

# ART

The art program is designed for personal enrichment and/or to develop a cohesive art portfolio for college entry. The art courses are planned to provide students with in-depth experience in a variety of art media. Basic skills, art appreciation, and art history will be integrated within the program. The department will offer professional career guidance and direction with the aid of college visits, visiting artists, and portfolio preparation. The classes are all electives and may be used to fulfill college entrance Fine Arts requirements. Due to the limited number of courses offered and course progression, it is strongly recommended that students of **freshman** status or higher enroll in Art 1; **sophomore** status for Art 2; **junior** status for Art 3; and Art 4 or AP Art for **senior** status. We feel this progression will provide students with the best potential for college entrance and a maximum quality portfolio.

## ART I

(18 weeks, 1 credit)

This course is a survey course that serves as an introduction to the Arts course sequence. The main objective of the course is to give students a general working knowledge and foundational skills in a wide variety of studio art experiences. An emphasis will be placed on observational drawing and color theory. Additional areas to be covered may include, but are not limited to, printmaking, small scale sculpture, opaque and transparent painting and figure drawing. Students will be required to complete some outside class work and keep a sketchbook.

## ART II

(18 weeks, 1 credit)

*\*Prerequisite: Art I*

Art II is a course that builds on the foundation acquired from Art I and is the next course in the Art sequence. A strong emphasis on observational drawing and an understanding of color theory will be stressed. Creative problem solving and development of concepts will also be emphasized in this course. Students will begin to assemble a portfolio for college entrance. Students will regularly be expected to complete projects both in and out of the classroom and keep a sketchbook. A wide variety of media and techniques will also be explored in this course. A portfolio will be required as a final exam for this course.

## ART III

(18 weeks, 1 credit)

*Prerequisite: Art II and teacher recommendation*

The primary focus of this course is the development of an entry portfolio for a university or art college. Students enrolled in Art III should be seriously considering pursuing a career in an art related field. **Students will regularly be completing assignments both in and out of the classroom.** Skills and techniques covered in Art I and II will be utilized with an emphasis on the integration of concept and creative problem solving. Aesthetics, art criticism and presentation will also be stressed. A wide variety of media and techniques will also be explored in this course. A portfolio will be required as a final exam for this course.

## ART IV

(18 weeks, 1 credit)

*Prerequisite: Art III  
(teacher recommendation / portfolio review)*

A primary goal of this course is to refine and develop portfolio pieces for university or college level entry and submissions for the breadth portion of the AP Studio Art 2-D portfolio. College and scholarship application will be promoted. Students will be encouraged to incorporate theme and personal voice into work. This course should continue to synthesize the technical skills acquired in Art I and II with the concepts that were stressed in Art III. **Students will regularly be required to produce work outside of the classroom,** keep a sketchbook, and submit a final portfolio consisting of 12 matted works.

## **AP STUDIO ART 2-D** (18 weeks, 1 credit)

**Prerequisite:** *Art I-IV and Portfolio review*

The Advanced Placement Studio Art 2-D portfolios are designed for students who are seriously interested in the practical experience of art. A 24-piece, two-dimensional portfolio will be submitted to the AP Board at the conclusion of the course. AP Studio Art 2-D is not based on a written exam; instead, students submit portfolios for evaluation. AP Studio Art 2-D sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. Each year, the thousands of portfolios that are submitted in AP Studio Art 2-D are reviewed by college, university, and secondary school art instructors using rigorous standards. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement credit while still in high school. The AP Program is based on the premise that college-level material can be taught successfully to secondary school students. It also offers teachers a professional development opportunity by inviting them to develop a course that will motivate students to perform at the college level. In essence, the AP Program is a cooperative endeavor that helps high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement.

**Students are responsible for portfolio submission to the AP Review Board and all associated costs.**

## **DIGITAL DESIGN 1: INTRODUCTION TO MAKERSPACE SOFTWARE**

(18 weeks, 1 credit)

**Prerequisite:** *Art I, 2, portfolio review and teacher recommendation.*

Digital Design 1 will provide students with an overview of digital design and modeling software to serve as a foundation for the Makerspace lab environment. Adobe Photoshop, Adobe Illustrator and 123D will be investigated. Developing a working knowledge of design principles and technology proficiency across a range of programs will be the primary areas of emphasis in this course. Students will explore the digital applications of traditional art techniques as well as structural and engineering considerations for producing 3-D objects and spaces. The possibilities and limitations of current technologies will be presented as well as career options in the design field including, but not limited to: Graphic Design, Industrial Design, Transportation Design, Architecture, Interior Design, and Engineering. **Students will be expected to regularly complete work outside the classroom.** Presentations, critiques, written tests and quizzes will be included in the coursework. Students will be encouraged to think critically about existing situations, designs and products and develop solutions to real world problems and applications. Students may be required to purchase additional materials based on individual project solutions.

## **3-D ART I** (18 weeks, 1 credit)

**Prerequisite:** *Art I*

Three-Dimensional Art I is a survey course that aims to provide students with an introductory survey of different three-dimensional mediums and challenges. Media included in this class may include, but is not limited to, ceramic hand-building techniques (functional), additive plaster sculpture, ceramic sculpture (non-functional), subtractive plaster carving, and casting, jewelry making and figure sculpture. A strong emphasis will be placed on craftsmanship, design and form. Coursework will include tests, quizzes, home-work and journaling. Students will be using hand and power tools. This course will provide students with the foundational skills required for 3-D Art II. **Fee required.**

## **3-D ART II** (18 weeks, 1 credit)

**Prerequisite:** *3-D Art I and teacher recommendation*

Three-Dimensional Art II is a survey course that builds and greatly expands on the skills introduced in 3-D Art. Assignments will be geared towards college entry portfolio preparation. This course will offer a variety of investigation into advanced technique and media. Areas of exploration may include, but are not limited to, plaster casting, jewelry making, soldering, ceramic wheel-throwing and glazing technique, small-scale welding, figure sculpture, industrial design, ceramic hand-building (functional and non-functional) and architecture. A strong emphasis will be placed on craftsmanship, design and form. Coursework will include tests, quizzes, homework and journaling. Students will be using hand and power tools. **Fee required.** Students may be required to purchase additional materials based on individual project solutions.

# BUSINESS / OFFICE EDUCATION

## INTRODUCTION TO BUSINESS

(18 weeks, 1 credit)

This course introduces many topics of interest to the student as an individual consumer. It also covers units that focus on business in general. Areas of concentration include banking, investments, insurance, consumerism, business and economic structure, entrepreneurship, management and marketing. Students will participate in business simulations including the Ohio Stock Market Challenge.

## ACCOUNTING I

(18 weeks, 1 credit, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)

This course is a basic introduction to the study of Accounting principles and practices. Some of the lessons involve learning to prepare balance sheets and income statements, journalizing transactions, posting to ledgers, reconciling a bank account, journalizing and posting adjusting and closing entries and preparing a post-closing trial balance. The students will process transactions for sole proprietorships, partnerships, and corporations. They will complete projects which involve the accounting theory they've learned, **as well as a continued emphasis on the topic of ethics and how it applies to accounting.**

## ACCOUNTING II

(18 weeks, 1 credit, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)

**Prerequisite: Accounting I**

This course is an advanced study of Accounting principles and practices learned in Accounting I. Students will continue to complete problems manually, begin using automated accounting programs in order to complete problems, and continue to complete transactions at a more complex and corporate level. Specific lessons involve uncollectible accounts, plant assets and depreciation, inventory, notes, accrued revenue and expenses, partnerships, international and internet sales. More complex lessons include departmentalized accounting, accounting adjustments and valuation, corporate accounting, management accounting, and manufacturing cost accounting.

## INTERNATIONAL BUSINESS

(18 weeks, 1 credit, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)

Students will learn about the many facets of international business. Topics will include global economics, entrepreneurship, cultural influences on a global business, international marketing and management, international finance, and government/ legal issues related to global businesses. Students will incorporate concepts learned in this course along with cultural concepts learned in their foreign language coursework to create and develop an international business and marketing plan.

## BUSINESS MANAGEMENT

(18 weeks, 1 credit, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)

Students will learn theories and principles of management and apply them to a Junior Achievement company they have created and/or to other instructional simulations. Areas of focus will include business structure, economics, production and marketing, strategic and operational planning, leadership styles and financial management.

## **BUSINESS LAW**

(18 weeks, 1 credit, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)

This course emphasizes legal issues that affect both businesses and the individual. The course is an introduction to various aspects of law including Constitutional Law, Civil Law, Criminal Law, Case Law, Contract Law, Employment Law, and Family Law. Class discussion, debates, role-playing, and case studies will be emphasized throughout the course. Students will be given the opportunity to act as lawyers, judges, witnesses, or jury members in two mock trials.

## **FINANCE AND INVESTMENTS**

(18 weeks, 1 credit, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)

This course will provide students with practical information on how to manage and analyze personal investments now and in the future. Stocks, bonds, mutual funds, commodities, collectibles, bank accounts, real estate, and retirement accounts are some of the investments that will be explored. Students will participate in the Ohio Stock Market Challenge and other simulations.

## **APPLIED BUSINESS STRATEGIES**

(18 weeks, 1 credit, 12<sup>th</sup> grade)

**Prerequisite:** Cumulative grade point average of at least 3.2 plus successful completion of two of the following business courses with letter grades of “B” or higher: Introduction to Business, Accounting I, Accounting II, International Business, Finance and Investments, Business Management, and Business Law.

**Students with high GPAs who have not completed two of the courses listed above may seek written permission from the business department for admittance into the class.**

This course is an advanced study and application of business concepts for seniors who intend to go to college and major in business. Students would apply skills learned in their previous business courses by analyzing, debating, and reporting upon business case studies.

Students will become business consultants when they participate in a problem-based learning activity for a local business. The student business consultants will work cooperatively with the business and complete any one of a variety of activities. The activities may include researching new products, evaluating and improving marketing activities, analyzing a current issue in the business, or making business plans for the future. Students will make a comprehensive report and presentation of their findings and recommendations to the company leader(s).

# **COLLEGE CREDIT PLUS COURSES**

The following college courses will be available here at Kenston High School, taught by college-qualified Kenston teachers. For course description, see pages listed.

**CCP English Composition I and II** (Western Literature) - page 22.

**CCP College Algebra and College Trigonometry** - page 32.

**CCP College Calculus I** – page 31.

# COMPUTER SCIENCE

## COMPUTER APPLICATIONS (18 weeks, 1 credit)

Computer Applications is a course designed to teach students how to use the computer as a business and personal tool through the use of applications software. Appropriate software for presentation, database management, word processing, graphics and spreadsheets will be used. This course also explores basic editing capabilities of Adobe Photoshop. Students will become adept at using the Photoshop interface and accessing its diverse range of features. Students will learn to do video editing which will combine photographs, video clips and sounds, and format them as a movie.

## COMPUTER SCIENCE/PROGRAMMING (18 weeks, 1 credit)

**Highly Recommended: B or higher in Geometry**

This course will explore basic programming techniques and computer science concepts through the use of the Java language. Students will learn the syntax and features of Java, as well as the processes and strategies of analyzing, writing, and debugging programs in general. This course calls upon students' mathematical backgrounds, critical thinking, and independent problem-solving skills, and therefore it is recommended that enrolling students be confident in these areas. This course is recommended not only for those who are considering a career in technology fields, but for any student who would like to acquire this useful skill. **Prerequisite for taking AP Computer Science.**

## ADVANCED PLACEMENT COMPUTER SCIENCE A (18 weeks, 1 credit)

**Prerequisite: Computer Science/Programming**

This course is comparable to those in the introductory sequence of courses for computer science majors and engineering majors in colleges. However, it is not expected nor required that all students in this course will major in computer science or engineering. It is recommended for any student interested in furthering their pursuit of programming skill, form, understanding, and practice. Through the use of the Java language, this course will explore more advanced computer science and programming topics than the introductory course, and therefore, students must have passed Computer Science with merit and confidence. There will be an emphasis on learning and developing algorithms, object-oriented programming, and a few larger case study projects. These focuses are developed to help students master the techniques and concepts tested on the AP exam. **Students are required to take the associated AP exam in May.**

## KENSTON WEB DESIGN (18 weeks, 1 credit)

Students will take a hands-on approach learning the intricacies of web design by building the Kenston High School Website. They will learn the basics of software programs including: Adobe Photoshop (digital photo editing), Dreamweaver and/or Wordpress (HTML editor). Students will be assigned sections of the Kenston site that they will be responsible for maintaining. They will be encouraged to start new sections to the Kenston site. Students will also be instructed in the basics of digital photography, and be given opportunities to shoot photographs at various KHS events. Students will be expected to research and analyze national trends in web design, and serve a major role in developing any changes in the KHS Website design.

**Note: Kenston students do not have to be enrolled in a Web design class to work on the Kenston Website. Any student interested in working on the site or becoming a student Webmaster, should contact the KHS faculty Webmaster.**

## WEB DEVELOPMENT (18 weeks, 1 credit)

Web Development is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. The course progresses from introductory work on web design to a culminating project in which students design and develop a website for a company.

# ENGLISH

Kenston High School requires all students to complete four units of English. Many students will take more than four. A portfolio of student writings and a portfolio presentation will be a requirement for each core course. Advanced Placement and Honors courses will provide the most challenge and are intended for highly motivated students who have a deep interest in advanced literature and composition. English electives will be taken for credit but do not apply toward the four English requirements needed for graduation. All core courses align with the Common Core.

**Required English classes must be taken in sequential order.**

## C.P. ENGLISH I

(18 weeks, 1 credit)

This college prep course is a thematic based study of literature, including short stories, poetry, drama, and the novel. A strong emphasis will be placed on the following types of writing: personal narrative, research, expository writing, journals and creative writing, culminating in a final exam portfolio. Usage, grammar, and vocabulary will be reinforced through student writing. A study of vocabulary with Greek and Latin roots will prepare students for the Ohio mandated end-of-course tests and later, the verbal sections of the ACT and SAT tests. Summer reading is a requirement for this course. (Fulfills the ninth-grade English requirement). ***This course requires the End-of-Course Exam for graduation.***

## HONORS ENGLISH I

(18 weeks, 1 credit)

This is an accelerated college prep course designed for highly motivated students with strong writing skills and an interest in an in-depth study of literature. In addition to the study of several novels, plays, and short stories, students are responsible for writing personal narratives, creative pieces, journals, and researching and supporting a thesis for a research project. Usage, grammar, and vocabulary will be reinforced through student writing. A study of vocabulary with Greek and Latin roots will prepare students for the Ohio mandated end-of-course tests and later, the verbal sections of the ACT and SAT tests. Students considering this course must be strong, independent learners who are committed to spending extended time beyond the classroom. Summer reading is a requirement for this course. (Fulfills the ninth-grade English requirement) ***This course requires the End-of-Course Exam for graduation.***

**No core English II class may be taken without completing and passing a core English I class.**

## C.P. ENGLISH II

(18 weeks, 1 credit)

This college prep course is a thematic study of world literature, composition, usage, grammar, and vocabulary. Thematic units will include themes such as childhood reminiscence, love, heroes, and life lessons. Persuasive, evaluative, creative/descriptive, and narrative writing will be stressed. A study of vocabulary with Greek and Latin roots will better prepare students for the verbal section of the SAT, ACT and the Ohio mandated end-of-course tests. Summer reading is a requirement for this course. (Fulfills the tenth-grade English requirement). ***This course requires the End-of-Course Exam for graduation.***

## HONORS ENGLISH II

(18 weeks, 1 credit)

Honors English II, a college prep course, challenges the advanced English student through reading and writing assignments of great length and difficulty. Usage, grammar, and vocabulary will be reinforced through student writing. The Honors English II student will be expected to read a vast amount of literature and demonstrate understanding through written evaluation. The Honors English II student will read a variety of material not taught in the English II course. A study of vocabulary with Greek and Latin roots will better prepare students for the verbal section of the SAT, ACT and the Ohio mandated end-of-course tests. Summer reading is a requirement for this course. (Fulfills the tenth-grade English requirement). ***This course requires the End-of-Course Exam for graduation.***

**No core English III class may be taken without completing and passing a core English II class.**

**C.P. ENGLISH III** (18 weeks, 1 credit)

English III, a college prep course, focuses upon five thematic units – “Innocence to Experience,” “War and Peace,” “The Future,” “Browsing the Newsstand,” and “If I Could Make a Million.” Both fiction and nonfiction selections will be read during the course. Writing will include a variety of styles for special audiences and purposes. Usage, grammar, and vocabulary will be reinforced through student writing. This course prepares the student not only for college study but also for the world in the 21<sup>st</sup> century. The study of vocabulary with Greek and Latin roots prepares students for the SAT and ACT tests. Summer reading is a requirement for this course. (Fulfills the eleventh-grade English requirement).

**HONORS ENGLISH III** (18 weeks, 1 credit)

This advanced composition, grammar, usage, and literature course is for the serious student of English. Usage, grammar, and vocabulary will be reinforced through student writing. The course work is more accelerated and studied in greater depth than in C.P. English III. Several techniques of composition and rhetoric will be analyzed, along with the study of several genres of American literature. The study of vocabulary with Greek and Latin roots prepares students for the SAT and ACT tests. Summer reading is a requirement for this course. (Fulfills eleventh-grade English requirement).

**AP ENGLISH LANGUAGE & COMPOSITION (III)** (18 weeks, 1 credit)

This college-level composition, language usage, vocabulary, and literature course is for the most highly motivated student of English. A variety of composition and rhetorical techniques will be analyzed, along with the study of several genres of American literature. The course is fast-paced, and the student who selects it must be mature and willing to challenge him/herself. Through in-class writing in response to AP prompts, as well as multiple-choice practices, the students will prepare to take the AP English Language & Composition Exam in May for which they may earn college credit. Students must read two assigned books before the course begins. The study of vocabulary with Greek and Latin roots prepares students for the SAT and ACT tests. Summer reading is a requirement for this course. (Fulfills eleventh-grade English requirement). **Students are required to take the associated AP Exam in May.**

**No core English IV class may be taken without completing and passing a core English III class.**

**C.P. ENGLISH IV** (18 weeks, 1 credit)

The thematic study of literature continues in college-prep English IV. Students will explore the themes: “Seeking Truth,” “Arguments for Change,” “Meaning of Life,” “Passion for Power,” and “Culture and Conflict.” Students will read several genres of literature, write in a variety of styles, and work to develop vocabulary. Usage, grammar, and vocabulary will be reinforced through student writing. The study of Greek and Latin roots prepares students for the SAT and ACT tests. Summer reading is a requirement for this course. (Fulfills twelfth-grade English requirement).

**HONORS SEMINAR - ENGLISH IV** (Full year, alternate days, 1 credit, 12<sup>th</sup> grade)  
**(Alternates with Honors Seminar Economics)**

This course will include the study of fiction, nonfiction, and drama. Special learning experiences will include problem-based learning and original research that will link the classroom to the community. Socratic seminars will be held throughout the course as we examine many of the social issues confronting our world today. A variety of writing techniques will be explored to give the student an opportunity to express him/herself creatively, critically, and persuasively. Usage, grammar, and vocabulary will be reinforced through student writing. Authentic assessment is a key element of this course. Summer reading is a requirement for this course. (Fulfills twelfth-grade English requirement).

## **AP ENGLISH LITERATURE & COMPOSITION (IV)**

(18 weeks, 1 credit, 12<sup>th</sup> grade)

This course is an advanced literature, composition, usage, vocabulary, and grammar course for the highly motivated and serious student of English. Several genres of literature will be studied, with primary emphasis on English literature, modern novels of significant importance and literary terminology. Some reading may contain a mature theme. Students will prepare to take the AP English Literature and Composition Exam in May. Summer reading is a requirement for this course. (Fulfills twelfth-grade English requirement.) ***Students are required to take the associated AP Exam in May.***

## **CCP ENGLISH COMP 1 (ENG1110)** (18 weeks, 1 credit)

***Prerequisite: Acceptance into Lakeland Community College as well as equivalent scores on the Compass test/ACT test.***

This course focuses on the writing process and on the composition of expository writing assignments, including personal, informational, and critical essays. Students will read and analyze expository and imaginative texts (fiction, nonfiction, poetry, or drama). Western literature 1 focuses on the exploration of the development of literature through the Western world (3000 BCE - 1667 CE) developing a solid foundation of syntax, literary device and convention. Students will read and analyze poetry and prose through anthologized works (fiction, drama, poetry, nonfiction and speeches). Students will explore the creative writing process and development of complex vocabulary and terms indicative of the time period and genre. Summer reading is a requirement for this course. ***This course fulfills Kenston's English core graduation requirement.***

## **CCP ENGLISH COMP 2 (ENG 1120)** (18 weeks, 1 credit)

***Prerequisite: CCP English Comp 1***

This course analyzes argumentative strategies, models, and texts. Students will focus on the research process: identifying sources through electronic and print-based research strategies, evaluating research materials, and integrating and synthesizing research material. The course culminates in the production of a fully documented argumentative paper. Western Literature 2 focuses on the exploration of the development of literature through the Western world (1670 CE - 2015 CE) developing a solid foundation of syntax, literary device and convention. Students will read and analyze poetry and prose through anthologized works (fiction, drama, poetry, nonfiction and speeches). Students will explore the creative writing process and development of complex vocabulary and terms indicative of the time period and genre. Summer reading is a requirement for this course. ***This course fulfills Kenston's English core graduation requirement.***

# **ELECTIVES**

## **CREATIVE WRITING I** (18 weeks, 1 credit)

Creative Writing is designed for those students who wish to improve their writing through experimenting, critiquing, and reading. A workshop approach will be used to write stories, poems, essays and plays. Keeping a journal, writing daily, and sharing during full group discussions is required. During the second half of the course, students will formulate with the teacher a writing plan in a genre of their choosing (poetry, short story, novella, one-act plays, nonfiction). Students will complete a formal, publishable chapbook of their works for final presentation.

## **CREATIVE WRITING II** (18 weeks, 1 credit)

***Prerequisite: Creative Writing I***

This course is for those people who have completed Creative Writing I and are looking to enhance style within any genre of writing, while also seeking formal publication outside of the classroom setting. In addition, the course will further develop the techniques of creating and revising short fiction and examine in greater complexity the foundational theories of imaginative writing. Current methods of finding print and electronic audiences for works of fiction will be utilized, and a workshop format of presenting and critiquing student work will be employed throughout the course. We will also work on several key topics each week such as contemporizing myth in writing, symbolism and surrealism, writing creative non-fiction, and strengthening editing skills by working on review and critique (as well as discussion and individual work).



## **LITERATURE AS ENTERTAINMENT** (18 weeks, 1 credit)

*This elective course consists of a nine-week study of mystery writers and a nine-week study of literature and film.*

**Part I** -- The study of mystery in literature begins with the inventor of the modern English detective story, Edgar Allan Poe, and moves on to sample some stories of the most famous detective ever created, Arthur Conan Doyle's Sherlock Holmes, while also viewing some film versions of this premier detective. Heir to both Poe and Doyle while creating a new twist, Agatha Christie will be experienced through a few of her short stories. After seeing the progression of the modern detective, students will begin to select their readings from a variety of the modern masters: Tony Hillerman (Navajo detectives in American Southwest); Dick Francis (a variety of reluctant detectives set in the British horse-racing venues); Anne Perry (dark mysteries set against the backdrop of Victorian England); Janet Evanovich (laugh-out-loud novels of an inept woman bounty hunter); Sue Grafton (alphabetical tales of mystery), and many more.

**Part II** -- From the beginnings of film, writers and directors have adapted works of literature into film versions. From animation to acting, from the Brothers Grimm to John Grisham, from comedies to tragedies, literature has served as a basis for many films. In this class, students will read short stories and novels which have been turned into film, and then watch the film versions to answer some of the following questions:

- What kinds of literature are suited for film?
- What are the strengths of film over literature in storytelling?
- What are the strengths of literature over film in storytelling?
- Does each medium tell a tale in different way and can both have merits?

## **MASS MEDIA-JOURNALISM** (18 weeks, 1 credit)

This course will require students to produce various written and multimedia pieces (possibly including: news stories, editorials, feature articles, podcasts, video news segments, etc.) as well as the daily video announcement show. In addition, students will be asked to evaluate various aspects of journalism. Topics covered will include, but are not limited to: what makes an event newsworthy, the ethics of journalism, the rights of journalists protected by the First Amendment, the effect of the internet and social media on journalism, and the future of journalism.

## **MYTHOLOGY** (18 weeks, 1 credit)

Mythology is designed to explain and explore story telling. Studying Greek, contemporary, multicultural, and Norse mythology, students will understand elements of myth, legend, cultural influence, and creation of literary genre through some of the most timeless and intriguing stories ever written. Using concepts of multiple intelligences, students will experience avant-garde projects, journaling, writing techniques, and creative outlets to help expand knowledge and understanding of the human experience. Students will learn where some of the most contemporary directors, writers, and storytellers pull inspiration. The work will be challenging but very rewarding.

## **MYTHOLOGY II** (18 weeks, 1 credit)

Mythology II is for students who have a desire to explore the beginnings of human existence, culture, religion, and storytelling. Beginning in prehistory, the class will cover the migration of humans out of Africa to the settling of the Americas, and cultures from the Arctic Circle, North America, Central America, South America, Mesopotamia, Australia and Asia. This class will focus on mythological storytelling and the multiple genres it encompasses in these cultures. The course will be literary and hands on with projects, research, and art.

## **SHAKESPEARE** (18 weeks, 1 credit)

This course will address the variety of the Bard's works. Study of his sonnets and plays will include the scope of his writings, while giving consideration to the conventions of Elizabethan and modern theater. History of English monarchs will be viewed through the eyes of Shakespeare as well as exploration of history and conspiracy theory surrounding Shakespeare and his works (biographical information.) Reinterpretations of this history in contemporary film will also be examined. Opportunities will exist for both critical and creative writing. Students who already like Shakespeare's writings and those who are yet unfamiliar with the playwright will find a place in this class.

## **COMMUNICATIONS**

(18 weeks, 1 credit)

Communications is designed to introduce students to the basic elements of a Communication major. The course explores the building blocks of the communication process and the development and understanding of relationships. From interpersonal and intrapersonal communication to group discussion, students will learn to improve communication with others in several types of scenarios, including formal settings and interviews. Students will also examine the use of propaganda as a tool for persuasion through the media and politics. The course is also designed to be a presentation preparation course. Because of the increased expectations and frequency of presentations required of our students in other classes, this class prepares the students for research presentations and includes the use of visual communication as well. Students will work to become comfortable presenting in front of their peers through several organized speeches and activities, including oral interpretation readings, impromptu speeches, and persuasive speaking.

## **LYRICAL LANGUAGE: THE POWER OF POETRY**

(18 weeks, 1 credit)

Designed to help students develop an appreciation of poetry, this course focuses on poetry basics. Students will participate in close readings of classic and contemporary poems. They will also study how poetic language has influenced writers of contemporary song lyrics. Through class discussions, presentations, response journals, essays, and other independent projects, students will learn basic poetic techniques of famous poets. Students can expect an interactive and in-depth look at the lyrical language of poetry and its powerful messages.

## **STRATEGIC READING**

(18 weeks, 1 credit)

This course is designed for both the avid reader as well as the reluctant reader. Students are required to read a minimum of seven (7) books per quarter, keep a weekly response journal, and participate in class discussions and activities. Emphasis is on independent reading and short group discussion sessions. Students develop independent learning strategies, access information through technology and library resources, integrate diverse reading with interests and possibly other curricular studies, and develop a portfolio as a means of self-assessment, goal setting, performance-based evaluation, and future directions. The objective of this course is to give students the time to read books of their own selection, subject to teacher approval, in a relaxed environment. The development of vocabulary, test taking, and study skills are introduced throughout the semester.

## **MODERN CONFLICTS: Teaching Tolerance Through a Survey of Survivor Literature**

(18 weeks, 1 credit)

This course is designed to study the conflicts plaguing 20-21st century ethnic and cultural societies, with a key focus on current events and events throughout history/literature that factor into worldwide apathy and survivor testimony in the faces of atrocity. The key function of the course is to raise awareness and teach tolerance by learning about different cultures' struggles that comprise the fiber of our nation and world, in attempts to instill an appreciation for the plights of the individual and people affected by devastating tragedy. The course examines doctrine and policy as utilized and established by The Holocaust as a precursor/vehicle for further acts of violence throughout the modern world. The class will investigate reactions in terms of apathy, compliance, rescue and resistance, through personal testimony, as well as individual and societal reactions. The course is an exploration of literature, film, documentary, art, presentation, and writing to allow students a more thorough understanding of worldwide conflict and diversity in its most human terms. The class also has the unique opportunity to engage with guest speakers and survivors, as well as archived materials to provide a first-hand experience for student learning.

## WRITING AND RESEARCHING FOR THE COLLEGE EXPERIENCE

(18 weeks, 1 credit)

The course is designed to help our students prepare for college, from the application process through the survival skills needed upon arriving on campus. Lessons will initially focus on selecting a career/major and finding the best school for the students' individual needs and personalities. The application process and financing will also be a main focus of the class. This class then takes the students one step further into the college experience as it covers such topics as scheduling classes, study skills, and time and money management. Test taking skills and strategies will address ACT and SAT preparation as well. Students will also discover the myths and dangers of campus life and ways to avoid such pitfalls. Wellness and health will also be included in this holistic approach to the successful college student, as it covers stress management, diet, exercise, and overall personal health. The course is offered to seniors in the fall semester as the application process and post-secondary planning begins to take shape and become their central focus. In the spring, the course is offered to juniors as they seek to understand, prepare, and begin that same process in their near future.

# YEARBOOK ELECTIVE

## YEARBOOK CLASS

(Fall Semester, 18 weeks, 1 credit, maximum of 15 students)

***Before scheduling, you must complete an application which is available in the Guidance Office***

This course is designed for the student in 10<sup>th</sup> through 12<sup>th</sup> grade who enjoys taking pictures, telling a story, and working creatively. Photography and editing skills will be used throughout the course as they create and implement layouts and designs. Students will also learn how to incorporate themes and to create a cohesive and consistent publication. ***Ad sales will also be an important element to financing, planning, and publishing the Yearbook.***

## YEARBOOK LAB

(36 weeks, 0.5 credits, meets during homeroom)

***Prerequisite: Yearbook Class***

Students will learn writing, editing, photography, and layout skills for the publication of the high school yearbook. Design, theme, and layouts will be created and implemented, and students will be covering activities, clubs, and sports throughout the year for inclusion in the book. The class meets during homeroom on Mondays and Wednesdays all year and periodically before and after school. Occasionally, students may have to spend a few hours during the weekend. ***Ad sales will also be an important element to financing, planning, and publishing the Yearbook.***

# ENTERTAINMENT MARKETING

***This is a two-year program. Students take Entertainment Marketing I as juniors, then continue with Entertainment Marketing II as seniors.***

## **ENTERTAINMENT MARKETING I (11<sup>th</sup> graders)**

***Related class:*** 36 weeks, 1 credit

This two-year program is a career course in Entertainment Marketing, which covers such concepts as broadcast law, development of an on-air personality, scripting for broadcast, writing and delivery of media copy, production of broadcast material, advertising media, broadcast technology, and marketing concepts. All concepts taught are dealt with in practical terms, using the broadcast facility of WKHR FM 91.5 to reinforce speaking, listening, reading and writing skills taught in the Language Arts program.

***Lab:*** 36 weeks, 1 credit, 60 minutes of work daily after regular school hours

During the mandatory lab portion of the program, students use the theories taught in class to help run a 24-hour/day, 7 day/week FM radio station, in the 23<sup>rd</sup> largest market in America. Hands-on experience in digital recording and editing, scripting, producing and engineering is offered, and put into use in creating and refining on-air production.

## **ENTERTAINMENT MARKETING II (12<sup>th</sup> graders)**

***Prerequisite:*** *Entertainment Marketing I*

***Related Class:*** 36 weeks, 1 credit

Students apply what they learned in Entertainment Marketing I by running WKHR FM 91.5. They become department heads and oversee the daily workings of the broadcast facility, further developing their organizational, leadership and marketing skills while serving the Greater Cleveland community. Students also work on writing a winning resume, and effective job search and interview techniques.

***Lab:*** 36 weeks, 1 credit, 60 minutes of work daily during and after school hours

During the mandatory lab portion of the program, students create and implement promotional strategies to increase and strengthen listenership, contract local businesses for capital development, institute fund drives, identify and analyze national and local marketing and broadcast trends, all the while overseeing all staff in a departmental structure.

# FAMILY & CONSUMER SCIENCES

## LIFE STUDIES

(18 weeks, 1 credit, 9th & 10th grades)

This course covers all areas of Family and Consumer Sciences, including classroom activities, labs, and action projects. The course stresses skills necessary for everyday living, problem-solving, relating to others, leadership and decision-making. Content includes making food choices, preparing and serving nutritious foods, selection, care and construction of clothing. It also includes making consumer choices, budgeting, banking, housing and interior design, career exploration and personal development (relationships with family and peers, and managing stress and minor conflict). The 10-hour action project is based on the students' outside-of-classroom individual needs and interests by extending classroom learning. It teaches responsibility and accountability while demonstrating related lifetime skills to benefit the student and those around them. There is an additional fee for the purchase of a project for the sewing unit (cost is dependent on student selection.)

## NUTRITION & WELLNESS

(18 weeks, 1 credit, 11<sup>th</sup> and 12<sup>th</sup> grades only)

This course includes classroom activities, food labs and one action project. The course will be geared to the study of food, its nutritious value and basic skills in food preparation. Topics include: menu planning, cooking methods, equipment use, comparison and budgeting food shopping, and safety and sanitation. In addition, the course includes food choices for good health and wellness, the food label while following the U.S. Dietary Guidelines, MyPlate, and nutrient information. Students will also be provided an understanding of different "Global Cuisines" as well as United States Regional Cuisines. The 10-hour action project is based on the student's outside-of-classroom individual needs and interests by extending classroom learning. It teaches responsibility and accountability while demonstrating related lifetime skills to benefit the student and those around them.

## PARENTING & CHILD DEVELOPMENT

(18 weeks, 1 credit, 11<sup>th</sup> and 12<sup>th</sup> grades only)

This course is the study of children and their development and includes classroom activities and labs. Topics include the meanings and responsibilities of parenting, stages of child development and needs of each stage, prenatal childcare, parent/child relationships, positive guidance and discipline, and readiness for parenthood. Use of a simulated infant is required.

## INDEPENDENT LIVING / QUEST

(18 weeks, 1 credit total, 11<sup>th</sup> and 12<sup>th</sup> grades only)

***This course is for those students who missed the opportunity to take Life Studies during ninth and tenth grade. The course consists of the following two nine-week units:***

***Independent Living*** -- Will you be on your own soon? Will you be looking for a job or going to college? Will you be preparing meals and taking care of your own clothes? Will you be in charge of your own money? If you can answer "yes" to any of the above questions, this class is for you! The course content is geared for the older student. It will include classroom activities and labs with topics in the areas of basic sewing, food shopping, preparation and nutrition, balancing family, work and school, leasing an apartment, careers, banking and credit, and money management or budgeting, not only food but for the household as well. These skills will help the student learn how to live independently.

***Quest*** --- Quest is designed to help the student understand themselves and others better. In this unit, students will focus on personal development including leadership skills, goal setting, communication skills, conflict management, incorporating teamwork into daily living, expressing feelings, relating to others, dating and relationships, and creating a healthy lifestyle on their way to becoming personally and socially responsible citizens. ***\*Volunteering in the community for 12 hours is a major component of the course. The goal for volunteering is to gain knowledge in an area for self-fulfillment in a real life situation.***

# HEALTH AND PHYSICAL EDUCATION

## HEALTH / WELLNESS

(18 weeks, 1 credit, 10<sup>th</sup> grade)

This co-educational course is designed to provide the student with information essential to making decisions in the area of health and critical to their well-being. Topics covered include: personal growth, human heredity, stress management, influence of family and peers, basic anatomy, first aid, CPR, exercise, drug education, tobacco and smoking, nutrition, diseases, and human sexuality.

## PHYSICAL EDUCATION

(18 weeks, 0.50 credit, 9<sup>th</sup> or 10<sup>th</sup> grade)

***There is a fee for this class which includes all fees for bowling, golf, ice-skating, roller skating, etc.***

Classes are co-ed and instill the importance of all aspects of fitness. Physical activities focusing on the individual's performance, combined with individual fitness and various levels of skill development in team and individual life-long sports and activities are included. The class is geared toward providing knowledge and ability to apply fitness and activity as a lifestyle. Areas of instruction include: cardiovascular fitness, muscular strength and endurance, flexibility and balance, aerobic activities, team building activities, badminton, basketball, bowling, flag football, games and relays, general warm-up and conditioning exercises, ice skating, physical fitness testing, soccer, softball, track and field, tennis, tumbling, volleyball, weightlifting and yoga.

## STUDENT AS ATHLETIC TRAINER

(18 weeks, 1.0 credit, 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade)

This hands-on program provides knowledge and real-life experiences in the prevention, recognition, treatment, rehabilitation and administration of athletic, as well as other common injuries. Under the direction of a nationally certified and state-licensed athletic trainer, students develop both basic and advanced skills in the classroom setting. Assistance at games (lab time) will be part of the requirement of the class. Additional hours may be available as service hours after the required 35 hours for the course have been completed. This program is well-suited to individuals who have career interests in athletic training and fitness, physical therapy and emergency medicine.

## FITNESS, NUTRITION AND WEIGHT TRAINING

(18 weeks, 1 credit -- 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders only)

The Fitness, Nutrition and Weight Training class was designed to provide each student with the knowledge needed to understand the importance of nutrition and fitness training. Students will understand the impact of setting goals for personal improvement and achievement, and will leave the class with a lifelong understanding of how to maintain adequate physical fitness for a healthy lifestyle. Strength in weight training will be assessed at the beginning and end of the course. The culminating assessment will include a development of an individual fitness plan incorporating max strength results. Students will demonstrate how the fitness plan will influence their daily routine and how they will attempt to maintain this plan over time. **Fee required.**

# INTERVENTION

These courses are designed to meet the needs of students with an IEP. Enrollment in these classes is at the recommendation of the student's IEP team. Functional academic classes are available and determined by the IEP team based on ETR data and performance. The Functional academic classes are for Students on Alternative Assessment and follow the State Extended Standards. Students may be provided with the opportunity to be introduced to vocational experiences throughout the school setting.

## STRATEGIES FOR SUCCESS

(18 weeks, 1 credit)

**Prerequisite:** *IEP Team recommendation*

This course is designed to teach students strategies that they can use to meet the demands of high school academic work, and to further develop their transition planning throughout their high school years. The class content will help students develop study and test-taking strategies as well as providing them with the opportunity to analyze their learning styles and study skill status to develop effective techniques. Additionally, the course includes activities designed to help students transition from high school into the adult society. Lesson content will emphasize educational opportunities after high school, career exploration, development of employability skills, self-advocacy, social skills, self-awareness and life skills. This course will be offered at all grade levels. Instruction will be offered for 45 minutes of the 85-minute class, followed by an assisted study session that will enable students to apply learning techniques to their content area class and also work to strengthen personal learning and prevocational objectives.

## FUNCTIONAL STRATEGIES FOR DAILY LIVING

(18 weeks, 1 credit)

**Prerequisite:** *IEP Team recommendation*

This course is designed to assist students with disabilities to become responsible students, citizens and life-long learners. Through the course, students will be exposed to topics that include safe and independent travel skills, personal management, kitchen skills, household maintenance, money management, prevocational skills, organization/study skills, leisure/recreation skills, communication/social skills, self-esteem (including acceptance of disability), community living skills and life planning skills. Activities are based on student's individual needs and their IEP goals and objectives. Students may be provided with the opportunity to be introduced to vocational experiences throughout the school setting. The independent competence of students with special needs in these areas depends on strong organizational abilities, awareness of self, and the ability to transfer learned skills. ***This course is designed to be taken before a student begins a work/vocational program.***

## CEC WORKSHOP

(18 weeks, 1 credit)

**Prerequisite:** *Junior or Senior status*

The Creating Exceptional Character Workshop is an elective course for students interested in learning about people with disabilities. Within a special education classroom setting, students model positive classroom conduct for Special Education students for improvements in problem solving, academics, communication skills, socialization, and behavior. Students complete guided instruction learning the history and laws of special education, characteristics of people with disabilities, career opportunities in the field, and much more. Projects and assignments provide an introduction to people with disabilities. This course promotes acceptance of all students at Kenston High School.

**\*\* Freshmen and sophomores by application only.**

## TRANSITIONAL OPTIONS JOB TRAINING PROGRAM

(36 weeks, 3 credits)

**Prerequisite:** *IEP Team recommendation*

This program is provided in collaboration with the Geauga County Educational Service Center Vocational Consortium, (GCESC). It is designed to provide a community-based work environment where students can practice employment skills and learn job tasks in the work setting. The program provides four to five half-days, non-paid, community-based vocational training with a student to staff ratio of approximately 3:1 or 5:1. Students will continue to learn and master work appropriate behaviors such as voice level, personal space, solutions to emergency situations, wearing a uniform, following a work checklist, hygiene on the job, on task/off task behaviors, work speed & productivity rate, endurance, etc. on the actual job site. Students will be required to wear a GCESC uniform shirt and black or khaki pants. Students and guardians will be required to complete medical authorization forms for working off school premises along with a training agreement. Transportation is provided to/from job sites.

## Math Course Selection Guide For the 2017-2018 School Year

Your 2016-2017 Class	Your 2017-2018 Options
Math 8	An <b>Algebra</b> Option
Any Algebra	A <b>Geometry</b> Option
Any Geometry	An <b>Algebra II</b> Option May also add <b>Honors Statistics</b>
Any Algebra II	A <b>Precalculus</b> Option * May also add <b>Honors</b> or <b>AP Statistics</b>
Any Precalculus	<b>AP Calculus AB</b> (may also add <b>AP Calculus BC</b> ) or <b>Honors</b> or <b>AP Statistics</b>
Honors Statistics	<b>AP Statistics</b>

\* Options include: Precalculus or CCP College Algebra and CCP College Trigonometry (based on eligibility)

# MATHEMATICS

The Kenston High School Mathematics Department began implementation of Ohio's New Learning Standards in the 2013-2014 school year. The new standards are based on the Common Core State Standards (CCSS-M), a collaboratively developed core set of national academic standards in Mathematics and English Language Arts. The standards are research based, internationally benchmarked, developmentally appropriate and aligned with college and career readiness expectations. The New Learning Standards include a more rigorous level of content than past Academic Standards and will require application of knowledge through higher-order thinking skills. Students will be given opportunities to be engaged in the mathematics through the eight Standards for Mathematical Practice. These practices will become the way in which students come to understand and to do mathematics.

### The Standards for Mathematical Practice include:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Beginning in the 2014-2015 school year, students began to be assessed in Algebra I, Geometry, and Algebra II using standardized exams. These exams will include multiple choice as well as performance-based assessments. For more information on the Common Core State Standards and the new state assessments, please visit [www.commoncore.org](http://www.commoncore.org).



# ALGEBRA OPTIONS

*Prerequisite: Middle School Math 8*

**Option 1: ALGEBRA I P1 & P2** (36 weeks, 2 credits)

*Students must select both Algebra I Part 1 and Algebra Part 2 on their course selection sheet*

*or*

**Option 2: ACCELERATED ALGEBRA I** (18 weeks, 1 credit)

**Note:** Accelerated Algebra is **not an Honors** class. There is no weighted grade and the curriculum is not enhanced or enriched. The material is simply covered at a pace twice as fast as the traditional course.

## **Differences:**

**Algebra I P1 & P2** (Part 1 & Part 2) is our standard high school Algebra course. Algebra I P1 & P2 is designed to build a solid math foundation for the battery end-of-course exams as well as PSAT, ACT, SAT & Aspire Exams. Students taking Algebra I P1 & P2 will receive two full math credits toward graduation and after completion of Geometry and Algebra II will have satisfied their math graduation requirements as well as their college prep and SAT/ACT needs.

**Accelerated Algebra I** is designed to meet the needs of students wishing to accelerate their math coursework to allow more time for higher level math, AP or post-secondary coursework. Students taking Accelerated Algebra will eventually have to take an advanced mathematics course beyond Algebra II (Honors Statistics or Precalculus, etc.) to meet their math graduation requirements. It is strongly recommended that students and parents consult their math teacher or guidance counselor regarding the individual merits of enrolling in Accelerated Algebra I.

## **Curriculum:**

The Algebra I curriculum is aligned with Ohio's new Learning Standards. The fundamental purpose of **Algebra I** is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has previously been offered. The students will deepen and extend their understanding of the following five critical units:

- Relationships between quantities and reasoning with equations
- Linear and exponential relationships
- Descriptive statistics
- Expressions and equations
- Quadratic functions and modeling

Emphasis of instruction will be the development of the Mathematical Practices, making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments, modeling with mathematics, use of appropriate tools, attention to precision, making use of structure and regularity in reasoning. A calculator with graphing capability is assumed throughout the course. Current math department recommendation is a graphing calculator in the TI-84+ family.

***These Algebra courses require the End-of-Course Exam for graduation.***

# GEOMETRY OPTIONS

*Prerequisite: Any Algebra Option*

**Option 1: GEOMETRY P1 & P2** (36 weeks, 2 credits)

*Students must select both Geometry Part 1 and Geometry Part 2 on their course selection sheet*

or

**Option 2: GEOMETRY** (18 weeks, 1 credit)

or

**Option 3: HONORS GEOMETRY** (18 weeks, 1 credit)

## Differences:

In **Geometry P1 & P2** (Part 1 & Part 2), students will spend an entire year building their Geometry skills. They will earn two full math credits toward graduation while preparing for the required end-of-course assessments as well as PSAT, ACT, SAT and Aspire exams. This course is designed for students who have struggled in math in previous courses and would benefit from a slower paced course.

**Traditional Geometry** in 18 weeks is our standard high school Geometry course.

Students in **Honors Geometry** are expected to handle more rigorous requirements and increased expectations. Class time is utilized in developing understanding at a deeper level. Minimal class time is available for remediation and intervention. The ability to self-motivate and self-assess is essential. Students will use written as well as oral communication and assessment. There will be additional projects and requirements compared to the non-Honors course level.

Please note: there is a **difference** between the accelerated courses that many of our students are accustomed to and an Honors course. **Accelerated** courses move faster, but the level of testing remains the same. In an **Honors** course the tests are much harder. Students in the class are expected to understand the mathematical concepts underlying their work and must be able to demonstrate their understanding through formal proof or informal discussion. The grade in the course is less reliant on good homework and organizational skills, those are assumed, but rather the student's ability to integrate and demonstrate their skills and understanding in a variety of situations.

## Curriculum:

Topics covered will include congruence, similarity, right triangles and trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimension and modeling with geometry. Emphasis of instruction will be the development of the Mathematical Practices: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments, modeling with mathematics, use of appropriate tools, attention to precision, making use of structure and regularity in reasoning. A calculator with graphing capability is assumed throughout the course. Current math department recommendation is a graphing calculator in the TI-84+ family.

***These Geometry courses require the End-of-Course Exam for graduation.***

## ALGEBRA II

*Prerequisite: Any Geometry Option*

**Option 1: ALGEBRA II** (18 weeks, 1 credit)

or

**Option 2: HONORS ALGEBRA II** (18 weeks, 1 credit)

**Differences:** Algebra II in 18 weeks is our standard high school Algebra II course.

Students in **Honors Algebra II** are expected to handle more rigorous requirements and increased expectations. Class time is utilized in developing understanding at a deeper level. Minimal class time is available for remediation and intervention. The ability to self-motivate and self-assess is essential. Students will use written as well as oral communication and assessment. There will be additional projects and requirements compared to the non-Honors course level. In an Honors course the tests are much harder. Students in the class are expected to understand the mathematical concepts underlying their work and must be able to demonstrate their understanding through formal proof or informal discussion. The grade in the course is less reliant on good homework and organizational skills, those are assumed, but rather the student's ability to integrate and demonstrate their skills and understanding in a variety of situations.

**Curriculum:** The students will expand their understanding to the following four critical topics: Polynomial, Rational, Radical and Logarithmic Functions; Circular Functions and Trigonometry; Transformations on Graphs of Diverse Functions; Data Collection and Statistical Analysis as well as Probability Distributions. Emphasis of instruction will be the development of the Mathematical Practices: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments, modeling with mathematics, use of appropriate tools, attention to precision, making use of structure and regularity in reasoning. A calculator with graphing capability is assumed throughout the course. Current math department recommendation is a graphing calculator in the TI-84+ family.

## PRECALCULUS

*Prerequisite: Algebra II or Honors Algebra II*

**Option 1: PRECALCULUS** (18 weeks, 1 credit)

or

**Option 2: HONORS PRECALCULUS** (18 weeks, 1 credit)

**Differences:** Precalculus in 18 weeks is our standard high school Precalculus course.

Students in **Honors Precalculus** are expected to handle more rigorous requirements and increased expectations. Class time is utilized in developing understanding at a deeper level. Minimal class time is available for remediation and intervention. The ability to self-motivate and self-assess is essential. Students will use written as well as oral communication and assessment. There will be additional projects and requirements compared to the non-Honors course level. In an Honors course the tests are much harder. Students in the class are expected to understand the mathematical concepts underlying their work and must be able to demonstrate their understanding through formal proof or informal discussion. The grade in the course is less reliant on good homework and organizational skills, those are assumed, but rather the student's ability to integrate and demonstrate their skills and understanding in a variety of situations.

**Curriculum:** This course is designed to complete preparation of students for Calculus. Topics include a review of elementary functions, advanced properties of functions, polar coordinators, complex numbers, and introductions to the derivative and integral. Manipulation of complex rational expressions, not emphasized in previous courses, is discussed here. Mathematical thinking as a unifying theme is employed and a calculator with graphing capability is assumed throughout the course. Current math department recommendation is a graphing calculator in the TI-84+ family.

## **AP CALCULUS AB**

(18 weeks, 1 credit)

**Prerequisite:** *Precalculus or Honors Precalculus*

This rigorous college-level course is comparable to a first semester college Calculus. The course is intended for students who have a thorough knowledge of college preparatory mathematics including Algebra, Geometry, Trigonometry, Analytic Geometry, and elementary Functions. College-level textbooks will be used. Topics studied include limits, derivatives, integrals, and applications to motion, area, volume, and rates of change. ***Students are required to take the associated Advanced Placement Exam in May.***

or

## **CCP COLLEGE CALCULUS I**

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Precalculus and placement test*

This course is an introduction to calculus. The main concepts to be studied are limits, continuity, rates of change, derivatives, integrals and applications. Focused goals for the course include: Developing an understanding of the fundamental concepts and techniques of differential and integral calculus, understanding the importance of differential and integral calculus in a variety of applications, developing the ability to read mathematics with understanding and to write mathematics understandably. This course fulfills Kenston's mathematics core graduation requirement. ***\*This course is recommended for students considering a STEM/Business major in college.***

## **AP CALCULUS BC**

(18 weeks, 1 credit)

**Prerequisite:** *AP Calculus AB*

***(Advanced Placement Calculus AB and BC are designed to be taken as a pair, with AP Calculus AB during the first semester, followed by AP Calculus BC during the second semester)***

This course, offered during spring semester, is a continuation of AP Calculus AB, and is comparable to a second semester college Calculus course. Topics studied include advanced integration techniques, applications of the definite integral, infinite series, and Taylor polynomials. ***Students are required to take the associated Advanced Placement Exam in May.***

## **STATISTICS**

(18 weeks, 1 credit)

**Prerequisite:** *Geometry or Topics in Algebra and Geometry III*

This course is dedicated to getting more students into advanced math classes. This course gives strong attention to Statistics to model and analyze real world situations. A calculator or computer with statistical graphing capabilities is assumed throughout the course. Current math department recommendation is a graphing calculator in the TI-84+ family.

## **HONORS STATISTICS**

(18 weeks, 1 credit)

**Prerequisite:** *Have completed Algebra II or are concurrently taking Algebra II*

This course is designed as an introductory course to the major concepts of statistics. Collection, exploration and analysis of data using current technology will enable students to draw conclusions and make inferences. Probability simulation and mathematical model production will encourage students to learn about the world they live in through data analysis. A calculator with graphing capability is assumed throughout the course. Current math department recommendation is a graphing calculator in the TI-84+ family.

## AP STATISTICS

(18 weeks, 1 credit)

**Prerequisite:** *Honors Statistics*

The purpose of this Advanced Placement course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Observing patterns and departures from patterns; (2) Planning a Study: Deciding what and how to measure;

3) Anticipating Patterns: Producing models using probability and simulation; (4) Statistical Inference: Confirming models. A calculator with graphing capability is assumed throughout the course. Current math department recommendation is a graphing calculator in the TI-84+ family. **Students are required to take the associated Advanced Placement Exam in May.**

## CCP COLLEGE ALGEBRA

(1 credit)

**Prerequisite:** *Successful completion of Algebra II and placement test*

This course investigates relations and functions numerically, analytically and graphically. Topics include solutions of polynomial and rational equations and inequalities; exponential and logarithmic equations; systems of linear and non-linear equations; conic sections; sequences and series; and mathematical modelling. Students will need to provide a graphing utility; classroom demonstrations will utilize the TI-84 Plus graphing calculator. This course fulfills Kenston's Mathematics core graduation requirement.

## CCP COLLEGE TRIGONOMETRY

(1 credit)

**Prerequisite:** *Successful completion of Algebra II and placement test*

This course includes the study of trigonometric functions and inverse trigonometric functions and their graphs: solutions of right and oblique triangles and their applications: solutions of trigonometric equations: the use of identities, vectors and complex numbers and graphs of polar and parametric equations. This course fulfills Kenston's Mathematics core graduation requirement.

***\*CCP College Algebra and CCP College Trigonometry are not recommended for students considering a STEM or Business major in college. Students who are considering a STEM/Business major should take Honors/regular Precalculus along with Honors/AP Statistics in preparation for Calculus.***

***\*CCP College Algebra and CCP College Trigonometry are, however, good options for Non-STEM/Business majors as an alternative to Precalculus for their senior year.***

# MUSIC

The music curriculum is designed to provide performance opportunities for instrumentalists and vocalists to enrich their lives and contribute to their overall education. All courses may be used to fulfill the fine arts credit that is required by the state for graduation, as well as for acceptance into most colleges and universities.

## **BAND**

(Full year, 36 weeks, 1.5 credits)

Band is an elective course that meets for the entire school year. Full-year band consists of Marching Band during the first nine weeks and concert band(s) during the remainder of the year.

**Marching Band (1<sup>st</sup> quarter):** begins two to three weeks before the school year. The marching band performs at all varsity football games and various other events. All performances and practices are mandatory. The marching band practices from 2:30-4:30 p.m. on Monday through Thursday.

**Concert Band (2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarters):** The concert band performs several concerts for the Kenston community throughout the year as well as various other events. The students are placed into multiple bands based on individual assessment.

2<sup>nd</sup> quarter: The concert band(s) rehearse(s) from 2:30-4:00 p.m. Monday through Wednesday.

3<sup>rd</sup> and 4<sup>th</sup> quarters: The concert band(s) rehearse(s) during block 3 and performances are the only mandatory events after school.

## **TRIMESTER BAND**

(27 weeks, 1.25 credits)

Students who have a sports conflict during the 1<sup>st</sup> or 2<sup>nd</sup> quarter should sign up for trimester band. They will follow all guidelines listed in full-year band above during the three quarters that they participate. Only students with Kenston-related sports conflicts may choose this option. Students who would like to participate in third block Mixed Chorus in addition to Band should communicate directly with the directors so they may establish a schedule to allow participation in both classes. These students should be enrolled in Mixed Chorus I or Chorale I during the first semester. Female students have the option of taking Band during third block and taking Chorale II during fourth block.

## **MIXED CHOIR I - MIXED CHOIR II**

(18 weeks each, 1 credit each)

*\*For all male students, and for females in grades 11 & 12*

First semester is Choir I; second semester Choir II. Students may choose either semester, or both if the student's schedule permits. Mixed Choir I is not a pre-requisite for Mixed Choir II. Concert choir is an elective, performance-oriented course with opportunities to study a wide range of choral literature from Renaissance through Contemporary styles. Choir members will have the opportunity to perform in a variety of smaller ensembles. Performances often occur outside of the school day and are a mandatory part of the course.

## **CHORALE I - CHORALE II**

(18 weeks each, 1 credit each)

*\*For all female students in grades 9 and 10*

First semester is Chorale I; second semester is Chorale II. Students may choose either semester, or both, if the student's schedule permits. Chorale I is not a pre-requisite for Chorale II. Chorale is an elective, performance-oriented course with opportunities to study a wide range of choral literature from Renaissance through Contemporary styles. Chorale members will have the opportunity to perform in a variety of smaller ensembles. Performances often occur outside of the school day and are a mandatory part of the course. Students build their high school level musicianship skills and learn the physicality of singing while their voices mature. Female students sing in Chorale for two semesters before they enroll in Mixed Choir.

# SCIENCE

The science curriculum is designed to meet the needs of every student. Students must earn **four (4)** credits in science. Coursework may be selected from the following sequences of the course offerings.

## PHYSICAL SCIENCE

(18 weeks, 1 credit)

Physical science introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Physical science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, living, Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and mathematical reasoning.

## BIOLOGY

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Physical Science or Honors Geology*

Biology involves a study of cells, heredity, evolution and diversity and interdependence of life. It also involves inquiry based problem-solving lab work and may include dissections of prepared organisms. The ultimate goal of this study is to develop an awareness of the biological community and real-world application. ***This course requires the End-of-Course Exam for graduation.***

## HONORS GEOLOGY

(18 weeks, 1 credit)

**Highly Recommended:** *B average or higher in both math and science in the eighth grade*

This class includes the study of the dynamic geologic processes that shape and form our Earth. The intention of this class is to explore Earth as a physical body, its structure, composition, and the geologic processes acting on and within the Earth. The major themes of this class will include: minerals, rocks, glaciers, volcanoes, earthquakes, ground/surface water, and geologic history. The student will have a more intense study of these fields, including several individual projects and research papers.

## HONORS BIOLOGY

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Physical Science, Honors Geology or recommendation*

**Highly Recommended:** *B average or higher in Physical Science or Honors Geology*

Honors Biology involves a study of cells, heredity, evolution and diversity and interdependence of life, at an accelerated pace. It also involves inquiry based problem-solving lab work and may include dissections of prepared organisms. The ultimate goal of this study is to develop an awareness of the biological community and real-world application. Students will be expected to work at a level of application and analysis of information. ***This course requires the End-of-Course Exam for graduation.***

## ADV. BIOLOGY: PRE-AP BIOLOGY

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Biology and Chemistry*

**Highly Recommended:** *B average or higher in both Biology and Chemistry*

This course begins with a concentrated stream ecology field experience: fish seining, kick seining, and taxonomic analysis. The students will work with aquatic and terrestrial specimens collected in the field. The in-depth genetics unit utilizes *Drosophila melanogaster*: unknown specimens, linked-gene crosses and di-hybrids. The genetic analysis includes Hardy-Weinberg Equilibrium, Chi-Square analysis, and Linked Gene Mapping. The biotechnology section includes DNA analysis and electrophoresis. This class includes six of the AP Biology labs, and is correlated with the newly revised AP Biology curriculum.

## CHEMISTRY

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Physical Science or Honors Geology and Biology or Honors Biology*  
**Highly Recommended:** *Successful completion of Algebra I and concurrently taking Algebra II or Geometry*

This course will provide an adequate foundation of the basic principles in chemistry. Topics covered include chemical measurements, changes in energy and matter, atomic and electronic structure, the Periodic Table, chemical formulas and nomenclature, intramolecular bonding, chemical reactions, the mole concept, gases, and solution chemistry. There will be some emphasis on mathematical manipulations and conversions. It is suggested that students planning on pursuing a science major in college take Honors Chemistry in lieu of this course.

## HONORS CHEMISTRY

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Physical Science or Honors Geology and Biology or Honors Biology*  
**Highly Recommended:** *Successful completion of Algebra I and concurrently taking Algebra II or Geometry*

It is strongly suggested that students who are planning to enroll in a four-year college program should take this course, especially if they are pursuing a science, engineering, or pre-med major. This course is an accelerated version of Chemistry. More topics will be studied at a greater depth and a faster pace. Additional topics covered may include intermolecular bonding, basic organic chemistry, equilibrium, acids and bases, molecular structure, reaction rates, and nuclear chemistry.

## PHYSICS

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Physical Science or Honors Geology, Biology or Honors Biology, Algebra I, and Geometry.*

**Highly Recommended:** *Chemistry or Honors Chemistry and taking Algebra II concurrently.*

This course emphasizes a hands-on approach that provides students opportunities to investigate the fundamental physics concepts in their everyday lives. The ultimate goal of this course is to provide students the ability to analyze, interpret, and understand the physical world around them. One engineering project will be assigned each quarter. This course covers the following topics: motion, forces, energy, waves, electricity and magnetism. This course is appropriate for college-bound juniors and seniors.

## HONORS PHYSICS

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Physical Science or Honors Geology, Biology or Honors Biology, Algebra I, and Geometry*

**Highly Recommended:** *Chemistry or Honors Chemistry and taking Algebra II concurrently*

The Honors Physics course is an accelerated version of Physics. More topics are covered at a greater depth. One engineering project will be assigned each grading period.

## ADVANCED PLACEMENT BIOLOGY

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Advanced Biology: Pre-AP and Chemistry or Honors Chemistry*

The Advanced Placement Biology course is designed to be the equivalent to a college introductory biology course for biology majors. The curriculum is in line with the AP Biology curriculum including the four big ideas.

**Big Idea 1:** The process of evolution drives the diversity and unity of life;

**Big Idea 2:** Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis;

**Big Idea 3:** Living systems store, retrieve, transmit, and respond to information essential to life processes;

**Big Idea 4:** Biological systems interact, and these systems and their interactions possess complex properties. The labs are student designed and guided through inquiry. The remaining eight AP labs are completed during this semester. The primary goals of AP Biology are to help students develop inquiry skills and become an inquisitive learner in the field of biology. **Students are required to take the AP Biology exam in May. This course requires the End-of-Course Exam for graduation.**



## **AP CHEMISTRY / ORGANIC CHEMISTRY** (Full year, 1.5 credit)

**This course runs every other year: 2017-18, 2019-20**

***Prerequisite: Successful completion of Algebra II and Honors Chemistry or Chemistry***

Advanced Placement Chemistry/Organic Chemistry is considered to be comparable to a general chemistry course taken during a student's freshman year in college. Emphasis will be on problem-solving, theoretical aspects of chemistry, and laboratory experiments. Course content includes atomic structure, periodicity, gas laws, solutions, bonding, stoichiometry, kinetics, thermodynamics, electrochemistry, and equilibrium. Students are expected to have the math skills necessary to do the computations in AP Chemistry. All tests will contain some, if not all, AP type questions and/or problems. ***Students are required to take the associated AP Exam in May.***

## **AP ENVIRONMENTAL SCIENCE** (18 weeks, 1 credit)

***Prerequisite: Successful completion of Physical Science or Honors Geology and Biology or Honors Biology and Algebra II***

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Topics will include, but are not limited to, populations, land and water use, energy resources and consumption, pollution, and global change (AP Environmental Science Course Description, The College Board.) ***Students are required to take the associated AP Exam in May.***

## **AP PHYSICS 1** (18 weeks, 1 credit)

***Prerequisite: Successful completion of Algebra II and successful completion of either Physics or Honors Physics***

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics, work, energy, and power; mechanical waves and sound, and an introduction to electric circuits. The course requires using physics knowledge and applying it to the practice of scientific inquiry and reasoning. Inquiry-based lab investigations are emphasized that require experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting. ***Students are required to take the associated AP Exam in May.***

## **ENVIRONMENTAL SCIENCE AND ALTERNATIVE ENERGY**

(18 weeks, 1 credit)

***Prerequisites: Successful completion of Physical Science or Honors Geology and Biology or Honors Biology***

The Environmental Science portion of this course will look at the ecological principles and their applications to human life. Students will examine how certain trends such as the growing human population, pollution, and depletion of natural resources affect the ability of the human population to sustain itself. Students will study three major themes: earth systems, resources, and global issues. The Alternative Energy portion of this course will examine energy sources for mankind. Students will study current energy uses and the alternatives currently available. Students will use analytic and interdisciplinary approaches to establish a solid background of selected alternative energy sources. The focus will be in understanding how they work, their most appropriate uses, and their limitations. The course design will include self-directed investigations and utilize existing alternative energy structures for study.

## **MICROBIOLOGY-FORENSICS AND ZOOLOGY**

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Biology or Honors Biology*

This course includes an in-depth historical analysis and study of pathogenic microbes (bacteria, viruses, protozoa, fungi). Students will become skilled at Gram staining and identification of non-pathogenic bacteria. Students will learn about common microbes: MRSA, VRSA, *C. diff.*, *E. coli*, etc. The Forensics unit includes observation skills, crime-scene investigation and analysis of a hypothetical crime: fingerprints, hair and fiber analysis. The Zoology section includes several dissections including taxonomy and phylogeny. Students considering this class must be prepared to complete the following dissections: earthworms, squid, grasshoppers, crayfish, spiders, sea stars, lamprey, sharks, frogs, mudpuppy, and rats.

## **HUMAN ANATOMY**

(18 weeks, 1 credit)

**Prerequisite:** *Successful completion of Biology or Honors Biology and Chemistry or Honors Chemistry*

Human Anatomy is an introduction to the structures found in the human body and their functions. This course should help to prepare students for study in biomedical, nursing, and other health-related careers. The course follows a logical sequence of study of the twelve systems of the human body. Human Anatomy will involve lab work relating to the systems as well as the dissection and anatomical study of a large mammal.

## **GEOLOGY OF THE NATIONAL PARKS**

(18 weeks, 1 credit)

**Prerequisites:** *Successful completion of Physical Science or Honors Geology, a successful completion of Biology, and have an interest in geology and the outdoors.*

This course includes the study of physical geology fundamentals and includes an extensive application of this knowledge to explain the complex geology of the National Parks. The intention of this class is to explore the dynamic geologic processes that shape the National Parks. The second portion of this class will be devoted to an in depth focus of outdoor fundamentals. The intention of this segment is to cover an overview of navigating outdoors, rock climbing, tying knots, outdoor safety/emergency procedures, outdoor equipment, and backpacking. This course will include a capstone field trip to a climbing gym for the students to practice belay skills and participate in a hands-on rock climbing experience.

# **ELECTIVE**

## **WESTERN GEOLOGY FIELD TRIP**

(.50 credit – not a science credit toward graduation requirements)

**Prerequisite:** *Successful completion of Physical Science or Honors Geology and receive adequate recommendations from the high school staff.*

**Please note:** *there are a limited number of spaces available.*

This elective course is offered in the summer **every other year** to all students who passed Physical Science or Honors Geology. The course will enable the students to observe firsthand what they have only read about in books or seen in films. They will have the opportunity to visit volcanoes, lava fields, caves, alpine topography, fossil deposits, canyons, historic areas, and geothermal areas. The major accomplishment of this trip will be to turn students from passive watchers in the area of geology to self-sufficient doers with the ability to examine, analyze, and interpret geological and ecological problems.

**The course is a tuition course with recruiting for the following summer done in late October or early November.**

# SOCIAL STUDIES

## MODERN WORLD HISTORY

(18 weeks, 1 credit, 9<sup>th</sup> grade)

This course studies world history, in a chronological format, from 1600 to the present. Students study historic eras, and consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills. **(Fulfills the ninth-grade Social Studies requirement)**

## AP EUROPEAN HISTORY

(18 weeks, 1 credit)

Advanced Placement European History examines the political, social, intellectual, economic, geographical, and cultural trends that resulted in the developments in Modern Europe and its impact on Western Civilization. Chronologically the course examines European History from the Renaissance Age to the present. The course focuses on how the major events, historical personalities, and cultural trends developed in Europe over the past 500 years. Students in AP European History will be required to use critical analysis through research, Document Based Questions (DBQs), Free Response Questions (FRQs), essays, and multiple choice questioning in order to prepare the students for the AP European History exam. This course fulfills the ninth-grade Social Studies requirement. **Students are required to take the associated AP Exam in May.**

## AP WORLD HISTORY

(18 weeks, 1 credit)

AP World History offers students the chance to explore key themes of human civilization, including interaction with the environment, cultures, state-building, economic systems, and social structures, from approximately 8000 B.C.E. to the present. Learn to apply historical thinking skills including the ability to craft arguments from evidence; describe, analyze and evaluate events from a chronological perspective; compare and contextualize historical developments; and analyze evidence, reasoning and context to construct and understand historical interpretations. What makes this course interesting? We focus on the development of historical thinking skills, not just the collection and memorization of information and events. Learn how to analyze and interpret evidence you can use to build and support an argument. **Students are required to take the associated AP Exam in May. This course is available to all grades as an elective.**

## AMERICAN HISTORY 1877 to the Present

(18 weeks, 1 credit, 10<sup>th</sup> grade)

This course studies the history of the United States, in a chronological format, from 1877 to the present. Special emphasis is placed on domestic affairs. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods. (Fulfills the tenth-grade Social Studies requirement). **This course requires the End-of-Course Exam for graduation.**

## **AP UNITED STATES HISTORY**

(18 weeks, 1 credits, 10<sup>th</sup> grade)

This is a college-level course in American history. The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange and technology; America in the world; geography and environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. (Fulfills the tenth-grade Social Studies requirement.) ***Students are required to take the associated AP Exam. This course requires the End-of-Course Exam for graduation.***

## **AMERICAN GOVERNMENT**

(18 weeks, 1 credit, 11<sup>th</sup> grade)

This course will study the origins of the American government and key political current event issues of the day. In addition, students will become familiar with key documents that are a part of American government. Finally, students will develop a broad understanding of our co-equal branches of government. Students are required to take American Government. Fulfills the eleventh-grade Social Studies requirement. ***This course requires the End-of-Course Exam for graduation.***

## **AP GOVERNMENT & POLITICS; UNITED STATES**

(18 weeks, 1 credit, 11th grade)

This is a college-level course in American government. This course will focus on the origins, evolution, and characteristics of American government. Every day we will be discussing current events that relate to the topics being taught. In addition, students will become familiar with key documents that are a part of our government. The examinations will be similar to college level political science exams taken in political science courses. These exams and essays will prepare them for freshmen college courses. Students should consider taking AP World History as freshmen and AP United States History as sophomores, prior to taking this course. This course allows students to fulfill their eleventh grade government requirement. ***(Students are required to take the associated AP Exam in May). This course requires the End-of-Course Exam for graduation.***

## **ECONOMICS & PERSONAL FINANCE**

(18 weeks, 1 credit)

This comprehensive course is divided into two major sections. In the first quarter, students study macroeconomic and some microeconomic principles and theories including, but not limited to, the laws of supply and demand, the role of government – fiscal and monetary policy, and the globalization of the American economy. The second quarter is dedicated to concepts in personal finance including, but not limited to, credit, lending, banking, bankruptcy, insurance and saving and investing. Students will create a budget as a major project that includes finding a post-secondary job, determining disposable income, then completing assignments calculating student loan payments, rent, transportation, food, insurance and other living expenses. (Fulfills the twelfth-grade Social Studies requirement).

## HONORS SEMINAR - ECONOMICS

(Full year, alternate days, 1 credit, 12<sup>th</sup> grade)

**Alternates with Honors Seminar English IV**

This course is a problem-solving based study of a number of social sciences. They include economics, psychology, sociology, and personal finance. This course should be taken by students completing the honors portion of the Social Studies curriculum. Through this course students will complete their economics requirement. (Fulfills the twelfth-grade Social Studies requirement).

## AP MACROECONOMICS

(18 weeks, 1 credit)

AP Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economics performance measures, economic growth, and international economics. (Fulfills the twelfth-grade Social Studies requirement). ***Students are required to take the associated AP Exam in May.***

# ELECTIVES

## PSYCHOLOGY

(18 weeks, 1 credit)

The purpose of the course is to introduce students to the scientific study of behavior and mental processes in human beings. The course includes an introduction to basic research methods in psychology and the ongoing relationship between biology and behavior. Major emphasis will be placed on human development, the brain, learning and cognition, altered states of consciousness, sensation and perception, memory, psychological disorders, psychological testing and an understanding of human differences.

## AP PSYCHOLOGY

(18 weeks, 1 credit)

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. ***(Students are required to take the associated AP Exam in May).***

## THE BIG HISTORY PROJECT

**(Honors course)**

(18 weeks, 1 credit)

The Big History Project is a social studies course that weaves evidence and insights from many scientific and historical disciplines across 13.7 billion years into a single, cohesive, science-based origin story. Big History explores how we are connected to everything around us and where we may be heading. It provides a foundation for thinking about the future and the changes that are reshaping our world. This pre-AP Honors course designed for ninth-grade students challenges them to think critically and broadly, and tries to ignite a passion for inquiry. Access to a wide variety of learning resources encourages exploration. Students practice critical reading and writing skills through investigations, projects and activities, and gain a strong interdisciplinary foundation, which provides a useful context for understanding world events in the past and present.

# WORLD LANGUAGES

World language courses are designed to meet the needs of our students in the development of language proficiency and familiarity with the related cultures. Proficiency in world languages and the knowledge of world cultures are essential to the success of our students, who must live and compete for employment in the increasingly interconnected global environment of the 21<sup>st</sup> century. Students in World Language courses work to develop skills in reading, writing, listening, and speaking in the target language. These skills are developed through the use of authentic materials and level-appropriate stories in interpretive, interpersonal, and presentational modes of communication.

Courses stress the integration of technology for instruction and assessment. As students progress in proficiency, they are expected to communicate with an increasing degree of language accuracy. Although a second language is not required for graduation from Kenston High School, many colleges recommend that students take a minimum of two (2) years of the same world language for college admission.

World Language classes may also be used to meet some of the requirements for an Honors Diploma. Students are encouraged to take consecutive levels of a language with as little time between courses as possible to ensure maximum retention. Level III, for example, requires the understanding and recall of Levels I and II. In order to bridge the gaps that do occur, a thorough review of the previous level will be conducted in the first week of class.

## **LEVEL I: FRENCH, RUSSIAN or SPANISH**

(18 weeks, 1 credit)

Working in the context of real life situations, students develop language skills necessary to communicate about themselves, to learn about others in class, and to explore the target culture. The four proficiency skills and use of authentic materials and level-appropriate stories are emphasized.

## **LEVEL II: FRENCH, RUSSIAN and SPANISH**

(18 weeks, 1 credit)

***Prerequisite: Level I***

Students build upon prior knowledge as they further develop cultural understanding and language proficiency through the continued use of authentic materials and level-appropriate stories. Additional tenses and grammatical structures are presented during this level. Level II continues to review previously presented language functions and to emphasize the four proficiency skills in cultural contexts. Students expand their understanding of cultural diversity through the exploration of the target culture.

## **LEVEL III: FRENCH, RUSSIAN and SPANISH**

(18 weeks, 1 credit)

***Prerequisite: Level II***

Students use the target language to express ideas, opinions, and feelings using more complex structures. They further develop their communicative and cultural proficiency through the use of authentic resources and level-appropriate stories.

## **LEVEL IV: RUSSIAN**

(18 weeks, 1 credit)

***Prerequisite: Level III***

The student will advance in proficiency through a more thorough exploration of Russian cultural products, perspectives and practices. Activities utilizing authentic resources and level-appropriate stories are chosen to meet the specific needs of students.

## **LEVEL IV: FRENCH or SPANISH**

(18 weeks, 1 credit)

***Prerequisite: Level III***

This course is designed to increase the student's mastery of listening, speaking, reading comprehension, and writing skills in the target language. Students are expected to demonstrate advanced composition skills and accurate grammar. Students will improve their practical working fluency in the language, preparing them for future travel/interaction in the target language, and will develop an increased awareness of the complex cultures and histories of the French-speaking or Spanish-speaking world. The course also includes exploration of literature. Activities are designed to improve student proficiency in areas of diagnosed weaknesses.

## **LEVEL V: RUSSIAN**

(18 weeks, 1 credit)

***Prerequisite: Level IV***

This course seeks to advance the student's proficiency in the areas of listening, speaking, reading comprehension, and writing through continued exploration of Russian culture, history, and current events, including excerpts from classic and contemporary literature.

## **AP FRENCH LANGUAGE V or AP SPANISH LANGUAGE V**

(18 weeks, 1 credit)

***Prerequisite: Level IV***

The AP French or AP Spanish Language course is intended as a preparatory class for those who will take the AP French or AP Spanish Language Exam in May. The focus of the course is proficiency in all four language skills: listening, speaking, reading, and writing. It is expected that students who enroll in the class already have a solid foundation in these skills, as well as a working knowledge of the culture of the French-speaking or Spanish-speaking people of the world. Students should have developed a vocabulary adequate to read newspaper and magazine articles, works of literature, and other non-technical writings without relying on a dictionary, and should be able to communicate effectively and with reasonable accuracy in both written and spoken French or Spanish.