessary to strengthen African-American communities today. Furthermore, they will discover the various strategies used by African leaders to resist oppression on the African continent, at sea and in the Americas. In addition to African resistance, students will investigate how people of African descent confronted racism and discriminatory practices during the dismal days of slavery and Jim Crow by developing their own institutions, electing Black officials and challenging unjust laws. To help students gain a deeper understanding of these issues, they will read several chapters from Carter G. Woodson’s, *The Mis-Education of the Negro* and *The Autobiography of Malcolm X*. The course will conclude with an examination of the continuing struggles and triumphs from the 1960’s to the present.
AFRICAN AMERICAN HISTORY II H (Contemporary American History)  ELECTIVE: Grades 11-12

Pre-requisite: Grade B or higher in African-American History and a recommendation from an African-American History teacher.

This elective honors course is a continuation of African-American History I and is intended for those students who would like to further explore African-American issues in contemporary American society from the 1960's to the present. This course will commence with a broader understanding of Malcolm X by examining chapters 11 – 18 of the Autobiography of Malcolm X; various speeches, and excerpts from Manning Marable's controversial book, Malcolm X: A Life of Reinvention. The remaining quarter will also explore the Civil Rights era with an emphasis on the Black Panther Party and an analysis of the non-fiction book by journalist John Howard Griffin, Black Like Me. Semester two will incorporate sociological concepts to help students understand contemporary issues facing African-Americans in society today. Some of the concepts studied will include: Inequalities of race and ethnicity, Deviance and social control and an examination of various social institutions. The course will conclude with an in-depth look into the presidency of Barack Obama. It is strongly suggested that students obtain a public library card for the various books that we will read throughout the course. Also, access to a computer and the internet are necessary in order to download materials that are needed for the course.

African American History (College Course)  ELECTIVE: Grade 11 – 12

Prerequisites: African American History I, II

This course explores the role of Afro-Americans in American culture and the historical traditions, which give rise to the current dilemmas confronting the African-American community. The course also traces the history of people of African heritage in relation to African culture and the slave trade.

ANTHROPOLOGY 201 and 202 (College Course)  ELECTIVE: Grades 11-12

Prerequisites: 21 or higher on ACT English (or SAT equivalent) or successful completion of COMPASS English Test.

This course serves as an introduction to biological and cultural evolution of humans. Students will follow the same course syllabus as the city college professors. Semester one will focus on survey and analysis of the fundamentals of prehistoric archaeology, fossil primates and primate evolution, primate behavior, human genetics, and the variations of human populations. Semester Two is titled Cultural Anthropology and focuses on the comparative study of human societies and cultures and their development. Research and writing is included in course expectations. Upon successful completion, students will be eligible to earn 3 college credit hours per semester.

ASIAN STUDIES  ELECTIVE: Grades 11-12

Prerequisite: US History

This class will focus on the lives of Asian-Americans from 1850 through the present. In particular, the impact of migration, race relations, and international politics of the United States as well as the
This course will explore the concepts of sex and gender from a sociological perspective. We will examine the construction of gender in the United States and how perceptions of identity play out in politics, education, and the media on a global scale. Additionally, we will consider the intersections of sex and gender with other sociological classifications such as race, ethnicity, religion, and socio-economic status. This seminar-style course will emphasize analytical argument through discussion, spatial reasoning, and verbal presentations. Students will build upon reading skills through the analysis and discussion of complex, college-level texts. As an honors course, the content demands critical thinking skills to be displayed through analytical writing exercises, persuasive presentations requiring the synthesis of complex ideas and theories, and application of concepts and skills through the completion of real-world performance tasks. Students will leave the course with a thorough understanding of gender studies, and college-ready skills of developing an argument through group discussion, as well as through written rhetorical analysis. Content is immediately relevant to social institutions, politics, and social issues on a domestic and global scale.

**GLOBAL ISSUES**

Prerequisite: US History

The purpose of this course is to examine, analyze and connect current events with their historical backgrounds, both domestic and international. It provides a setting where students can discuss, debate, and analyze information about the unit topics and news stories of the day. Topics include, but are not limited to: The Media, Politics 101, Education, The Economy, Diet/Nutrition, Human Rights & Capital Punishment, Human Sexuality, The Global Environment, The Politics of Genocide, and The Issue is Race. The goal is to achieve critical thought about contemporary issues by examining and critically analyzing a variety of readings, media sources, audio and visual documentaries and commentaries, and musical sources. Students will use a weekly news magazine to stay informed about current events but will also receive handouts, conduct independent research, hear from guest speakers, participate in hands-on activities, debates, projects, field trips, and student exchanges.

**HISTORY OF CHICAGO**

In this class we will learn the history of Chicago. We will examine its founding, development and exploding growth, destruction, and miraculous rebirth in the 19th century. We will study it as both a destination of foreign immigrants and Black migrants from the American South. We will explore Chicago as a south and west side industrial & manufacturing powerhouse, a center for the organized labor movement, analyze the political careers of some of the most important figures to shape our city, and study individual neighborhoods both famous and infamous. We will also examine contemporary issues pertaining to violence and political corruption throughout the year.
**HUMAN GEOGRAPHY** Advanced Placement  
**CORE / ELECTIVE: Grade 9-11**

The purpose of the AP Human Geography course 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. Fundamentally, students should always ask where and why?

Students will be asked to engage in the following Human Geography standards (critical thinking skills): use and think about maps and spatial data; understand and interpret the implications 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; characterize and analyze changing interconnections among places.

The Units covered in the AP Human Geography curriculum include: Foundations of Geography; Human Population and Migration; Cultural Geography; Geopolitics; Agriculture and Land Use; Industrialization and Economic Development and Urbanization.

**UNITED STATES GOVERNMENT** Advanced Placement  
**ELECTIVE: Grades 11-12**

Prerequisite: Human Geography, US History

AP United States Government and Politics will provide students an analytical perspective on government and politics in the United States. The course is designed to teach and challenge students to analyze evidence, interpret issues, court cases and data. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples and case studies. It also requires some familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The goal of the course is to expose and educate students about civics/government and help them become more aware of and able to participate in our democracy.

**WORLD HISTORY** Advanced Placement  
**ELECTIVE: Grades 11-12**

Prerequisite: A or B in an Honors US or Human Geography course AND consent of the A.P. Teacher.

AP World History is for the exceptionally studious high school student who wishes to earn college credit through a rigorous academic program. Students who take the AP® World History course are expected to take the APWH exam in May.

This class approaches history in a non-traditional way. By this I mean that we will examine the common threads of human history over time and investigate how/why/in what way these threads have changed and continued. These unifying threads throughout the course help us to relate what is particular about each time period or society to a “big picture” of history. The themes below also provide a way to organize comparisons and analyze change and continuity over time.
SCIENCE

In accordance with the Illinois State Board of Education and Chicago Public Schools, all Kenwood Academy High School students are required to successfully complete a minimum of three years of science. One of the graduation requirements is a full-year of biology. However, the school strongly encourages its students to take a fourth-year of mathematics. Students interested in pursuing a fourth-year of science can select from a range of electives, including advanced placement courses.

SCIENCE DEPARTMENT

BIOLOGY College Bound, Pre-Accelerated, Honors

Biology is the study of living organisms. Biology encompasses all aspects of life such as intake of nutrients, utilization of energy, growth and development, which are necessary for all organisms. Throughout their study of biology, students are asked to demonstrate their knowledge of scientific inquiry by designing experiments, interpreting and analyzing data, and drawing conclusions. In this way, students will be better able to understand and analyze the biological phenomena that occur throughout their lives.

This course will focus on mastery of the Next Generation Science Standards and the appropriate science College Readiness Standards and Common Core State Standards for reading and writing for each cohort, College Bound, Pre-Accelerated, or Honors.
GEOLOGY 201 (College Bridge) Grades 11-12

Students will explore the Earth’s history and gain valuable insight into some of today’s most pressing concerns, such as global climate change. You’ll study the Earth’s treasures, such as fossils and gems, as well as its dangers, such as volcanoes and earthquakes. Students will learn about careers as a geoscientist, a meteorologist, a mining engineer, or a geological engineer at an oil company.

CHEMISTRY College Bound, Pre-Accelerated, Honors Grade 10

Prerequisite for Honors: Successful completion of Honors Physics with a “C” or higher.

The chemistry course is a year-long physical science course examining the chemical and molecular components of the properties of life. This course will include the physical components of matter and energy as well as basic chemistry and chemical processes and also include an integration of topics from physics. Emphasis will be placed on the process of scientific investigation through various activities including laboratory activities for certain topics.
**PHYSICS** College Bound, Pre-Accelerated, Honors  
Grade 11  
Prerequisite: C or better in Honors Environmental Science or Instructor Approval  
This course offers an investigative approach to understanding how things behave in our world. Through lab work and applied mathematical analysis, students will come to understand why movement occurs in all aspects in the universe.

**ANATOMY AND PHYSIOLOGY**  
Grades 11-12  
Prerequisite: Grade of “C” or better in previous science courses  
In this course, the structure of the human body and the physiology of body systems will be explored. Through microscopic study of the cell, energy, metabolism and histology, this course extends the review of the organization and composition of the human body including the integument, skeletal, muscular, nervous, respiratory, cardiovascular, immune/lymphatic, endocrine, urinary, digestive, and reproductive systems. Upon mastery of normal form and function, students will explore pathologies associated with each body system. Laboratory experience will include dissection of related specimens and clinical applications. This course is highly recommended for those entering a health profession or those interested in human function.

**FORENSICS**  
Grades 11-12  
Forensics is an elective designed to give seniors a chance to take a fourth year of science. Forensic science is a multidisciplinary applied science encompassing several sub-fields of biology, chemistry, physics and crime scene investigation. These sub-fields include genetics, toxicology, entomology, ballistics, pathology, fire debris and trace evidence. This course focuses on problem solving within an interdisciplinary scientific, relevant context. The course includes application scientific methodology, science content and use of science technologies. The main focus of forensic science is to apply scientific methods to substantiate legal investigations. The course information will be taught using hands-on instruction such as examining mock crime scenes or analyzing evidence in laboratory investigations.

**BIOLOGY Advanced Placement**  
Grades 11-12  
Prerequisites: Grade of B and above in Honors and Pre-Accelerated Junior Science Course. Grade of A in College Bound Junior Science Course with Teacher recommendation.  
Biological sciences are studied on several levels: molecular; cellular; organic, and population. The purpose of this course is to meet the objectives of a general biology course at the college level. The laboratory portion emphasizes information collection, interpretation, and formulation of hypotheses. Each student will be required to complete a science fair project to be submitted for display at the December School Science Fair.
CHEMISTRY Advanced Placement
Grades 10-12
Prerequisites: Grade of B and above in Honors and Pre-Accelerated Junior Science Course. Grade of A in College Bound Junior Science Course with Teacher recommendation.
The Advanced Placement Chemistry course is designed to offer able and highly motivated students the equivalent of the college General Chemistry course. The course prepares students for successful completion of the College Board Advanced Placement Chemistry Examination. Each student will be required to complete a science fair project to be submitted for display at the December School Science Fair.

ENVIRONMENTAL SCIENCE Advanced Placement
Grades 9-12
Prerequisite: Grade of “C” or better in Honors Biology and Honors Chemistry or Physics; A.P. Examination and fee required
Environmental Science is the study of the natural sciences in an interdisciplinary context that includes consideration of people and how they have influenced ecosystems. It includes many aspects of Biology, Earth and Atmospheric sciences, fundamental principles of Chemistry and Physics, human population dynamics and an appreciation of biological and natural sciences.

PHYSICS I Advanced Placement
Grades 11-12
Prerequisites: Grade of B and above in Honors and Pre-Accelerated Junior Science Course. Grade of A in College Bound Junior Science Course with Teacher recommendation.
Advance Placement Physics 1: Algebra-Based is similar to the first-semester college course in algebra-based physics. The course will cover Newtonian mechanics, work, energy, power, and mechanical waves and sound. This course will also introduce electric circuits.
**Principles of the Biomedical Sciences (PBS)**

During the Principle of Biomedical Sciences (PBS) course, students will investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

**Human Body Systems (HBS)**

During the Human Body Systems (HBS) course, students will examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries.
INTERDISCIPLINARY STUDIES

The interdisciplinary Studies Department is designed to develop a selection of cross-disciplinary courses that combine multiple core disciplines. Students may take a range of courses offered in the areas of History, Gender Studies, Science, and Literature. Seniors may also choose two or more courses to qualify for the honors program diploma.

Gender Studies II

This course will build upon the foundations of Gender Studies I, expanding upon some of the same topics, while digging deeper into fundamental sociological ideas with an eye toward full preparation for success in the college classroom. Through the analysis of college-level texts and documentary film, student-led discussions, creative projects, workshop/presentation creation and delivery, and analytical writing, students will benefit from a seminar-style course that delves into relevant examples of how Gender, Race, and Class have altered history and social experience in the U.S. With a focus on application, students will be responsible for completing real-world tasks that require synthesis of knowledge and skills, as well as new and innovative thinking and ideas. Building on the academic discourse of the class, students will design, create, and deliver a KenTalk for the benefit of their peers throughout Kenwood on topics they have studied in class.

Philosophy

This class introduces some main topics of philosophy and the methods that philosophers employ in exploring these topics. It will give you some association with the kinds of questions philosophers are interested in, how they try to answer them, and how they try to justify or defend the answers they give. For each topic, we will be reading articles written by philosophers who disagree with one another. For each reading our job is to: (1) get clear on the position that is being defended, (2) understand the arguments for that position, and (3) evaluate those arguments. We won’t be settling the answers to these difficult questions once and for all, but rather we will get a clearer understanding of the debate that surrounds the issues. This is a discussion oriented class and you will have plenty of opportunity to raise questions about the material, voice objections to the positions that we are examining, and offer arguments of your own in favor of other positions.

Neuroscience Psychology

The purpose of this Psychology course is to teach students to become critical thinkers about the world and themselves. During the course students will explore the basics of psychology. They will be exposed to the history and perspectives of psychological investigation. Students will dive deep into the basis for learning, consciousness, social influence, and personality. By doing all such things students should gain a tremendous respect for and insight into the world of psychology.
MUSIC IS LITERATURE:  

This course is designed to increase a student's knowledge, understanding, and appreciation for music in America from 1900 to the modern era. Music, like all other arts, rises out of the era and culture it represents. Students will study different styles, lyrics, and compositions of different genres of music (spirituals, blues, jazz, rock, pop, gospel, soul, funk, rhythm & blues, rap, hip hop, and electronica). Students will listen, read, and analyze different types of music, lyrics, and music criticism, as well as research music’s impact on society, culture, and politics. Students will use this course as a vehicle for writing their own lyrics and poetry. By the end of the year, each student will produce a track of original music and lyrics through collaboration with other students.

Honors Shakespearean Studies: Course Number  

This course is a broad introduction to Shakespeare’s dramatic works from a variety of thematic, historical, formal, and critical theory vantages. Approaches taken to the plays will vary, but may include: chronological development, Shakespearean themes, Shakespearean protagonists and historical context. Students will read closely, analyze and synthesize, as well as respond critically, both through discussion and writing, to the various vantage points focused on in the course.

In addition, there will be a heavy focus on the performance of Shakespeare; in his time, people did not read Shakespeare— they went to the theater to ‘hear’ Shakespeare. Therefore, we will focus on performance and written work in equal measure.

Students will attend several live theater productions, including Macbeth, Midsummer Night’s Dream, and Hamlet. There is potential for a theater trip to England for Spring Break in order to visit Shakespeare’s birthplace, and see theater at the Royal Shakespeare Company and The Globe Theater.

Students will also be invited to audition for a role in the Shakespeare Slam Team. Although it is not a requirement of the course, it is highly encouraged. Additionally, in conjunction with students from the Drama 3 class, Honors Shakespeare students will potentially produce a play for performance at Kenwood during the year.

Finally, we will examine the impact that Shakespeare has had by analyzing several film versions and reading modern novels based on Shakespeare’s plays.
Honors Identity and Social Justice 1

The course will focus on beginning a discussion around how we identify ourselves, as well as how others identify us. We will discuss the social construct of ‘Race’, as well as how our ethnicity, religion, culture, gender, and sexuality inform who we are and how we interact in — and change — the world around us. Topics include the racism, sexism, cycle of socialization, prejudice vs. discrimination, colorism, the five faces of oppression, the ‘N’ word and the power of language, privilege, and being an ally. The course consists of reading, writing, presenting, and discussing. This class will be responsible for hosting and presenting several of the KEN Talks throughout the year. In addition, a handful of students from the Social Justice classes are invited to join Drama students for one or two theatrical performances each year. While participation in the plays is not required, it is an excellent way to continue exploring issues of diversity and identity outside a traditional classroom experience, and is therefore highly recommended.

Honors Science Fiction

In this class, students will explore the development of Science Fiction and Fantasy as a literary genre. Students will have the opportunity to study some of the most renowned Science Fiction writers including Isaac Asimov, H.G. Wells, Ray Bradbury, and Philip K. Dick. Students will critique, analyze, and discuss novels, poems, essays, and cinematic interpretations. Throughout the school year, students will engage in literature circles, complete engaging multi-genre projects, and have an opportunity to write creatively on topics in Science Fiction. Some areas of study throughout the course, among others, will include constructive social criticism, the universality of human nature, dystopian societies, and the interactions between man and machine.

Introduction to Engineering Design (IED)

The major focus of the Introduction to Engineering Design (IED) course is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.
This course covers the basic knowledge and laboratory skills specific to the practice of clinical laboratory science. The information covered provides the student with the fundamental skills to solve common laboratory mathematical problems and to interpret quality assessment.

During the Principle of Biomedical Sciences (PBS) course, students will investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses.

During the Human Body Systems (HBS) course, students will examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases, and often play the roles of biomedical professionals to solve medical mysteries.

The major focus of the Introduction to Engineering Design (IED) course is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

The Principles of Engineering (POE) course exposes students to major concepts they'll encounter in post-secondary engineering courses of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work, and communicate solutions.

World Languages

Kenwood Academy High School offers French, Latin, Mandarin Chinese, and Spanish. In accordance with the Illinois State Board of Education and Chicago Public Schools, all Kenwood Academy High School
students are required to successfully complete a minimum of two years of the target language. However, successful students are encouraged to take additional language courses.

Classroom instruction focuses on four critical aspects of language skill development: listening, speaking, reading, and writing. Through our partnership with AFS Intercultural Programs, students have the opportunity to earn a study abroad scholarship.

WORLD LANGUAGE DEPARTMENT

CHINESE I Grades 7-12
The first year course introduces students to the language, to linguistics at an informal level, and to language study habits. The course stresses listening and speaking exercises, practice in pronunciation, and the acquisition of basic vocabulary and grammar through the oral mastery of dialogues and supplementary material. Students will begin to communicate in the target language within the classroom setting. Students will study and understand the geography and customs of countries where the target language is spoken.

CHINESE II Grades 8-12
This course continues the work of the first year by allowing students to maintain, refine, and further develop the skills of listening, speaking, reading, and writing at increasing levels of difficulty. At this level, students will understand oral communication in the target language. They will interact in that language and begin to understand the fine arts of countries where the target language is spoken.

CHINESE III Grades 9-12
Prerequisite: Students must have earned a “C” in 2nd year language course or teacher permission. Materials: Workbooks, readers, supplementary texts, target-language dictionary
This course includes the completion of the study of basic grammatical structures. Conversational vocabulary, reading literary texts of interest to students, and exercises in written expression are greatly expanded. Students will use the target language to communicate within and beyond the classroom setting. They will begin to explore literary works and focus on writing in the foreign language. They will develop an understanding of the customs where the target language is spoken.

CHINESE IV Grades 10-12
Prerequisite: Successful completion of the previous year course or teacher permission. Materials: Workbooks, paperback books, target-language dictionary
This course includes intensive reading of literary texts with emphasis on style, an intensive grammar review, and continued writing practice using themes from selected texts. Students will interact in the target language in various settings and understand written passages in the target language. They will study the history of areas where the target language is spoken.
French Advanced Placement

Prerequisites: Approval and signature of the student’s current language teacher; A.P. examination and fees.

Materials: Workbooks, supplemental readers, target-language dictionary

Students will use the target language to present information, concepts and ideas for a variety of purposes to different audiences. Students will study the literature and various media where the target language is spoken and use the target language to reinforce and further knowledge of other disciplines. Students will be prepared for the advanced placement language test given in May of each year.

French I

French I is an introduction to French grammar and culture. Communication skills are developed through in-class speaking activities, reading comprehension, daily written work, short paragraphs, and listening exercises. Grammatical topics include the present past tense of regular and irregular verbs. Emphasis is placed on vocabulary building through cognates, reinforcing gender agreement, and appropriate language use in different contexts.

Prerequisite: No Prerequisite

French II

French II reinforces the grammar concepts learned in French I. Students will learn how to narrate a story and express their opinion in a formal essay. The grammar topics include the conjugation of irregular verbs in the present and past and the use of reflexive verbs. Students will speak, read, and write using the past tense, imperfect and future.

Prerequisite: Successful completion of French 1 or placement test.

French III

French III reviews the grammar learned in French II. Grammatical concepts include a review of present tense, past tense and the imperfect. In French III students will learn the conditional and subjunctive moods as well as reflexive verbs in the past tense. Students will be introduced to textual analysis, how to write an essay with a thesis statement, and how to critically analyze literature and non-fiction. Students will communicate in French drawing on vocabulary learned through reading.

Prerequisite: Successful completion of French II and instructor approval.

French IV

French IV systematically reviews all key concepts of French grammar. Vocabulary is developed through readings in poetry, prose, theatre, and non-fiction. Essay writing and research paper skills are developed. Students will converse about French and francophone culture, current events, history and literature. Students will also write their own stories and poems.

Prerequisite: Successful completion of French 3 and instructor approval.
Prerequisites: Placement test and instructor approval

The goal of the French AP course is to prepare students for the French AP language and culture exam. Students must take a placement test with the instructor before registering for the class. The class is offered to those students based on their placement test scores administered in May of each year. Students who intend on taking the AP test must take the November practice test. Students will write one essay per week and engage in weekly peer review. Classes are conducted in French. Students engage in daily interpersonal speaking and presentational speaking activities based on the AP test. Students will listen to radio podcasts, live news, and interviews. Newspapers and online journals from France and the francophone world comprise much of the reading. The goals of the class are to develop fluency in writing and speaking and comprehension for listening and reading. The cultural goals of the class align with the course themes as outlined by the College Board. Students write and present on themes related to French speaking Africa, the Caribbean, Europe, and North America.

Honors LATIN I

Materials: textbook

The elements of this course remain the same throughout the academic school year. The most primary and critical goals for this course are the mastery of the vocabulary, grammar and reading skills. An important corollary goal is the ability to recognize English words derived from the Latin and to be able to deduce meaning based on knowledge of Latin roots, prefixes, and suffixes. In each chapter, the students will study the grammar, vocabulary, history, derivatives, and culture associated with the Latin language. By the end of the year, each student will become familiar with hundreds of Latin words and their many English derivations, several Roman/Greek deities, and the multiple impacts which antiquity had upon the modern Western Civilization. This course especially focuses on the basics of Latin grammar, all five noun declension, all case usages and the six indicative active verb tenses.

Honors LATIN II

Prerequisite: Successful completion of the previous year course or teacher permission.

Materials: textbook

Students will build on the elements which they learned in the previous Latin I course. The most primary and critical goals for this course continues to be the mastery of the vocabulary, grammar, and reading skills. An important corollary goal is the ability to recognize English words derived from the Latin and to be able to deduce meaning based on knowledge of Latin roots, prefixes, and suffixes. In each chapter, the students will study the grammar, vocabulary, mythology associated with the Latin language. Each student will continue to build his or her Latin and English vocabulary. This course especially focuses on the remaining Latin grammar not covered in Latin I. By the end of the year, the students will have studied all major Latin grammar points and multiple mythological stories.
Honors LATIN III

Prerequisite: Students must have earned a “C” in 2nd year language course or teacher permission.

Materials: Workbooks, readers, supplementary texts, target-language dictionary

Students will now use all their previously learned skills to read authentic Latin. The most primary and critical goal of this course is reading skills. By the end of the year, each student will become familiar with several important authors and literary works during the Late Republic and Early Empire, and major cultural themes.

Honors LATIN IV/V/ AP

Prerequisite: Successful completion of the previous year course or teacher permission.

Materials: Workbooks, paperback books, target-language dictionary

Latin 5 Honors uses a thematic approach to trace the history of Rome from the early parts of the Republic through the Julian-Claudian emperors. Reading selections are from Cicero, Catullus, Horace, Caesar, Pliny and Suetonius. AP Latin uses a thematic approach to trace the history of Rome through the Roman poet Vergil’s epic The Aeneid. The main reading selections for the course are The Aeneid and Caesar.

REGULAR SPANISH I

Regular Spanish I introduces students to basic grammar concepts and cultural topics. Students in Regular Spanish I will also begin developing their communication skills. These concepts, topics, and skills form the foundation for students’ future studies of the language. Key concepts in Regular Spanish I include the use of the present tense to talk about the things people do and to give information and descriptions.

Students will develop their skills in the four domains of communication in the target language: speaking, listening reading, and writing with the ultimate goal of fluency for real-world communication. While doing so, they will also learn about the cultural traditions and the perspectives of people in Spanish-speaking countries. Throughout the course students will be encouraged to develop into reflective and critical thinkers who are aware of the richness and variety of the world in which they live.
Prerequisite: No prerequisite.

REGULAR SPANISH II  

Regular Spanish II reinforces grammar concepts, cultural topics, and communication skills studied in Spanish I. Students in Regular Spanish II will review the present tense. Key concepts in Regular Spanish II include the use of the preterite and imperfect tenses to talk about the past.

Students will develop their skills in the four domains of communication in the target language: speaking, listening reading, and writing with the ultimate goal of fluency for real-world communication. While doing
so, they will also learn about the cultural traditions and the perspectives of people in Spanish-speaking countries. Throughout the course students will be encouraged to develop into reflective and critical thinkers who are aware of the richness and variety of the world in which they live.

Prerequisite: Successful completion of Spanish I or satisfactory performance on placement exam.

**REGULAR SPANISH III**

Regular Spanish III reinforces grammar concepts, cultural topics, and communication skills studied in Spanish I and II. Students in Regular Spanish III will review the present, preterite and imperfect tenses. Key concepts in Regular Spanish III include the use of the present perfect, future, and conditional tenses, as well as the subjunctive mood.

Students will develop their skills in the four domains of communication in the target language: speaking, listening reading, and writing with the ultimate goal of fluency for real-world communication. While doing so, they will also learn about the cultural traditions and the perspectives of people in Spanish-speaking countries. Throughout the course students will be encouraged to develop into reflective and critical thinkers who are aware of the richness and variety of the world in which they live.

Prerequisite: Successful completion of Spanish II or satisfactory performance on placement exam.

**HONORS Spanish I**

Honors Spanish I is a rigorous, fast-paced course designed to introduce students to basic grammar concepts and cultural topics. Students in Honors Spanish I will also begin developing their communication skills. These concepts, topics, and skills form the foundation for students’ future studies of the language. Key concepts in Honors Spanish I include the use of the present tense to talk about the things people do and to give information and descriptions. Students will also begin using the preterite tense to talk about the past. This is an honors level course, and students will be expected to communicate in Spanish at a more advanced level.

Students will develop their skills in the four domains of communication in the target language: speaking, listening reading, and writing with the ultimate goal of fluency for real-world communication. While doing so, they will also learn about the cultural traditions and the perspectives of people in Spanish-speaking countries. Throughout the course students will be encouraged to develop into reflective and critical thinkers who are aware of the richness and variety of the world in which they live.

Prerequisite: Students are placed in Honors Spanish I based on reading scores or satisfactory performance on placement exam.
HONORS Spanish II  
Grades 8-12

Honors Spanish II is a rigorous, fast-paced course designed to reinforce concepts, topics, and skills learned in Spanish I. Students in Honors Spanish II will review the present and preterite tenses. Key concepts in Honors Spanish II include the use of the preterite and imperfect tenses to talk about the past. They will also learn to give commands and begin to understand the subjunctive mood. This is an honors level course, and students will be expected to communicate in Spanish at a more advanced level.

Students will develop their skills in the four domains of communication in the target language: speaking, listening reading, and writing with the ultimate goal of fluency for real-world communication. While doing so, they will also learn about the cultural traditions and the perspectives of people in Spanish-speaking countries. Throughout the course students will be encouraged to develop into reflective and critical thinkers who are aware of the richness and variety of the world in which they live.

Prerequisite: Successful completion of Honors Spanish I or satisfactory performance on placement exam.

HONORS Spanish III  
Grades 9-12

Honors Spanish III is a rigorous, fast-paced course designed to reinforce concepts, topics, and skills learned in Spanish I and II. Students in Honors Spanish III will review the present, preterite, and imperfect tenses the subjunctive mood. Key concepts in Honors Spanish III include the use of the present perfect, future, and conditional tenses. They will also continue learning to give commands and to use the subjunctive mood. This is an honors level course, and students will be expected to communicate in Spanish at a more advanced level.

Students will develop their skills in the four domains of communication in the target language: speaking, listening reading, and writing with the ultimate goal of fluency for real-world communication. While doing so, they will also learn about the cultural traditions and the perspectives of people in Spanish-speaking countries. Throughout the course students will be encouraged to develop into reflective and critical thinkers who are aware of the richness and variety of the world in which they live.

Prerequisite: Successful completion of Honors Spanish II or satisfactory performance on placement exam.

HONORS Spanish IV  
Grades 10-12

Honors Spanish IV is a year-long, fast-paced and rigorous course for which you will receive honors credit. In this course, students will reinforce themes learned in intermediate Spanish, as well as continue to build upon grammatical skills with complex structures to build fluency and skills needed for advanced language study. This courses includes reading of a variety of texts such as news editorials, short novels, etc. as well as writing in a variety of styles, both interpersonal and presentational. Students will interact in the target language in a variety of settings and understand both written and aural passages in the target language. They will also study the history of the areas where the target language is spoken.

Prerequisite: Successful completion of Honors Spanish III, and/or current teacher's recommendation, and/or satisfactory performance on placement exam.
Advanced Placement Spanish Language is a year-long, fast-paced, and rigorous course that is the equivalent of a third-year college course in advanced Spanish composition and conversation. Spanish is used exclusively in class and students are required to do likewise. Emphasizing the use of Spanish for active communication, AP Spanish Language encompasses aural/oral skills, reading comprehension, grammar, and composition. Students will use the target language to present information, concepts and ideas for a variety of purposes to different audiences. Students will study the literature and various media where the target language is spoken and use the target language to reinforce and further knowledge of other disciplines. Students will be prepared for the advanced placement language test given in May of each year.

PERFORMING ARTS

The Performing Arts Department offers students the opportunity to pursue their creative interest. The department is comprised of, choir, dance, drama, jazz, marching band, orchestra, and piano. The courses are offered to students of different ability levels. Dance is the new addition to the department. All the other programs are award-winning and compete in local, state, national, and international competitions.

DANCE

Dance is a new program in the Fine Arts Department. The program will focus on techniques of ballet, modern, jazz, contemporary, and other dance genres. Students also will be exposed to strength and stretching exercises specific to dance students. The program will also include work through choreography and dance performances.

Dance I

Dance I is an introductory course to the study of dance. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, strength, flexibility, general dance principles and dance history/connections. This course focuses on the development of a basic understanding of dance as an art and of dance vocabulary and is appropriate for students with little to no formal dance training.
Honors Dance II

Dance II follows Dance I and emphasizes students’ acquisition of beginning to intermediate movement skills and refined motor control through the study of dance technique(s) such as ballet, jazz or modern. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, strength, flexibility, dance principles and dance history/connections. This course should be taken by students who have built at least a basic understanding of beginning dance vocabulary. Students are expected to dedicate additional time outside of the classroom to their study of dance.

Honors Dance III

Dance III follows Dance II and emphasizes students’ acquisition of intermediate movement skills and refined motor control through the study of dance technique(s) such as ballet, jazz or modern. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, strength, flexibility, dance principles and dance history/connections. Students in this course should participate in performances or demonstrations. Students are expected to dedicate additional time outside of the classroom to their study of dance.

Honors Dance IV

Dance IV follows Dance III and emphasizes students’ acquisition of intermediate to advanced movement skills and refined motor control through the study of dance technique(s) such as ballet, jazz or modern. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, strength, flexibility, dance principles and dance history/connections. Students in this course should participate in performances or demonstrations and begin to develop their own choreography. Students are expected to dedicate additional time outside of the classroom to their study of dance.

DRAMA I

In this year-long elective course, students will examine the various forms of drama as they have evolved from Greek theatre to today. The course will involve students not only in the analysis of dramatic literature, but also in interpretation and acting techniques. Additionally, students are expected to work on improvisation, production aspects, and character analysis. Basic communication skills of reading, writing, listening, and speaking are core instructional components of the course.

DRAMA II, III Honors

Prerequisites: Drama I and a teacher recommendation

Drama II continues and deepens the academic and artistic studies started in Drama I. We will read a challenging, diverse range of classical and contemporary plays and do creative activities such as Shakespeare scenes and solo performance. In addition, students will do a self-directed reading and research of various playwrights. We will also use class time to prepare for public, after-school performances which count towards the final grade.
MUSIC
An integral part of the school’s comprehensive program is its music department. Our award-winning program offers exciting experiences for vocalists and musicians. In addition to performance, all students are taught how to read music. The music department offers the following courses: concert choir, concert jazz ensemble, electronic music, music theory, orchestra, and piano. Students interested in enrolling in advanced level courses must audition or receive approval from the assigned instructor.

MUSIC DEPARTMENT

MUSIC APPRECIATION
This course may only be taken to meet the music graduation credit.
Designed to increase the appreciation for music of all cultures, this course will emphasize the development of the students’ critical listening and thinking skills as they relate to the theoretical and historical aspects of music. Many styles and periods of music will be studies in this course.

BEGINNING FEMALE CHORUS
Prerequisite: Students must be able to match pitch & function effectively in a classroom setting.
Materials: Concert attire is required for performances.
This course is designed to foster development of students’ basic music skills required for the sequential and progressive development of excellent vocal tone production, posture, breathing techniques, reading and writing music skills, ear training, choral sight-singing, diction, choral stage and concert techniques, concert etiquette and choral performances. Concert performances are mandatory.

BEGINNING MIXED CHORUS
Prerequisite: Students must be able to match pitch & function effectively in a classroom setting.
Materials: Concert attire is required for performances.
This course is designed to foster development of student’s basic music skills required for the sequential, progressive development of excellent vocal tone production, posture, breathing techniques, reading and writing music skills, ear training, choral sight-singing, diction, choral stage and concert techniques, concert etiquette and choral performances. Concert performances are mandatory. Concert attire is required for performances.
INTERMEDIATE MIXED CHORUS  
Grades 8-12
Prerequisite: Students are required to have completed a music course and pass a vocal audition.
Materials: Concert attire is required for performances.
This course is designed for the sequential, progressive development of excellent vocal tone production, posture, breathing techniques, reading and writing music skills, ear training, choral sight-singing, diction, choral stage and concert techniques, concert etiquette and choral performances. Concert performances are mandatory.

ADVANCED FEMALE CHORUS  
Grades 9-12
Prerequisite: Students are required to have completed a music course and pass a vocal audition.
Materials: Concert attire is required for performances.
This course is designed to foster continued development of students’ advanced music skills required for the sequential, progressive development of excellent vocal tone production, posture, breathing techniques, music theory skills, ear training, choral sight-singing, diction, choral stage and concert techniques, concert etiquette and choral performances. Students are required to demonstrate the highest level of vocal and choral musicianship. Concert performances are mandatory.

CONCERT CHOIR (ADVANCED MIXED CHORUS)  
Honors & Regular  
Grades 7-12
Prerequisite: Students are required to pass a rigorous vocal audition.
Materials: Concert attire is required for performances.
This course is designed to foster continued development of students’ advanced music skills required for the sequential, progressive development of excellent vocal tone production, posture, breathing techniques, music theory skills, ear training, choral sight-singing, diction, choral stage and concert techniques, concert etiquette and choral performances. Students are required to demonstrate the highest level of vocal and choral musicianship. Concert performances are mandatory.

PIANO I  
Grades 7-12
No experience is necessary. This course is designed to allow the inexperienced student to develop the technique of playing the piano. Both technique and theory are emphasized. Students with two or more years of formal/private study should not enroll in this course.

PIANO II, III, IV  
Grades 7-12
Prerequisite: Recommendation of the instructor
This course is designed to allow the experienced student to improve his or her technique at the piano, computerized keyboards, and synthesizers. Performance technique and music theory are emphasized. Students will perform in a recital.
BEGINNING BAND
Grades 7-12
Prerequisite: Must own or rent instrument
No experience is necessary. This course includes the study of music theory, notation, rhythm, history, and the appreciation of music. Reading and writing about various musical topics will also be included. Emphasis is placed on performance and performance-based assessments.

INTERMEDIATE BAND
Grades 7-12
Prerequisite: Must own or rent instrument, one year of playing experience and/or successful completion of Beginning Band with teacher recommendation
Intermediate Band is a two-semester continuing course, which upon completion earns ½ credit per semester or 1 credit for the year. This course includes the study of music theory, notation, rhythm, history, and the appreciation of music. Reading and writing about various musical topics will also be included. Emphasis is placed on performing and performance-based assessments.

ADVANCED BAND
Grades 7-12
Prerequisite: Must own or rent instrument, audition and instructor’s recommendation required.
This honors credit course is designed for students who show proficiency on their instrument. Greater emphasis is placed upon performance; thus, students will be expected to participate in various music contests, both solo/ensemble and organization. Students are also expected to audition and perform with other groups and programs such as All-City, IMEA, CYSO, Merit, and others. Performance is stressed, as are scales, theory, and notation. Students are expected to perform in concert, solo, and ensemble settings in addition to competitions. Marching is also taught.

BEGINNING ORCHESTRA
Grades 7-12
Prerequisite: Must own or be willing to rent instrument
Beginning Orchestra is a two-semester entry-level course, which upon completion earns ½ credit per semester or 1 credit for the year. This course includes the study of music theory, notation, rhythm, history, and the appreciation of music. Reading and writing about various musical topics will also be included. Emphasis is placed on performing and performance-based assessments.

ADVANCED BEGINNING ORCHESTRA
Grades 8-12
Students in this advanced course are provided with a balanced comprehensive study of music through string and/or full orchestra, which develops and improve elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines.
JAZZ BAND
Prerequisite: Must own or rent instrument, audition, and obtain instructor’s recommendation
This is a performance class for experienced wind, percussion, guitar, bass and piano players. Students must show proficiency on their instruments and be able to read music and read lead sheets. Scales and chords will be included in the performance audition.

ELECTRONIC MUSIC (MULTI-MEDIA I)
Prerequisite: Recommendation of instructor
This course is an introduction to the many facets of mass communication with an emphasis on fine arts. Students will be introduced to the visual, audio, and written aspects of media presentations. Animated computer programs, web pages, and music-integrated computer presentations will be required.

MUSIC THEORY Advanced Placement
Prerequisite: Recommendation of instructor, AP fee and examination required
This course is designed for advanced music students who are proficient in voice or on an instrument. Emphasis is placed on fundamental music techniques, theoretical concepts, and their application. Analysis of intervals, scales, triads, basic concepts of tonality, and various styles are also included. Students will analyze music scores, write compositions, and improve their aural skills. Private study and recital performance is required.
**FINE ARTS**

The Fine Arts Department offers students the opportunity to pursue their creative interest. The Department seeks to develop a sound foundation in multiple art forms. Students may select from a range of challenging and creative course offerings. Included in the offerings are digital media, photography, studio drawing, and sculpture. Traditionally, the courses have been offered as an English Language Arts elective; however, the Illinois State Board of Education and Chicago Public Schools recognize drama as an art graduation requirement.

**ART DEPARTMENT**

**ART I Non-level (counts toward basic Art requirement)  Grades 7-12**

This course establishes knowledge of art elements and principles through experiences in two-dimensional and three-dimensional design problems. The first ten weeks consist of building an awareness of the basic elements of art and design. Students will experience processes such as drawing and painting, printmaking, and sculpture.
DIGITAL IMAGING 1
Grade 9-10
Digital Imaging is a basic course that introduces students to the fundamental elements and principles of design, layout skills, and use of the computer as a graphic design tool. Students will develop their ability to communicate visually and problem solve as it applies to print communication. A basic foundation of drawing, design, color theory, illustration, typography and design technology is addressed throughout this course. Students gain an introduction to computer hardware and a variety of software applications (photo, paint, illustration, and page design programs). Workplace skills, career portfolios, speaker visits, and field visitations based on current industry standards will be integrated.

Digital Media I
Grade 10
This course is part of a three-year sequence and requires future enrollment in Digital Media II and III.

This is the first course in a three-year sequence of Digital Media classes. In this course you will identify the basic principles of graphic design. You will acquire an understanding of high-resolution images and be able to differentiate between a raster and a vector image. Additionally, you will explore appropriate uses of typography (font), additive and subtractive color. Finally, you will embark upon career exploration for the graphics industry.

Digital Media II
Grade 11
Prerequisite: Digital Media I
This is the second course in a three-year sequence of Digital Media classes. During the second year you will become proficient in Photoshop, InDesign and Illustrator. Applying basic principles of design, you will create live traced images; images for heat press (t-shirts) and build basic animations. You will apply filters, color correction, masking, clipping mask, and blending modes. As the course progresses, you will animate graphics in 2-D and 3-D.

Digital Media III
Grade 12
Prerequisite: Digital Media II
This is the third course in a three-year sequence of Digital Media classes. You will demonstrate increased proficiency in multimedia skills and the application of design principles. At this level you will plan and develop a website, movie, and DVD through the import and manipulation of different file formats.

PHOTOGRAPHY – FINE ARTS I
Grades 7-12
Through this beginning level course, students will explore both scientific and photographic art processes. The course will examine the historical, social, and cultural aspects of photography as an art form as it introduces varied styles and techniques. Basic darkroom methods and digital processes will also be covered along with the appropriate terminology for this medium. A general orientation about the principles of art will be utilized to critique student work.
PHOTOGRAPHY - FINE ARTS II HONORS  
Grades 8-12

Prerequisite: Photo I & Teacher Recommendation

This course will require a higher level of thinking as students begin to develop work for a cohesive photography portfolio. Using the elements and principles of art as a guide, students will examine a broad range of photographic styles and genres in art history and contemporary art. Participants will also investigate various photo processes and work on both independent and collaborative projects. An in-depth and consistent system for critique will help students develop a more sophisticated art vocabulary. Students will build technical mastery of the camera, the darkroom, and of Photoshop software. Participation in the All-City High School Art Competition is required.

2-D DESIGN Advanced Placement (also known as AP PHOTO)  
Grades 9-12

Prerequisite: Photography I, II and Teacher Recommendation

The A.P. Studio Art program is designed for students who are seriously interested in pursuing the experience of art. The course is not based on a written examination; instead, students submit a three-section portfolio (approximately 40 pieces of work). Students should have good attendance and must be prepared to work extensively out of class. The class will engage in on-going discussions and critiques, investigate work by local artists, and visit a professional darkroom or photo studio. An overview of art criticism, curating and collecting will also be included. Participation by students in the All-City High School Art Competition and attendance at a National Portfolio Day event are required.

SCULPTURE I, II, III  
Grades 10-12

Sculpture is an advanced level visual arts course designed for students interested in learning how to make 3-Dimensional art. In this course we will explore and work with a large number of sculpture materials, including but not limited to cardboard, wire, plaster, fabric, mosaics and ceramics. Students will complete individual and group projects that demonstrate an understanding of the elements and principals of design. In the course we will explore questions of identity, our role as artists in society and our ability to use art to create change in our world. Students will explore these ideas through the creation of artwork and also exposure to to art history, discussion, written assignments, including reflective writing, research papers, demonstrations, and critique sessions. This is not an easy, passive course, designed to just make pretty things. It is an advanced level class that you will be getting an honors credit for. You must arrive every day with an active mind, and a critical eye. You will engage parts of your brain that you may not have used before. By demonstrating respect, hard work, and a little bravery, you will succeed in this class, and in art making.

STUDIO DRAWING AND PAINTING II (Honors)  
Grades 7-12

Prerequisite: Art 1 and Teacher Recommendation

Through this intermediate course, students will continue to discover the creative properties of drawing and painting as they explore both traditional and experimental processes. Each participant will begin to develop his or her own personal style while creating a thematic series of works. An emphasis will be placed on technical skill refinement, aesthetics, and on investigating more contemporary expressions of these two art forms. A sketchbook along with participation in class critiques and related fieldtrips will be required.
AP Art History is an introduction to major works of art and the concepts needed to understand them. AP Art History is designed to be equivalent with a two-semester introductory college-level art history survey course. This course meets guidelines outlined in the College Board’s AP Art History Course and Exam Description and incorporates the most recent changes required of course content and preparation for the AP Art History Exam. This online course fosters in-depth, holistic understanding of the history of art from a global perspective, and builds understanding of the place of art within broader historical, cultural, religious, and political frameworks. The functions and effects of art are the main focus.

STUDIO DRAWING Advanced Placement Grades 10-12
Prerequisite: Studio Drawing and Painting I, II and Teacher Recommendation
The A.P. Studio Art program is designed for students who are seriously interested in pursuing the experience of art. The course is not based on a written examination; instead, students submit a three-section portfolio (approximately 40 pieces of work). Students should have good attendance and must be prepared to work extensively out of class. Work will be assigned over the summer and must be presented the first day of class.

STUDIO MIXED MEDIA I (Honors) Grades 8-12
Prerequisite: Art I and Teacher Recommendation
Students in this secondary level course will combine various art materials and techniques to create 2 and 3 dimensional works of art in mixed media. The class will focus on historic and contemporary expressions of this art form and involve students in a wide-range of projects including collage, bookmaking, assemblage and relief-work using text, images and found objects with standard art materials. Participants will also investigate the work of artists like Georges Braque, Joseph Cornell, Romare Bearden and others to engage in critical discussions about artistic focus, process and intent.
Physical Education

The central focus of the Physical Education Department is to provide students with sustainable skills necessary for a healthy lifestyle. Our fitness and health curriculum allows students to select from a range of activities. This level of choice is a contributing factor to the excitement that occurs in each gymnasium. In addition, all students are required to complete a ten week driver’s education course. This course is offered in Physical Education II.

PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION AND HEALTH
Grade 9
Materials: PE uniform is required.
The course consists of one unit of each of the following: physical fitness, swimming, volleyball, soccer or basketball. Also, 20 weeks of health is included.

PHYSICAL EDUCATION II
Grade 10
Prerequisite: Students must have sophomore standing and a minimum of 4 credits to enroll in this course.
Materials: PE uniform is required.
This course consists of 10 weeks of driver’s education and one unit of each of the following: floor hockey, swimming, softball, basketball, volleyball, physical fitness, and an elected activity depending on the class teacher preference.
PHYSICAL EDUCATION – TEAM SPORTS
Materials: PE uniform is required.
This course will focus on developing and maintaining health related and skill related fitness through participation in various team games and sports in a recreational setting. Team games and sports may include but not limited to: basketball, flag football, soccer, ultimate Frisbee, badminton, and volleyball.

PERSONAL FITNESS AND WELLNESS
Materials: PE uniform is required.
Students will engage in a variety of introductory physical and classroom based learning activities designed to improve and promote all health related components including muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Students will participate in a combination of classroom learning activities designed to teach students about overall wellness and lifetime physical activities designed to improve health related fitness including but not limited to jogging, Pilates, yoga and circuit training.

STRENGTH TRAINING
Materials: PE uniform is required.
Students will learn the fundamentals of strength training and engage in a variety of physical activities designed to promote muscular strength and endurance. Students will participate in an individualized weight training program in combination with alternating days of physical activities designed to promote cardiovascular endurance.
PLTW - STEM

Project Lead The Way (PLTW) is new to Kenwood Academy High School. In 2013-2014, we launched two rigorous and innovative high school programs: Engineering and Biomedical Sciences. The problem-based curriculum provides hands-on, discovery-based learning experiences. Students are charged with the task of solving simulated mathematical and science problems. In addition to the classroom experiences, students are exposed to a range of supplemental services, including mentorships, field trips, industry lectures, and internships.

This is a four-year program. Thus, interested students may apply for admissions at the freshmen year. However, other students may opt into one or more PLTW – STEM elective courses.

PLTW – STEM COURSES

INTRODUCTION TO ENGINEERING DESIGN (IED) Grades 8-12
Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

PRINCIPLES OF ENGINEERING (POE) Grades 9-12
Designed for 10th or 11th grade students, this survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.
INTRODUCTION TO COMPUTER TECHNOLOGY  Grades 9-12
This course will focus on general computer literacy, Human Computer Interaction and Problem Solving methods. These topics will spotlight basic and advanced features of Gmail, Google documents, blogs and other internet based tools as well as concepts such as binary, logic and algorithms.

INTRODUCTION TO STEM ROBOTICS  Grades 8-12
Prerequisite: Basic knowledge of mechanical design and general computer literacy skills is helpful; this course counts only for elective credit and not towards the math requirement for graduation. LEGO Mind storms NXT Education base set to teach a full STEM Robotics course.
Our curriculum is divided into units, several of which contain lessons built around the Carnegie Mellon University’s Robotics Academy. This course is supplemented with lessons on robotics technologies, explicit math and science concepts, and the engineering process, in order to round out a complete STEM curriculum.

PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS)  Grades 8 -9
Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.

HUMAN BODY SYSTEMS (HBS)  Grades 9-10
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students.