



**KENNETT
HIGH SCHOOL**
Program of Studies

2017-2018

Program of Studies 2017-2018	
If needed, this document will be translated into any other language including Braille or American Sign Language	
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The lack of English language skills of English language learners (ESOL, as defined by Kennett school procedures) will not be a barrier to admission in any program offered at Kennett.

LETTER FROM THE PRINCIPAL

Dear Students and Parents,

You are about to begin the process of course selection for the 2017-2018 school year. The alternating 80-minute block format provides you with an opportunity to explore new courses with easier access to elective options. Some of the most important decisions you will make during high school will involve selecting courses. The information contained in this Program of Studies is intended to provide you with the information to assist you in making these decisions. You should be aware of the significance of the choices you are making and consider how those choices meet your educational goals and reflect your personal needs. Every effort will be made during the scheduling process to accommodate your needs so the choices you make should be carefully considered in relationship to your educational plan.

At the beginning of your high school career, you should use all the resources available during the decision-making process including parents, teachers and counselors. They will help you create a plan which will serve as a guide to the courses you select. The *Program of Studies* will provide you with course descriptions, graduation requirements, and program sequences for post-secondary options.

I recommend that you use the following procedure to ensure you have made the best possible choices:

1. Parents and students should read the *Program of Studies* and make course selections together.
2. Meet with your teachers to discuss your choices and options; they will often make valuable recommendations and suggestions.
3. Students should review graduation requirements and post-secondary plans with their school counselors.
4. Students should list three alternative courses in the event that the original course is cancelled due to insufficient enrollment.

Time lines and course selection forms will be provided to students in March. I encourage you to ask questions about these courses and urge you to choose carefully and thoughtfully.

Sincerely,
Neal Moylan,
Principal

KENNETT HIGH SCHOOL

MISSION STATEMENT

We believe that students become life-long learners by working with a supportive faculty through a series of rich, relevant learning experiences.

Academic Expectations

Students will:

- write effectively in a variety of forms, for different purposes, and to diverse audiences;
- read with fluency and understanding while developing an independent reading habit;
- Perform mathematical calculations accurately and apply mathematical models effectively in a variety of situations;
- formulate questions based on needs, interests and information and test hypotheses using appropriate research and data analysis;
- use speaking, listening and problem solving skills as a means of gathering information and communicating with others in English or other languages;
- acquire and demonstrate the skills, values, behaviors, and knowledge that are essential for success in the 21st century by applying academic and technical knowledge and skills to relevant real world situations;
- appreciate and create in the fields of arts and humanities

Social Expectations

Students will:

- empathize, collaborate effectively and speak honestly with respect to members of all cultures;
- encourage personal health and the development of habits that lead to better health and fitness

Civic Expectations

Students will be encouraged to:

- understand the rights and responsibilities of United States citizens and participate in community service.

We believe that by regularly providing rich and relevant learning experiences to our students and by providing the necessary support for them to reach the standards described above, we will help students to become life long learners and achieve personal fulfillment in their lives.

ACCREDITATION STATEMENT

Kennett High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliate institutions include elementary schools through collegiate institutions, which offer post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality, periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of that school or college. Individuals may also contact the Association:

New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, Massachusetts 01803-4514
781-425-7700 or toll free 855-886-3272

KENNETT HIGH SCHOOL GRADUATION REQUIREMENTS

Requirement	Subject Area
4.0 Credits	English/Communication
3.0 Credits	Mathematics (Including algebra, geometry, and statistics concepts and math assessment)
	Fourth year Math Experience (The courses that meet this requirement are designated with a π) Starting with the Class of 2019.
1.0 Credits	United States and New Hampshire History
.50 Credit	United States and New Hampshire Government (Civics or equivalent)
1.0 credits	Students must take 1.0 credit of history. It can be any combination of world cultures, world history, or history elective
.50 Credit	Economics
.50 Credit	Career and Technical Education * <i>* The Kennett High School Career and Technical Education graduation requirement may be waived. Approval is required from the student's School Counselor.</i>
.50 Credit	Information and Communications Technology
.50 Credit	The Arts (Music, Drama, Art or Graphic Arts)
1.0 Credits	Physical Education
.50 Credit	Health
3.0 Credits	Science (Including 1.0 credit of Physical Science and 1.0 credit of Biology)
3.0 Credits	Focus Area Electives
Demonstrated Proficiency	Reading, Writing, and Math
6.0 credits	Other Electives
25.0 credits	Total Required

READING COMPETENCY

Students must demonstrate reading competency as a requirement for graduation from Kennett High School.

If a student needs additional time and support in reading, then the student will be placed in a small-group reading program to help the student advance toward reading at grade level.

Success in meeting *any one of the following* will be used as evidence that a student has met this requirement. (Credit is not awarded for the reading competency requirement.)

- Demonstrating fluency, accuracy and comprehension on an approved assessment (currently Level Z on Fountas & Pinnell)
- Demonstrating advancement of at least five grade levels on an approved assessment (currently Fountas & Pinnell)
- A PSAT critical reading score of 45 or higher or SAT critical reading score of 450 or higher
- Participation in appropriate classes or laboratories at Kennett aimed at assisting students with special needs in reading with satisfactory completion of improvement goals
- Receive a C or better on their English midterm. Opportunities will be available for retakes.
- Students must demonstrate proficiency based on state mandated test

WRITING COMPETENCY

Students must demonstrate writing competency as a requirement for graduation from Kennett High School.

Success in meeting *any one of the following* will be used as evidence that a student has met this requirement. (Credit is not awarded for the writing competency requirement.)

- A PSAT writing score of 45 or higher or SAT writing score of 450 or higher
- Participation in appropriate classes or laboratories at Kennett aimed at assisting students with special needs in writing with satisfactory completion of improvement goals
- Receive a C or better on their English midterm. Opportunities will be available for retakes.
- Students must demonstrate proficiency based on state mandated test

MATH COMPETENCY

Students must demonstrate math competency as a requirement for graduation from Kennett High School. Success in meeting *any one of the following* will be used as evidence that a student has met this requirement. (Credit is not awarded for the math competency requirement.)

- If a student does not demonstrate overall proficiency on the state mandated exam, the student's exam will be analyzed to determine the strand(s) in which the student is deficient. The student will be required to pass a set of alternative assessments for the standards strand(s) that he or she failed to meet on the state mandated exam.
- A PSAT math score of 45 or higher or SAT math score of 450 or higher
- Participation in appropriate classes or laboratories at Kennett aimed at assisting students with special needs in mathematics with satisfactory completion of improvement goals
- Students must demonstrate proficiency based on state mandated test

CREDITS

Graduation credits are based on successfully completing the common assessments aligned with the key learning targets outlined for each course. Credit will be awarded at the end of the semester for semester length classes; and at the end of the school year for year-long classes.

CREDIT RECOVERY FOR REQUIRED COURSES

- For students who are failing a required course, a tutorial may be scheduled to allow extra time and support for students to complete projects and performance tasks aligned with key learning targets.
- Students who fail a course for the year may attend summer school, enroll in the same class through Edmentum/PLATO, enroll in the same class through Virtual Learning Academy Charter School (VLACS), or enroll in the same class at Eagle Academy if you meet the minimum qualification.

CLASS STANDING REQUIREMENTS

The following credits must be earned for class standing:


Sophomore Standing	6 Credits
Junior Standing	12 Credits
Senior Standing	18 Credits

SCHEDULING

A good schedule is based on what you know are your interests, abilities, skills, and weaknesses. The importance of choosing subjects carefully and with a direction cannot be over-emphasized. Kennett High School recommends all students enroll in English, Math, Science, and Social Studies all four years. It is also recommended that students enroll in two to three years of a World Language.

If a student needs additional time and support in reading, then the student may be placed in a small-group reading program to help the student advance toward reading at grade level. If a student needs additional time and support in a core academic area, the student may be placed in a tutorial.

ARE COLLEGE ATHLETICS IN YOUR FUTURE?

Athletes considering participation in intercollegiate athletics in any Division I or Division II college program must register with the National Collegiate Athletic Association (NCAA) and meet certain requirements regarding the scope and rigor of their academic program (among other requirements). Kennett High School courses that have been approved by the NCAA as meeting this rigor are noted with the NCAA's logo () next to the course title. Please see your school counselor or Athletic Director for more information. You can also download a guide for student athletes at ncaastudent.org, or visit the eligibility center website at http://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp.

ADD/DROP PROCEDURE

In order to support all students at Kennett High School we must have accurate planning for teaching schedules and classroom space. Administration reserves the right to add or remove course offerings due to staffing concerns. Students will be given several drafts of their schedules prior to the start of the school year.

Students have the option to initiate a schedule change during the first seven days of the class. If you wish to add or drop a class within the seven day limit, you must meet with your school counselor about the change. After seven days of the class, your school counselor, in consultation with parents and appropriate classroom teachers, will consider your request. If a class is dropped, it is expected that another will be added. Students changing classes are responsible for making up any work that has already been covered in a new class. Courses dropped after the seventh day of classes will be noted on transcripts with a grade of WP (Withdraw Passing) or WF (Withdraw Failing). Semester long classes cannot be dropped after Quarter 1 Report Card. Year-long classes cannot be dropped after the Quarter 1 Report Card. Level changes for all semester long classes will take place at the end of Quarter 1. Level changes for year-long classes that offer specific leveled sections will take place for grade 12 at the end of Quarter 1 and at the end of Quarter 2 for freshmen, sophomores and juniors.

PREREQUISITES

Some courses build on the information and skills of a previous course. Thus, a specific number of placement points may be required in one course before you enroll in a subsequent course. Some courses require the recommendation of a current or previous teacher before enrolling.

COURSE REQUIREMENTS - 9th Grade

Ninth grade students are required to take a minimum of 6.0 credits. However, it is recommended that each student take 7.0 credits. Ninth grade students are required to take English, math, physical science, and World Cultures. Ninth grade students are not encouraged to take study halls. Students who have not passed the reading proficiency test are expected to take reading in 9th grade.

COURSE REQUIREMENTS - 10th Grade

Tenth grade students are required to take a minimum of 6.0 credits. However, it is recommended that each student take 7.0 credits. Sophomore students are required to take English, math, and biology. Although it is not required, the math department recommends the challenge of taking two math courses to prepare for the SAT and state mandated testing during the junior year.

COURSE REQUIREMENTS - 11th Grade

All sophomores shall meet with their counselors regarding college requirements prior to course selection for junior year.

Eleventh grade students are required to take a minimum of 6.0 credits. However, it is recommended that each student take 7.0 credits. Juniors are expected to take English, U. S. History, a science, and math. If a student is in need of a required course, and if room is available, the student should be taking it in the eleventh grade.

Courses that connect students to life after high school, such as advanced placement courses, career and technical courses and apprenticeship programs, are highly recommended for students who meet required standards.

COURSE REQUIREMENTS - 12th Grade

It is required that all students in their senior year enroll in English, economics, civics and electives to total a minimum of 6.0 credits. Students with 18.0 credits or more may apply for an early release (blocks 1, 2, 3, 4 scheduled) or late arrival (blocks 2, 3, 4, 5 scheduled). However it is recommended that each student take 7.0 credits.

It is recommended that students continue to challenge themselves academically.

Courses that connect students to life after high school, such as advanced placement courses, career and technical courses and apprenticeship programs, are highly recommended for students who meet required standard.

EARLY GRADUATION – POLICY IKEC

Students are not typically allowed to graduate early. Students who wish to pursue this option need to meet with their school counselor to check credits. If it is deemed possible, the student will need to write a letter and make an appointment with the principal.

The student must prepare a written statement of purpose indicating why an early graduation is in the student's best interest. All applicants for early graduation are required to obtain parental/guardian permission.

SCHEDULING EXAMPLES

Freshman Year

		Block 1	Block 2	Block 3	Block 4 Lunch	Block 5
<u>BLACK</u>	<u>SEMESTER</u> <u>1</u>	Elective	Reading Break	World Cultures	English I	Physical Education
	<u>SEMESTER</u> <u>2</u>	Elective	Reading Break	World Cultures	English I	Health
<u>WHITE</u>	<u>SEMESTER</u> <u>1</u>	Elective	Reading Break	Physical Science	Algebra 1/ Geometry	Intro to Auto
	<u>SEMESTER</u> <u>2</u>	Elective	Reading Break	Physical Science	Algebra 1/ Geometry	Elective

Sophomore Year

		Block 1	Block 2	Block 3	Block 4 Lunch	Block 5
<u>BLACK</u>	<u>SEMESTER</u> <u>1</u>	Art of Persuasion	Reading Break	Ancient World History	Physical Education	Algebra II
	<u>SEMESTER</u> <u>2</u>	Hero's Journey	Reading Break	Ancient World History	Elective	Algebra II
<u>WHITE</u>	<u>SEMESTER</u> <u>1</u>	Geometry	Reading Break	Biology	Art I	Elective
	<u>SEMESTER</u> <u>2</u>	Geometry	Reading Break	Biology	Elective	Elective

SCHEDULING EXAMPLES

Junior Year

Block 1 Block 2 Block 3 Block 4
Lunch Block 5

<u>BLACK</u>	<u>SEMESTER</u> <u>1</u>	American Literature	Reading Break	U.S. History	Prob & Stats	Elective
	<u>SEMESTER</u> <u>2</u>	American Literature	Reading Break	U.S. History	Prob & Stats	Elective
<u>WHITE</u>	<u>SEMESTER</u> <u>1</u>	Pre-Calculus	Reading Break	Chemistry	Elective	Elective
	<u>SEMESTER</u> <u>2</u>	Pre-Calculus	Reading Break	Chemistry	Elective	Elective

Senior Year

Block 1 Block 2 Block 3 Block 4
Lunch Block 5

<u>BLACK</u>	<u>SEMESTER</u> <u>1</u>	Writing	Reading Break	Economics	Elective	Elective
	<u>SEMESTER</u> <u>2</u>	Writing	Reading Break	Civics	Elective	Elective
<u>WHITE</u>	<u>SEMESTER</u> <u>1</u>	Calculus	Reading Break	Elective	Elective	Elective
	<u>SEMESTER</u> <u>2</u>	Calculus	Reading Break	Elective	Elective	Elective

PLACEMENT

Appropriate placement of students in leveled courses depends greatly on students' abilities and interests and should be guided by parent and teacher advice. While we encourage students to challenge themselves, we also recognize the importance of students meeting high standards in order to ensure the quality of college preparatory and advanced programs. Thus, student placement in sequential courses will be based on a point system using four categories of information. These categories are 1) the student's final grade in a prerequisite course or the grade at the time of course selection, 2) the student's overall performance on common assessments, 3) teacher recommendation, and 4) parent recommendation.

Category 1 – Student's Final Grade or Grade at Time of Course Selection	
Grade	Number of Points
A	3
B	2
C	1
D or F	0

Category 2 – Performance on Common Assessments*	
Overall Performance	Number of Points
Exceeds Standards	3
Meets Standards	2
Nearly Meets Standards	1
Fails to Meet Standards	0

Category 3 – Teacher Recommendation	
Teacher Recommendation	Number of Points
Recommended Without Reservation for Requested Level	2
Recommended With Reservation for Requested Level	1
Not Recommended for Requested Level	0

Category 4 – Parent Recommendation	
Recommendation	Number of Points
Recommended Without Reservation for Requested Level	2
Recommended With Reservation for Requested Level	1
Not Recommended for Requested Level	0

Total Points

After using the four tables above, the total points will be determined. Students and parents will then have the following placement options:

Number of Total Points	Student/Parent Options
8 – 10	Student may choose current or higher level.
5 - 7	Student may choose current level.
4	Student may remain in college prep level if space is available.
1 - 3	Student must improve performance on common assessments or choose lower level.

In cases where there is an inadequate number of course sections to accommodate student requests, placement points will be used to determine selection of students.

Questions or concerns should be addressed to the student’s school counselor.

*Common Assessments are tests, projects, papers, performances, or products used to measure students’ enduring skills, understanding, and ability to apply learning in new situations. Common Assessments are developed by teachers with guidance from department heads and administrators and are aligned with local curriculum standards.

HOMEWORK

The completion of reading, study, and written assignments is important for success in each course. On average, 30 minutes per day related to the learning objectives will be assigned in 80 minute classes. Teachers are expected to connect homework assignments to in-class experiences and to provide students with timely feedback on the assignments that they complete.

GRADING

Grades will be reported on a numerical average basis. Parents/ Guardians and students are encouraged to use the Grading Portal to review current grades and assignments. You are a very important member of your child's academic team. Visit www.khsmwv.com and follow the links to the portal.

Numerical equivalents for letter grades are as follows:

A	=	90-100
B	=	80-89
C	=	70-79
D	=	65-69
F	=	64 and Below

RANK IN CLASS

A student's grade point average will be determined at the end of each year. Class ranks will be determined after the sixth and seventh semester for college and scholarship applications.

WEIGHTING

Advanced Placement courses will receive a weight of fifteen (15) additional points added to the final numerical grade since these courses are college level curriculum. Advanced courses will receive a weight of twelve (12) points added to the final numerical grade since these courses represent a difficult level of instruction and expectations in each departmental area. The College Prep courses will receive a weight of six (6) additional points in computing the final numerical grade, and General and Life Skills courses will remain with the numerical grade achieved. The inclusion of all courses helps to preserve the credibility and integrity of the curriculum and honors the abilities and interests of students who are at diverse academic levels and who desire to pursue particular career paths.

For semester long courses, the exam/assessment counts for 20% of the final grade. For a year long courses, the exam/assessment counts for 10% of the final grade or 20% if no midterm is given. As a privilege, seniors who have an "A" average in the last two quarters of the course can opt to have the course final exam/assessment waived

HONOR ROLL

All courses are included in compilation of the Honor Roll. Students with at least 5 numerically graded courses for the quarter who earn all A's, will be named to the High Honor Roll. Students with at least 5 numerically graded courses for the quarter who earn all A's and B's, will be named to the Honor Roll. Quarter grades, rather than semester or course grades, are used for the Honor Roll.

COLLEGE PREPARATION

If you believe that you will be going on to college, you need to determine the level of math, science and world language needed for admission to the colleges of your choice. College entrance requirements vary considerably, and it is best to research individual college catalogues for their specific requirements.

The chart below shows general admission recommendations for several types of post-secondary schools. It is important to note that these numbers vary with the intended area of specialization of each student as well as the demands of each school. Your school counselor and teachers will help you determine the specific courses you should be taking if you plan on further schooling. Leveling criteria for courses begins on page 20.

CREDITS RECOMMENDED FOR ADMISSION TO POST-SECONDARY SCHOOLS

	English	Social Studies	Math	Lab Science	World Language Credits (of the same language)
Highly Selective Colleges (Advanced and Advanced Placement level courses)	4	4	4-5*	4	3-4
Four Year Liberal Arts Colleges (College Prep, Advanced)	4	3	4*	3	2-3
Four Year Technical Colleges (College Prep, Advanced)	4	3	4*	3	0-2
Junior Colleges (General, College Prep, Advanced)	4	2	3*	2	0-2
New Hampshire Community Technical Colleges (General, College Prep, Advanced)	4	2	3*	2	0

*College Preparatory courses offered: Algebra I, Geometry, Algebra II, Trigonometry, Probability & Statistics, Pre-Calculus and Calculus.

LEVEL LABELS AND DESCRIPTIONS

Advanced/Advanced Placement

The advanced courses are intended for students who would like to meet challenges of college courses during their high school years. Courses at this level include Advanced Placement (AP) courses as well as courses designed to include advanced studies. Advanced level courses will also include, when appropriate, dual enrollment courses in which students earn college credit in a high school setting.

College Preparatory

The college preparatory courses are designed to prepare students for success in post-secondary education. College preparatory courses are offered in all departments and prepare students for two-year colleges, four-year colleges, and post-secondary technical schools. All students are encouraged to take college preparatory courses so that they can keep a wide range of life and career paths open to them when they graduate from high school.

General/ Applied

General courses are designed for students who benefit from additional time and support in meeting high standards for learning. In addition to the concepts and skills learned in other levels, students will receive additional support.

Life Skills

Life Skills level classes are designed to provide instruction in core curriculum courses at a basic skills level, focusing on key points in a simplified format. Determination of entry into these classes is based on a student's individual learning profile and by recommendation of the IEP/504 Team and/or by recommendation of a teacher of the specific content area being considered.

Unleveled

Unleveled classes are graded on a pass or fail basis and are not calculated into the student's grade point average. The exceptions to this are the freshman English and History classes. Ninth grade students will have the option to attempt various leveled assignments to help determine what level is most appropriate. Identification of General, College Prep or Advanced takes place during the second quarter of the school year.

LEVELING CRITERIA

	General	College Prep	Advanced
Reading	Reading level two or more grade levels below student's grade on Fountas & Pinnell Assessment.	Grades 9-10: Reading at Grade 8 or above on Fountas & Pinnell Assessment for students. Grades 11-12: Demonstrated comprehension of college preparatory texts or a score of Proficient on state mandated test.	Grades 9-10: Reading at Grade 8 or above on Fountas & Pinnell Assessment. Grade 11-12: Demonstrated comprehension of college texts or a score of Distinguished on state mandated test.
Writing	Grade 9: Scoring at the novice level on state mandated test. Grade 10-12: Grades and Quality of work demonstrated in the first four weeks of class.	Grade 9: Scoring proficient or above on state mandated test. Students at the partially proficient level may need additional support for college prep courses. Grades 10-12: Grades and Quality of work demonstrated in the first four weeks of class.	Grade 9: English, science and social studies: Scoring distinguished on state mandated test. Grade 9 other subjects: Scoring proficient or above on state mandated test. Grades and Quality of work demonstrated in the first four weeks of class.
Computation Skills (for math, science and selected career-technical courses)	Grade 9-10: Scoring at the novice level on state mandated test. Grade 11-12: Scores on the Math Assessment below proficient.	Grades 9-10: Scoring at the proficient level on Grade 8 state mandated test. Students at the partially proficient level may need additional support for college prep courses. Grades 11-12: Meeting the Standard on the Math Assessment	Grades 9-10: Scoring at the distinguished level on state mandated test. Students at the proficient level may need additional support for advanced courses. Grade 11-12: Exceeding the standards on the Math Assessment

LEVELING CRITERIA (continued)

Analytical Skills	Student needs additional time and support to move beyond literal text, analyze available information, or interpret data.	Student is generally successful working with literal text and available information. Student is developing ability to move beyond literal level of text, analyze and synthesize information from different sources and interpret data.	Student is consistently able to move beyond literal level of text, analyze and synthesize information from various sources, and interpret data.
Study Skills	Organization, time management, research skills and note taking are included in class instruction	Grade 9: Organization, time management, research skills and note taking are included in class instruction. Grades 10-12: Organization, time management and note taking skills are required. Research skills are developing.	Grade 9: Organization, time management and note taking skills are required. Research skills are developing. Grades 10-12: Organization, time management, note taking and research skills are required.
Attendance and Work Ethic	Regular attendance is required for success. Support is available for assignment completion.	Regular attendance is required for success. Support is available for assignment completion in Grade 9.	Regular attendance is required for success. Students are expected to complete all assignments independently.

SCHOOL SERVICES

School Counseling Services

The School Counseling office offers many services to students at Kennett High School. Information concerning college selection, careers, occupational training, financial aid, and the military service is readily available. In addition, school counselors are available to meet with students and parents. Students and parents should direct questions pertaining to course selection, course changes, and any phase of high school scheduling to the school counselors.

If a student is experiencing learning difficulties, the student and/or parents are encouraged to speak with the student's school counselor. Strategies will be brainstormed to improve the situation.

Questions and needs of a more personal nature may also be brought to your counselor. There may be times when stress and problems outside of school affect students at school; school counselors can help. Students are encouraged to make appointments with their counselor before and after school, during tutorials, and during lunch periods. Although a team approach including student, parent/guardian, and counselor is encouraged to ensure optimum student success and achievement, conversations a student has with his/her counselor is confidential. Confidentiality, however, is broken if a student is in danger of hurting him/herself or someone else, or is being hurt. For more specific information on School Counseling Services, please visit the School Counseling section of the Kennett High School website www.khsmwv.com.

Special Education Services

It is the mission of the Special Education Department, in collaboration with families and community, to provide a free and appropriate public education to students with disabilities. As needed, special education programs and services include team taught core subjects, accommodations, and support services in classrooms, remedial services, and placement within specially designed programs. Special education services help guide student's academic, vocational, physical, social, and emotional progress.

More information about the special education process can be obtained through the Special Education Department at Kennett High School. Additional sources of information are the office of the Director of Special Services at SAU #9 and the New Hampshire Department of Education.

Math Tutorial Study

Students whose grades indicate they are struggling in math may be assigned to a tutorial that provides support in the identified academic area by a certified teacher. The goal of tutorials is to give students assistance so they can be successful in their classes. Students who meet the following criteria will receive .5 credits per semester for tutorial:

- arrives on time with lists of assignments and learning materials related to the area of study
- is responsible for bringing assignments to the tutorial each class
- uses time productively, the first priority being to receive additional instruction in the subject area; the second priority being to complete assessments and assignments in the subject area; the third priority being to engage in learning activities of choice approved by the teacher
- successfully completes assessments and assignments in the designated subject area

§ 504

Section 504 is a federal statute that prohibits discrimination based upon a disability. Section 504 covers eligible students, employees and other individuals with disabilities for reasonable accommodations that enable them to work or learn. A team knowledgeable of the person determines if the individual meets eligibility criteria. The following is the definition of a disability under Section 504.

A person may be considered disabled under the definition of Section 504 if the individual has a mental or physical impairment which substantially limits one or more life activities, has a record of such an impairment or is regarded as having such an impairment.

The Conway School District recognizes its responsibility to identify, assess, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

ESOL

If needed, this document will be translated or interpreted into any other language including Braille or American Sign Language. Contact:

Pamela Stimpson
Director of Special Services
SAU #9
176A Main Street
Conway, NH 03818 (603) 447-8368

NONDISCRIMINATION

The Conway School District does not discriminate on the basis of race, color, national origin, disability, sex, or age in admission to, access to, treatment in, or employment in its programs and activities. The following person has been designated to handle inquiries regarding nondiscrimination policies:

Neal Moylan
Principal
Kennett High School
409 Eagles Way
North Conway, NH 03860
(603) 356-4343

PROJECT RUNNING START

In partnership with the New Hampshire Community Technical College System, certain academic courses at Kennett High School and programs offered through the MWV Career and Technical Center are designated as Project Running Start courses/programs. Currently we offer; English Composition, Pre-Calculus, Advanced Pre-Calculus, AP Statistics, Advanced Anatomy & Physiology, Psychology, Medical Technology.

Project Running Start enables high school juniors and seniors to enroll in these Kennett High School courses and programs and, for a significantly reduced tuition rate, receive credit through the New Hampshire Community Technical College System. The NHCTC credit will transfer to a number of colleges. Some of the New Hampshire colleges that have accepted credit earned through Project Running Start are Colby Sawyer College, Keene State College, New England College, Southern New Hampshire University, St. Anselm College, and the University of New Hampshire. An abbreviated list of out of state colleges who have accepted Running Start credit includes the following: American University, Assumption College, Auburn University, Barnard College, Bentley College, Boston College, Boston University, Bryant University, Bucknell University, Providence College, Rochester Institute of Technology, Sacred Heart College, Springfield College, St. Lawrence University, Syracuse University, University of Maine System, and Northeastern University.

Many of the career tech programs also have articulation agreements with several of the New Hampshire and Maine Community Colleges. Students completing their two year career tech program may be eligible for articulated college credit upon being accepted and enrolled.

Additional information on Project Running Start and articulated college credit is available in the school counseling office.

HIGH SCHOOL CREDIT BY MEANS OF ALTERNATIVE INSTRUCTION

1. Pursuant of Educational Standards 306.23 (I), The Conway School Board approves the awarding of high school credit by alternative means of instruction provided that:
 - a. Credit may be awarded for a course included in the current Program of Studies as published or amended by the Conway School Board and/or a course approved by the curriculum supervisor and the principal
 - b. The alternative instruction must provide accomplishment of the course outcomes and objectives as included in the regular school curriculum;
 - c. The alternative instruction includes 33.75 hours of student involvement or instruction time for a 1/4 credit course, 67.5 hours for a 1/2 credit course and 135 hours for one credit course; refer to board policy IHH for details.
 - d. The student must pass a final examination or submit other appropriate evidence of satisfactory completion of the course objectives as determined by the principal;
 - e. The student's application to earn credit by alternative means is received and approved by a committee to be established by the principal prior to quarter (1/4), semester (1/2), or year (1) unless late application is approved by the principal for extenuating circumstances;
 - f. Grades earned through alternative instruction will not be used in calculating the student's grade point average or class rank;
2. Approval, supervision, and monitoring of the alternative instructional process will be the responsibility of the principal or designee.
3. The principal shall establish and communicate to parents/guardian and students procedures to implement this policy.
4. The superintendent shall report to the board annually indicating the numbers of students and credits earned by alternative means and the courses for which the credit was earned.

EXTENDED LEARNING OPPORTUNITIES (ELO)

HIGH SCHOOL CREDIT BY MEANS OF ALTERNATIVE INSTRUCTION

Purpose

The Conway School Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Principal or his/her designee, in conjunction with Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and the District curriculum and competency standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Procedure

Pursuant to Educational Standard 306.23 (i), the Conway School Board approves the awarding of high school credit by alternative means of instruction per the following criteria:

- The alternative instruction must be aligned with key learning targets of regular school curriculum.
- The student must pass a final examination or complete other appropriate assessments aligned with the key learning targets as determined by the principal.

The student's application to earn credit by alternative means is approved by an Alternative Instruction Committee prior to the term in which the course begins. The principal, in extenuating circumstances, may approve a late application.

The principal (or principal's designee) is responsible for approval, supervision, and monitoring of alternative instruction.

The Conway School Board, through its policy review process, will determine the number of credits that a student can earn through alternative instruction.

Procedures for issuing alternative credit will be communicated to students and families annually in the Program of Studies or other written documents.

The superintendent will report alternative credits earned, by students and course, semiannually to the Conway School Board.

Independent Study is an opportunity to meet graduation requirements through learning experiences above and beyond regular course studies. Because of the unique nature of this option, a student must first meet with a school counselor to discuss the feasibility of this route. If the student and counselor agree that independent study is appropriate, then the student will submit a written proposal to a teacher, department head in the relevant subject area, or to an administrator. The Alternative Instruction Committee will then review the proposal.

Adopted by the Conway School Board – January 6, 1994


Reviewed with no change - August 1999

Revision Adopted – April 17, 2007

Reviewed with no change – August 12, 2009

Revision adopted – April 11, 2011

COURSE DESCRIPTIONS

The following pages provide descriptions of the courses available at Kennett High School. The courses are identified by name, level, credit given, and prerequisites. Next to some courses, you will see a ‘ π ’ denoting this class will satisfy the 4th year math experience required for students starting in the class of 2019. You will also see the National Collegiate Athletic Association (NCAA) logo ‘’ next to the classes that have been approved by the NCAA at the time this booklet went to press. For more information about the NCAA, please turn to page 10.

The administration may delete a course up to the day the class is due to start because of insufficient enrollment, staffing, or special circumstance. If this occurs, students will be notified by the school counseling office as soon as a decision is made. In some cases, elective courses will be offered in alternating years. A projected schedule of the availability of many electives is provided.

Kennett High School reserves the right to combine courses or levels when enrollments are low or when combinations enhance learning opportunities for students.

In some English, social studies, and math courses, students from different levels will be in the same classroom. Differentiated instruction and assessment will be provided.

CAREER AND TECHNICAL EDUCATION

The Mount Washington Valley Career and Technical Center is one of twenty-eight centers established by the State of New Hampshire to bring modern technical education and training to students. Since its inception, our Center has been an innovator and leader in the field of career and technical education. Our outstanding faculty, excellent reputation, and state of the art facility and equipment help prepare students for post-secondary education or direct entry into the workplace.

Here at the Mount Washington Valley Career and Technical Center we are excited about the opportunities afforded to students. We offer intro classes to give students the opportunity to experiment before committing to the 2 and 3 year extended programs: Automotive Technology, Teacher Education, Computer Programming, Culinary Arts, Video & Photographic Arts, Health Science Technology, Marketing, Machine Tool Technology, Building Trades, Business/Accounting, Hospitality & Tourism Management, and Computer Aided Design.

The Center can help students prepare for a two or four year post-secondary educational experience and/or help students acquire skills needed to earn a livable wage in a chosen area of employment. We continue to provide students with the opportunities to explore possible career interests and skills and several of our advanced courses will now allow students to earn industry credentials and/or college credit.

Students in grades 9 & 10 can experiment with semester long intro classes before committing to one of the CT programs. It is suggested that students take the Level I Career and Technical courses in their sophomore or junior year and concentrate within a particular program in their junior year and senior year. Many of the student program completers leaving the Center enter colleges and universities with more advanced skills than their peers from other schools.

Several of our courses offer Project Running Start college credit, which allows high school students to earn college credits (reduced tuition rate) transferable to many two- and four-year colleges across the country, out of state dual enrollment credit (reduced tuition rate) and/or articulation credit agreements with NH community colleges and many universities in New England. In addition, outstanding MWV Career and Technical students may also be eligible for induction into the National Technical Honor Society.

Academic and technology skill development is essential for future success. Just as in the workplace, career and technical students are expected to demonstrate a good work ethic and professionalism. These skills are essential for success in our rapidly changing global world.

As students work through their career-technical program sequence, the following courses are also recommended: Algebra I, Geometry, Algebra II, Art, Chemistry, and Physics. Students should talk with their career-technical instructor, the career technical director and their school counselor for program appropriate courses.

Excellence in America's workforce begins with excellence in workforce education.

AUTO TECH

- Intro to Auto 9,10
- Auto II 10,11
- Auto III 11,12

BUILDING TRADES

- Intro to Building Trades 9,10
- Building Trades I 10,11
- Building Trades II/III 11,12

BUSINESS

- Intro to Business 9,10
- College Accounting 11,12
- Business Law 10,11,12
- Global Business 10,11

COMPUTER DRAW & DESIGN

- Intro Computer Aided Drawing 9,10
- Arch/Tech Draw 10,11
- Engineering Tech 11,12
- Design Studio 12

COMPUTER SCIENCE & INTERACTIVE MEDIA

- Intro to Robotics 9,10
- Programming I 10,11
- Programming II 11,12
- Programming III 12
- Exploring Computer Science 9, 10, 11
- Game Design and Development 9,10 11

CULINARY ARTS

- Culinary I 9,10,11
- Culinary II 11,12
- Culinary III 12

HOSPITALITY & TOURISM MGMT

- Hospitality I 10,11
- Hospitality II 11,12

TEACHER EDUCATION

- Exploring the Profession of Teaching & Children's Learning 9,10
- Child Growth & Development 11, 12
- Curriculum & Methods of Teaching 11,12
- Little Eagles Internship 11,12
- Community Educational Internship 12

VIDEO & PHOTOGRAPHIC ARTS

- Intro to Graphic Arts 9,10
- Photography, Video & Graphics I 10,11
- Photography, Video & Graphics II 11,12
- Photography, Video & Graphics III 12

HEALTH SCIENCE**TECHNOLOGY**

- Intro Health Sci 9,10
- Health Science I 10,11
- Health Science II 11,12
- Internships & LNA Program 12

MACHINE TOOL TECHNOLOGY

- Intro to Machine Tool 9,10
- Machine Tool I 10,11
- Machine Tool II & III 11,12

MARKETING

- Intro to Marketing 9,10
- Retail Marketing and e-Commerce 10,11
- Sports and Entertainment Marketing 11,12

WORK BASED LEARNING

- Work Coop 11,12
- Internship 11,12

WORKED BASED LEARNING PROGRAM

The Worked Based Learning (WBL) Program is designed to show students the connection between school and the world of work. Students have the opportunity to explore a career by observing, assisting, and working with people in a profession of personal interest. The experience will add to a resume and develop valuable workplace contacts. It may be possible to get paid and receive credit for some of these programs! The School to Career program, a well-developed partnership of community businesses, is committed to supporting students in the work based learning program. Students planning to drive to the work site must drive an insured, registered vehicle and provide proof of insurance along with a copy of the registration. Students participating in the WBL program must be at least 16 years old.

Work Cooperative

Registration # CT 100

Level: Unleveled

Grades: 11, 12

Credit: .50 credits for every 100 hours worked during the school year in a field related to at least one course. There is a maximum of 4 credits that can be earned through this program.

Prerequisite: Work Based Learning Coordinator approval and Teacher recommendation.

Work cooperative is offered to students in good academic standing who wish to develop skills in their chosen career areas. The goal of this program is to have students experience the connection between Career and Technical classes and actually working in the field. Therefore, the work site and the Career and Technical program must be in the same career area. Students may participate during or after the regular school day. All students will be evaluated by their individual employers. Students are also required to submit a series of written assignments and the final student evaluation from the site supervisor. Through the assignments, students are able to gain an in-depth knowledge about the career field, work ethic and transferable work skills. As long as these assignments are completed and pay stubs are submitted to document hours, students will receive .5 credits for every 100 hours worked. In the case of termination from their job, a student who is assigned work co-op during school hours will be reassigned to a study hall.

Internship

Registration # CT 101

Level: Unleveled

Grades: 11, 12

Credit: .25 credits per 50 hours interning during the school year. There is a maximum of 1 credit that can be earned through this program.

Prerequisite: Work Based Learning Coordinator approval and a teacher recommendation.

This program is offered to students who show an interest in a specific professional field. The goal is for students to be exposed to, and to participate in, a highly skilled work environment alongside career professionals. The work site supervisor will evaluate all students. Credit will be awarded upon the student's completion of hours, assignments and the final student evaluation from the site supervisor. The assignments include a contract with objectives created by the student and Internship Supervisor, facts about the internship setting,

transferable skills summary, cover letter, resume and a log. Internships provide an excellent opportunity for students to deepen their understanding of a career field and make decisions about their own career path. This program will last approximately 9 weeks for an average of 6-7 hours per week. Internships can be set up by making an appointment with the Work Based Learning Coordinator immediately after the quarter or semester begins. While there is no guarantee an internship can be found in the area requested, every effort will be made to find something within the community.

AUTOMOTIVE TECHNOLOGY PROGRAM

The Auto program is offered to students serious in pursuing a career in the auto industry. The program is a 540 hour course of study that prepares students for the Automotive Service Excellence (ASE) certification. The Maintenance and Light Repair (MLR) program covers all eight areas of automotive certification. Students may take a high school level MLR- G1 exam. Earning this certification gives students a tremendous advantage as they enter the workforce or post-secondary education.

Students in Automotive Technology will develop an understanding of the major automotive systems and various employment opportunities within the automotive field. An emphasis on appropriate safety, shop management and professionalism is included in the curriculum. Students will be introduced to and learn specific Automotive Service Excellence (ASE) skills in a hands-on, project-based format. Membership in SKILLS USA - AUTOMOTIVE is recommended.

Intro to Auto Technology

Registration # CT 150

Level: College Prep

Grades: 9, 10

Credit: .50 (80 minutes alternating day semester)

Prerequisite: None

This is the first course (series of 3) in our NATEF certified MLR automotive program. The auto program is for students serious in pursuing a career in the auto industry. Intro to Auto is an introduction to the basic skills, procedures and safety measures needed to build a foundation to grow within the industry. Students will learn the basic theory and application of the eight NATEF certified areas of the MLR program and research customer complaints and diagnose and repair problems in the systems.

Automotive Technology II

Registration # CT 151

Level: College Prep

Grades: 10, 11, 12

Credit: 1.0 (80 minutes alternating day- year)

Prerequisite: Intro to Auto with a grade of 80 or higher and teacher recommendation.

This is the 2nd course in the NATEF certified MLR auto program for students who have demonstrated a strong interest and performance in Intro to Auto. An emphasis on electricity and electronics, computer controlled engine systems and anti-lock brake systems will complement the MLR program and ASE certifiable skills. Individualized instruction geared toward specialty careers will be emphasized and will facilitate the exploration of post-secondary learning. This course requires students understand the importance of safety in the workplace.

Automotive Technology III

Registration # CT 152

Level: College Prep

Grades: 11, 12

Credit: 2.0 (80 minutes daily-year)

Prerequisite: Intro to Auto and II with a grade of 80 or higher

This is the 3rd course in the NATEF certified MLR auto program for students who have demonstrated a strong interest and performance in Intro to Auto and Auto Tech II and are planning a career in the automotive industry. This course is designed to prepare a student for the workforce as an entry level automotive technician or a post-secondary educational experience. Auto III is a continuation of experiences and ASE skill development obtained in Intro to Auto & Auto II but with greater depth and detail. Individualized instruction geared toward specialty careers will be provided with specific emphasis on preparing students for the ASE exams. Auto Technology III will facilitate the exploration of post-secondary education, and will emphasize the importance of future technical training in automotive technology and related fields. As a student in this course, you will be offered the opportunity to take the high school level ASE area exams, and/or the Maintenance and Light Repair G1 Exam, which will give you a tremendous edge as you enter the workforce or post-secondary education. Students are required to have approved safety gear including eye protection

Articulated college credit is available through CMCC, SMCC, and LRCC. See your instructor for more information.

BUILDING TRADES

The Building Trades program is a two year program for students who have demonstrated a strong interest in the construction industry. Students will develop an understanding of the building trades in reference to building and maintenance of residential and light commercial property. Students will also learn competencies that will prepare them for entry level employment in this career field or for further training at the certificate or post-secondary level. Emphasis on appropriate safety, shop management and professional working attitudes are inclusive in the curriculum. Membership in SKILLS USA - BUILDING is recommended.

Introduction to Building Trades**Registration # CT 200**

Level: College Prep

Grades: 9, 10

Credit: .50 (80 min alternating day-semester)

Prerequisite: None

Whether considering a career in construction or investigating woodworking as a life-long hobby, this course teaches skills necessary for success in many trades: safe use of hand and power tools, accuracy in measurement, properties of materials, and project planning. The goal will be to instill a sense of accomplishment by allowing students to create a finished product from raw materials. Examples of past projects include pens, table lamps, DVD cases, jewelry boxes, and/or baseball bats.

Building Trades I**Registration # CT 203**

Level: College Prep

Grades: 10, 11

Credit: 1.0 (80 minutes alternating day-year)

Prerequisite: None, Intro to Wood Technology or Intro to Building Trades recommended. Algebra I/Geometry recommended.

This Level I class is designed for students serious about a career in the construction industry. This course teaches skills necessary for success in many trades, safe use of hand and power tools, accuracy in measurement, properties of materials, and project planning. Although the focus will be on learning carpentry skills, other trades will be explored including fine woodworking, basic plumbing, and electricity. The topics covered in this class will include:

1. measurement and layout of basic flooring, wall, and roofing systems
2. properties of natural and man-made building materials
3. the use of common hand and power tools used in construction
4. blueprint reading
5. construction terminology

Students will be expected to have the ability to add and subtract fractions and make basic geometry calculations.

Building Trades II and III**Registration # CT 205**

Level: College Prep

Grades: 11, 12

Credit: 2.0 (80 minutes daily-year)

Prerequisite: Building Trades I with a grade of 75 or higher Algebra I/Geometry recommended. Building Trades II with 80 or higher for Building Trades III.

This Level II class is designed for students serious about a career in the construction industry, engineering, architecture, or a related field. Each project will be followed from the design process to completion including topics such as building codes, zoning regulations, site selection and preparation, and budgeting and scheduling. The course will also expand upon

the hands-on skills learned in Building Trades I and will give students additional exposure to foundations, insulation methods, interior and exterior finishes, and cabinetry and fixtures. Students will explore how various construction trades are integrated in order to create a habitable building. Students will be expected to have the ability to perform math calculations necessary to compute rafter and stair length, and area and volume measurements. OSHA regulations will be reviewed and students can earn OSHA 10 Certification. Participation in Skills-USA is encouraged.

BUSINESS EDUCATION

Understanding how business operates is the key to success in any field or career. The Business Education Program at the MWV Career Tech Center offers a variety of interesting courses that prepare you for success in college, or as an entrepreneur. Does business excite you? Do you want to succeed in college? Do you want to own your own business? If so, then the business education classes are for you.

Membership in FBLA-PBL (Future Business Leaders of America/Phi Beta Lambda), the largest business career student organization in the world is recommended. Activities include community service projects, fundraising and attendance at the fall and spring leadership conferences. FBLA-PBL offers many scholarship opportunities for its members.

Introduction to Business

Registration # CT 250

Level: College Prep

Grades: 9, 10

Credit: .50 (80 minutes alternating day-semester)

Prerequisite: None

How do businesses operate? What makes a business successful? Do you want to learn how to start your own business? In this introductory course students explore and learn the fundamentals of business and management, current trends in e-commerce and learn the basics of market research.

College Accounting and Finance

Registration # CT 251

Level: Advanced

Grades: 11, 12

Credit: 1.0 (80 minutes alternating day-year)

Prerequisite: None

College Accounting and Finance provides students with the basic accounting procedures used to operate a business. The complete accounting cycle is covered giving students a sound background for employment in office jobs and/or for studying business in college. Students will also learn basic business and personal financial literacy.

π – This course can meet the 4th year math experience requirement (beginning with the class of 2019)

*This course meets the Information and Communication Technology requirement.

Business Law**Registration # CT 252**

Level: Advanced

Grades: 10, 11, 12

Credit: 1.0 (80 minutes alternating day-year)

Prerequisite: None

Students will gain an understanding of our legal system from the perspective of business, contracts, sales, intellectual property, consumer, employment, property, and cyber law through courthouse visits, lectures and projects. Students will develop and communicate logical written and oral arguments to advocate for clients in simulated mock trials.

Global Business, Marketing & Finance**Registration # CT 253**

Level: College Prep

Grades: 10, 11

Credit: 1.0 (80 minutes alternating day-year)

Prerequisite: .50 credit in a previous Business or Marketing class with a grade of 75 or higher

Students will study international economics, competition, politics, governmental policy, and social activities and their impact on business. Students are taught to think in global terms concerning the legal, cultural, economic, and political environments that affect business. Students will engage in market research and develop a business plan for an international business.

*This class meets the Economics requirement and the Information and Communication Technology requirement for graduation.

COMPUTER AIDED DRAWING AND DESIGN

The Computer Aided Drawing and Design Program is designed to help students pursue a professional career in architectural, mechanical, or engineering fields, whether at the post-secondary level or direct entry into the workforce in an entry level position. These courses use industry leading software that is also used at post-secondary facilities and in the workplace. Membership in SKILLS USA - CADD is recommended.

Introduction to Computer Aided Drawing (CADD)**Registration # CT 300**

Level: College/ Prep

Grades: 9, 10

Credit: .50 (80 minutes alternating day-semester)

Prerequisite: None

This course is an introduction to basic skills and procedures used in traditional Drafting and the AutoCAD program. In this technology-based course students will use a computer to draw architectural, technical, and geometric shapes. Students will learn the mechanics of precision drawings and how they relate to the 3D design process. This is a fast paced technical as well as creative hands-on course.

* This course meets the Information and Communication Technology requirement.

CADD I Architectural/Technical Drawing and Design**Registration # CT 302**

Level: College Prep

Grades: 10, 11

Credit: 1.0 (80 minutes alternating day-year)

Prerequisite: Introduction to Computer Drawing and Design with a grade of 75 or higher

This is a technology-based course using a computer to draw technical and architectural plans in 2D and 3D. Subjects include orthographic views, auxiliary views, section views, isometric views, fasteners, 3D part manufacturing, floor plans, elevation views, section views, dimensioning, estimating materials, building cost, and site layout. This is a fast paced technical as well as creative hands-on course that will assist students in preparation for careers in engineering, machine tool, architecture or building trades. Skills-USA membership is recommended.

CADD II Engineering Technology**Registration # CT 303**

Level: College/ Prep

Grades: 11, 12

Credit: 1.0 (80 minutes alternating day-year)

Prerequisite: Must pass Architectural/Technical Drawing and Design with a grade of -80 or higher

In this course you will be asked to apply basic geometry and trig, plus physical science theories to practical problems. This is a hands-on course that is both technical and creative; it involves architectural, mechanical, surveying and structural engineering design. Students will use the Design Process to explore projects in STEM incorporating elements of basic electronics, computer programming, and CAD. In this course, you will be expected to problem solve. This is a fast-paced course that will assist you in preparing for a career in the building trades, architectural, or engineering fields. Skills-USA membership is recommended.

Articulated college credit is available through SMCC. See your instructor for more information.

CADD III Design Studio**Registration # CT 304**

Level: College/ Prep

Grades: 12

Credit: .50 (80 minutes alternating day-semester) This course can be repeated once for credit

Prerequisite: Engineering Technology with a grade of 80 or higher and instructor permission

CAD III Design Studio provides opportunities for students to pursue a special interest or career path in CAD Drafting. The objective of this course is to apply skills learned in the previous CAD courses to larger scale projects using more in depth practices and procedures of the Architectural and Engineering field. Students will produce a portfolio of quality work that can be used for school and/or job applications.

π – This course can meet the 4th year math experience requirement (beginning with the class of 2019)

Articulated college credit is available through SMCC. See your instructor for more information.

COMPUTER SCIENCE AND INTERACTIVE MEDIA

Computer Science is an exciting and fast growing career field. The two year Computer Programming program is designed to give students a fundamental understanding of the programming logic and language usage. Students will develop a variety of applications for deployment across a variety of platforms. Through the development process students will gain proficiency in a variety of programming languages, logic and algorithmic structures. In addition, they will work within industry standard development environments and on development teams. Courses have Web Design and Game Development elements weaved together to offer students an introduction to programming through design oriented, visually stimulating mediums. Students are encouraged to participate in both the SkillsUSA-Computer Programming and the Kennett Coders VEX Robotics Club.

Robotics, an Introduction

Registration # CT 650

Level: College Prep

Grades: 9, 10

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: None

The objective of this course is to use a hands-on approach to introduce the basic concepts in robotics including sensors, path planning, programming, and control, with a focus on mobile robots. Students will work in teams to build and test increasingly more complex VEX and/or LEGO-based mobile robots, ROBOTC will be the main programming language used in this course with an introduction to the Python programming language. Students will also use MIT App Inventor to create mobile apps and learn elements of design and connectivity.

*This course meets the Information and Communication Technology requirement.

Programming I

Registration # CT 651

Level: College Prep

Grades: 9, 10, 11

Credits: 1.0 credit (80 minutes alternating day- year)

Prerequisite: Grade of 80 or higher in Algebra 1, Intro to Robotics, Game Design and Development or Web Design recommended.

This course will provide a sound background in structured programming, logic, and design in stand alone desktop programs and in front-end web development. Students will program apps and software to address mathematical applications while learning fundamental skills, logic,

and design. While individual programming languages differ, the concepts and principles covered in this course will apply to virtually any programming language. The demonstration languages for programming concepts will be Python and Javascript. Students with an interest in robotics are encouraged to participate in the Robotics Club. The robotics teams will compete with state and national organizations like VEX and SkillsUSA.

*This course meets the Information and Communication Technology requirement.

Programming II

Registration # CT 652

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 credit (80 minutes alternating day - year)

Prerequisite: Programming I with 80 or higher or Game Design and Development with 80 or higher.

This course is the next step in converting fundamental programming knowledge into a marketable career skills set. Students will explore concepts of Object Oriented Programming and expand their skill sets to additional programming languages. Programming languages offered, but not limited to, are Java, JavaScript, Python, Visual C# and C. Subjects to be covered will include the graphical user interface, objects, event procedures, and back-end web development frameworks. Students with an interest in robotics are encouraged to participate in the Robotics Club. The robotics teams will compete with state and national organizations like VEX and SkillsUSA.

π – This course can meet the 4th year math experience requirement (beginning with the class of 2019)

Programming III

Registration # CT 655

Level: College Prep

Grades: 11, 12

Credits: 2.0 credit (80 minutes daily- year)

Prerequisite: Programming II with 80 or higher. Minimum 75% or concurrent enrollment in Pre-Calculus

Programming III is an advanced level programming course for students planning to pursue a technical, computer related field either through direct entry to the workforce or post-secondary education. This course extends the practices and knowledge gained during Programming II through full application development. Students with an interest in robotics are encouraged to participate in the Robotics Club.

π – This course can meet the 4th year math experience requirement (beginning with the class of 2019)

Exploring Computer Science**Registration # CT 653**

Level: College Prep/ Tech Prep

Grades: 9, 10, 11

Credits: .50 credit (80 minutes alternating day- semester)

Prerequisite: None

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues.

*This course meets the Information and Communication Technology requirement.

Game Design and Development**Registration # CT 654**

Level: College Prep

Grades: 9, 10, 11

Credits: 1.0 credit (80 minutes alternating day- year)

Prerequisite: None

The global media and entertainment industry is complex, expansive, and rapidly evolving. Within it, two highly creative, increasingly lucrative fields have emerged that are capturing the hearts and minds of millions: interactive application and video game creation. Students taking the course will design, develop, and deploy an original application or game using the Unity Engine. Students will learn to maintain a large, living game design document (GDD) and a daily design journal. Students will gain introductory artistic skills to 3D Modelling and Texturing using 3DS Max and Photoshop. This is a competency based course that will serve students well as an introduction to programming.

*This course meets the Information and Communication Technology requirement.

CULINARY ARTS

Culinary Arts is one of the fastest growing professions in the country. The culinary program will strive to provide students with professional production experience as they work and manage the on-site Mineral Spring Café. Our licensed kitchen, planned by restaurant owners and chefs from the Mount Washington Valley, meets industry standards. Safety and sanitation procedures, lab management and professional working attitudes are included in the curriculum. Students can earn the ProStart National Certificate of Achievement from the National Restaurant Association upon successful completion of the Year 1 & 2 exams and 400 hours of mentored work experience. Membership in SKILLS USA - CULINARY ARTS is recommended.

Culinary Arts I

Registration # CT 350

Level: College Prep

Grades: 9, 10, 11

Credit: 1.0 (80 minutes alternating days)

Prerequisite: None

This Level I class is designed for students serious about a career in the foodservice industry. ProStart National Certificate of Achievement from the National Restaurant Association can be earned upon successful completion of the Year 1 & 2 exams and 400 hours of mentored work experience. In this full-year course students learn about sanitation, safety, measurement, nutrition, knife skills, small and large equipment identification and use, and proper moist and dry cooking techniques. Hands on learning will take place in our state of the art kitchen to further develop skills in preparing a variety of foods including appetizers, soups, salads, salad dressings, sandwiches, entrees and desserts. Students are required to purchase and wear a uniform through the program. Financial assistance is available. A commitment to safety and personal responsibility for the work environment is required. Please see your instructor or the Career Tech Director for more information.

Culinary Arts II

Registration # CT 351

Level: College Prep

Grades: 11, 12

Credit 1.0 (80 minutes alternating days-year)

Prerequisite: Culinary I with an 80 or better, strong attendance record, and teacher recommendation.

This class is for students serious about a career in the food service industry. It is the 2nd level of a two year program. Students can earn the ProStart National Certificate of Achievement from the National Restaurant Association upon successful completion of the Year 1 & 2 exams and 400 hours of mentored work experience. In this year long course students will take skills acquired in Culinary Arts I to the next level with an emphasis on professionalism. Students will support the operation of Mineral Spring Cafe with a variety of food preparation tasks. A more in-depth study of stocks, sauces and soups will be covered as well as basic

baking techniques. An introduction to menu design will also be covered. A commitment to safety and personal responsibility for the work environment is required.

Culinary Arts III
Mineral Spring Cafe

Registration # CT 352

Level: College Prep

Grades: 12

Credit: 2.50 (115 minutes daily-year)

Prerequisite: Culinary II with an 80 or higher, excellent attendance record, teacher recommendation and completed application.

Culinary Arts Advanced is a formal commitment for a student with plans for a career in culinary, hospitality and /or travel and tourism. The advanced course will strive to provide opportunities for students to continue developing professional culinary skills, hospitality services and develop career plans in culinary arts.

Students will develop leadership skills through the primary focus of running the Mineral Springs Cafe. Alongside our Sous Chef, students will oversee the day to day operations of the Cafe and students staffed to work the restaurant. Curriculum for the course includes learning the importance of detailed organization, "mise en place," industry standard cooking/ baking procedures, time management, cost controls and marketing. It will build skill levels in the business and basics behind the production of quantity food. This is an extremely fast-paced course encompassing multi-disciplinary tasks while using the culinary arts New Hampshire state competencies as a guideline. Students will be expected to develop a portfolio to demonstrate attainment of competencies. A commitment to safety and personal responsibility for the work environment is required.

TEACHER EDUCATION

The Teacher Education Program is designed to work with young men and women interested in pursuing a career in the field of education or other child centered occupations. Students will have the opportunity to learn about themselves and their leadership and professional skills as they work with children in various educational settings. As student's progress through the program they will be offered increased responsibilities and the opportunities to spend more time with students in grades preK through high school through site visits in our elementary, middle and high school classrooms.

Exploring the Profession of Teaching & Children's Learning

Registration # CT 401

Grades: 9, 10

Level: College Prep

Credit: .50 (80 min alternating day-semester)

Prerequisite: None

This course is designed for students interested in pursuing a career in the field of education or working with children. Students will be introduced to the physical, intellectual, and social-emotional development of children and how learners are influenced by their early experiences. Students have an opportunity to work with and observe the children in Little Eagles. Classroom instruction includes lectures, notes, handouts, projects, hands-on activities, student presentations and unit evaluations.

Child Growth and Development

Registration # CT 400

Grades: 10, 11

Level: College Prep

Credit: 1.0 (80 minutes-alternating day year)

Prerequisite: Exploring the Profession of Teaching & Children's Learning

This course is designed for students interested in pursuing a career in the field of education. Child Growth & Development familiarizes students with the science of how children develop and learn. They also gain essential classroom skills such as how to manage behaviors and provide instruction. In order to practice their skills, students teach and assist in our own Little Eagles Lab Preschool throughout the year. During their lab experience, students experience first-hand the many aspects of being an educator, including the opportunity to prepare and present lesson plans. Classroom instruction includes lectures, notes, handouts, projects, hands-on activities, student presentations and unit tests. Units of study include child growth & development, Growth Mindset, brain based teaching, classroom environment, teaching lessons, lesson planning and past and current trends in education.

Curriculum & Methods of Teaching**Registration #CT 402**

Level: College Prep

Grades: 11, 12

Credit: 2.0 (80 minutes daily-year)

Child Growth & Development with a grade of 80 or higher.

Students entering Curriculum & Methods of Teaching are expected to have mastered or be proficient in the basic teaching skills and the growth and development of children learned in Child Growth & Development. Students will have the opportunity to spend an extensive amount of time out in our community schools at the elementary, middle and high school levels. During our field experiences, students will work closely with their cooperating teacher to assist with the daily operations of a classroom. Units of study include curriculum planning using Understanding by Design, differentiated instruction, advanced instructional practices, special education and observation skills. At the conclusion of the Teacher Education Program, students will create a professional portfolio to demonstrate the competencies they have achieved.

Little Eagles Internship**Registration # CT 403**

Level: College Prep

Grades: 11, 12

Credit: .50 (80 minutes alternating day-semester)

Prerequisite: Application and grade of 80 or higher in Teacher Education I

Students entering an internship in Little Eagles Preschool are expected to have mastered or be proficient in the basic teaching skills and the growth and development of children learned in Child Growth & Development. Interns will be responsible for maintaining a daily schedule and providing the children with developmentally appropriate experiences. This includes writing and teaching lessons around preschool themes are part of weekly preparations. Students will work closely with the Little Eagles lab advisor practicing classroom management techniques, developing strategies for guiding children's behavior and practicing work ethic skills in their daily activities. Students will complete weekly reflections and submit lessons plans to document their knowledge and experiences in Little Eagles. In addition to the daily responsibilities, interns-will become involved in organizing special events, producing newsletters and being a positive role model for young children in our community.

Community Educational Internship**Registration #CT 404**

Internship opportunities in our local elementary and middle schools are offered through our work based learning program (See page 31 for credit opportunities). Classroom experience in many grade levels and subjects is available.

FILM/VIDEO AND PHOTOGRAPHIC ARTS

Do you like taking photographs and creating videos? Would you like to learn how to edit the photographs and videos you take to create interesting images, scenes, montages, prints, slideshows and stories? In the Film, Video and Photographic Arts classes, you will use equipment in class and explore how to work with digital cameras and camcorders to capture photographs and videos. You will learn how to enhance the images you create using Photoshop, iMovie, and other software. You will also learn how to use Illustrator, a drawing and design software to create graphic designs including posters, CD and DVD labels, and advertisements. You may work in the television studio and production area and become involved in the daily news show; advanced students will occasionally create a “television news magazine” variety show. Adobe Certification Exams will be an opportunity for students who complete the program to earn industry standard recognition of their competence in the programs we use.

Some skills needed to be successful in this program are:

- The ability to work independently in an active, multi-tasking environment.
- The ability to read, write and calculate in order to complete assignments.
- The ability to interact with fellow students on a daily basis in a productive manner, asks questions, find answers and otherwise solve problems.
- The ability to concentrate on a single project for 80 minutes.
- The ability to behave in a businesslike and professional manner.

Membership in SKILLS USA - GRAPHIC ARTS is recommended.

Introduction to Graphic Arts

Registration # CT 450

Level: College Prep

Grades: 9, 10

Credit: .50 (80 minutes alternating day-semester)

Prerequisite: None. Permission to video in class form must be returned signed prior to the end of the first week of class.

In this class, you will explore photography, video production and graphic communication. You will work on projects and learn to use digital still cameras and camcorders together with illustration, photo, and video editing software to create and edit photographs, slideshows, movies, digital artwork and designs for posters and DVD labels. The class runs very independently and the goal is to provide each student with the opportunity to learn at his/her own pace and in his/her own style. While there are plenty of opportunities for help, students who choose this course will need to take responsibility for their own learning. This is a fun and creative class, and at the same time, it does involve a lot of work and self-motivation!

*This course meets the Information and Communication graduation requirement.

Photography, Video & Graphics I (Formerly II)**Registration # CT 451**

Level: College Prep

Grades: 10, 11

Credit: 1.0 (80 minutes alternating day-year)

Prerequisite: Intro to Graphic Arts with 75 or higher. Permission to Video in Class form must be returned signed prior to the end of the first week of class.

Students in the second level and advanced film video, and photographic arts courses delve more deeply into each of the areas described above. At this level you will produce more involved, compelling projects using more sophisticated equipment and will explore the programs in greater depth than in the introductory class. In the advanced classes you will create photography, design, and video portfolios from the projects that you do in class. You will make photographic slide shows and prints for display and enter into competitions. You will create interviews, news shows in the Kennett High Television Studio, music videos, documentaries, and public service announcements and short films and enter them into film festivals. You will see how the dark room works and will learn how to make a black and white print from a negative. You will explore studio, portrait, landscape and nature, macro, sports, and documentary photography. The class will take field trips to local scenic vistas to take advantage of the opportunities surrounding us in the Mount Washington Valley. You will need to be ready to take chances, take advantage of the classroom resources available, and work independently as well as with your peers and the instructor to solve problems, find answers, and complete projects.

*This course meets the art requirement.

**Photography, Video & Graphics II
(Formerly Graphics III TV Studio Production)****Registration # CT 452**

Level: College Prep

Grades: 11, 12

Credit: 1.0 (80 minutes alternating day-year)

Prerequisite: Photography, Video & Graphics I with 75 or higher. Permission to video in class form must be returned signed prior to the end of the first week of class.

Jump into the ever-growing world of communication with a course that involves every aspect of the television production field. This 21st century course explores television related careers, television production and the television production team, and basic equipment used in television production such as video recorders, digital cameras, digital video editing, and lights. Students will be involved in the production of Eagle Hour (our local television cable access show) and other school and community events. Students will also be directly involved in running and producing the school television news show, in the KHS Television Studio.

Photography, Video & Graphics III

Registration # CT 453

Level: College Prep

Grades: 12

Credit: 1.0 (80 minutes alternating day-year)

Prerequisite: Photography, Video & Graphics II with 80 or higher and permission of the instructor. Permission to video in class form must be returned signed prior to the end of the first week of class.

Special Projects will provide the student with an opportunity to develop products and presentations that will be used in his or her portfolio. The objective of this course is to apply skills learned in the previous graphic arts courses to produce a portfolio of quality work that can be used for school and/or job applications. Photography, Video, & Graphics III provides opportunities for students to pursue a special interest or career path in graphic communications.

Articulated college credit is available through LRCC and SMCC. See your instructor for more information.

HEALTH SCIENCE TECHNOLOGY PROGRAM

Are you planning a career in the medical field? Health care is one of the most rapidly growing career pathways; however, it is experiencing a critical shortage of workers. An increased demand for health care workers is expected to continue, opportunities and benefits are numerous. Perhaps the greatest benefit in pursuing a career in healthcare is the opportunity to be able to make a difference in someone's life.

The Health Science two year program follows a state and national approved curriculum that is offered to students who are ready to make a commitment to beginning their journey toward a career in a health care field. Students who complete this program will have the foundation necessary to pursue further training and education in a variety of health care professions. Students will be American Heart Association First Aid and CPR certified upon completion of the program.

The Health Science Technology program learning is based on acquiring technical skills in the classroom learning lab, leadership skills based on integrating (HOSA) Health Occupation Students of America activities, and based on the National Health Care Skills Standards. Students who enroll in the Health Science Technology program are encouraged to include Algebra I, Biology, Anatomy & Physiology and Chemistry in their high school program. Membership in HOSA (Health Occupations Students of America) is recommended.

*Students will earn elective science or health credit upon completion of program.

Intro to Health Science Technologies

Registration # CT 500

Level: College Prep

Grades: 9, 10

Credit: .50 (80 minutes alternating day semester)

Prerequisite: Recommended classes: Algebra I, Biology

This course is designed to create an awareness of career possibilities in health care and inform students of the educational options available for health science technology programs. Students will be introduced to career exploration, health care standards, safety, medical terminology, beginning anatomy, and the fundamental aspect of healthcare.

Instruction will include learning teamwork and communications skills, and the necessary skills to work in the healthcare industry.

Health Science Technology I

Registration # CT 501

Level: College Prep

Grades: 10, 11

Credit: 1.0 (80 minutes alternating day – year)

Prerequisite: None, Intro to HST recommended

Recommended classes: Algebra I, Biology

Students in this course follow national and state standards to help develop skills needed to work in the field of health care. Students will explore careers in health care; learn about safety, infection control, medical terminology, beginning anatomy and physiology, cells, tissues and ethical and legal responsibility. Students learn teamwork, communication, technology skills, and experience the use of hands-on medical equipment. All students are encouraged to join HOSA, a student run career tech organization that focuses on social and civil responsibility while promoting involvement in state and national healthcare activities. The health science technology program promotes responsibility, knowledge, and professionalism. There is a strong emphasis on work ethic.

Health Science Technology II

Registration # CT 503

Level: College Prep

Grades: 11, 12

Credit: 2.0 (80 minutes daily-year)

Prerequisite: Passing grade of 80 in HST I and Biology

Current immunizations on file including negative Tb test prior to health care career internship. Recommended Classes: Algebra I, Anatomy & Physiology, Chemistry

In Health Science Technology II students will apply what they have learned in Health Science Technology I. There is a strong emphasis on employability skills and preparation for entering the work force or college students learn how to prepare resumes and practice interviewing skills. Each student will complete a portfolio to take with them on their journey to a career in healthcare. All students are encouraged to join HOSA, a student run career tech organization that focuses on social and civil responsibility while promoting involvement

in state and national healthcare activities. Students will work on completing the mandated state and national competencies and their CPR/FIRST AID certification. Classroom study will include anatomy and physiology and medical terminology.

Running Start college credit available through WMCC. See your instructor for more information.

LNA Program & Internships

Registration CT# 504

Level: College Prep

Grades: 12

Credit 1.0 (80 minutes daily plus 60 hours of clinical experience - Semester)

Prerequisite: Passing grade of 80 in HST I & II or current enrollment in HST II

Current immunizations on file including two negative Tb tests, negative drug screen and clear background check prior to health care career internship. Recommended Classes: Algebra I, Biology, Chemistry, and Anatomy & Physiology.

The LNA program includes routine training in nursing related services in hospitals or long-term care facilities under the training and supervision of a registered nurse or licensed practical nurse. Students must complete 60 hours of clinical training in a long-term/acute care facility, which will include weekend hours. These hours are arranged at the beginning of the class and there is a strict attendance policy. The program is under the jurisdiction of the state nursing board and must follow all regulations and rules. Students who wish to pursue LNA certification will have the requirements necessary to sit for the state licensing exam.

HOSPITALITY & TOURISM MANAGEMENT

Hospitality & Lodging Academy I

Registration # CT 258

Hospitality & Lodging Academy II

Registration # CT 259

Level: Advanced

Grades: 10, 11, 12

Credit: 2.0 (80 minutes daily-year)

Prerequisite: Application and Instructor's Approval

Are you looking for that dream job with global career opportunities? The Hospitality and Lodging Management I & II program will introduce high school sophomores, juniors and seniors to careers in management focusing on the hospitality industry. Through a partnership with the Red Jacket Mountain View Resort, students will enter the premier Hospitality & Lodging Management Program where they will be exposed to on-the-job training, projects, job shadowing, internships and employment opportunities through on-site instruction at the resort. This, coupled with a comprehensive and dynamic curriculum created by the Educational Institute of the American Hotel and Lodging Association, creates an experience that builds business and management skills. These skills are applicable and transferable to other industries. Students can earn national certification as a Certified Hospitality & Tourism

Management Professional (CHTMP) and a Certified Guest Service Professional (CGSP) from the American Hotel & Lodging Association upon successful completion of the program and certification process. The program will also provide opportunities for articulation with state colleges and universities. Upon completion of the two year program, students will have the necessary foundations to begin a career within the hospitality industry or to continue their education at the post-secondary level. Applications for the Hospitality and Lodging Management are available in the Career Tech office, Guidance office or from the instructor.

Articulated college credit is available through SNHU and Johnson & Wales University. See your instructor for more information.

MACHINE TOOL TECHNOLOGY

The following courses are a must for anyone who wishes to pursue an interest in manufacturing or engineering which would include: welding, machining, fabrication, sheet metal, automotive, construction, architecture, or auto racing. Students will develop competencies that will prepare them for entry level employment and/or post-secondary options, including certification programs, associate or bachelor degrees. Emphasis on appropriate work based safety, shop management, process control, professional demeanor and work attitudes are inclusive in the curriculum. Past projects include tool boxes, all types of welding, center and drift punches, case hardening, race car parts, and go-carts. Courses in the Machine Tool Program are not only project based, but also include math and drafting components as well as the opportunity to compete in Machine Tool and Welding at Skills USA. Since 2013 the Machine Tool Technology department has teamed up with NASA to be a part of the High Schools United with NASA to Create Hardware (HUNCH) program. The students selected to work on the HUNCH team will be making parts for the International Space Station.

Intro to Machine Tool

Registration # CT 553

Grades: 9, 10

Level: College/Tech Prep

Credit: .50 (80 minutes alternating day – semester)

Prerequisite: None

Instruction in this course will focus on shop safety, skill building with hand tools, and semi-precision measurement. The steps of manufacturing and how our everyday lives are affected by it will be addressed. Students will work on projects that demonstrate safe work habits and that teach the importance of measurement. Some projects will include tool boxes, center punches and drift punches, welding, and fabrication. This class is a skill builder to prepare students for the interesting world of machining and welding.

Machine Tool Technology I

Registration # CT 550

Grades: 10, 11

Level: College/Tech Prep

Credit: 2.0 (80 minutes daily– year)

Prerequisite: Intro to Machine Tool 75 or higher

This project based class will focus on the uses of different kinds of metal and their appropriate application to different projects. The class is designed to introduce students to the fundamentals of metal working in a safe environment. Students will learn about many types of hand tools and the proper use and application including the importance of precision measurement in the manufacturing process. Students will learn how to operate the drill press, lathes, knee mills, band saws, plasma cutter, oxyacetylene processes, MIG, Stick, and TIG welders. Print reading, drafting projects, layout mathematic problem solving, and project base skill builders will prepare students for the next step. Also, students will learn proper maintenance techniques on tools and machines. Great emphasis is placed on safety, professionalism, industry standards and skill set building using State and National Standards. This course will also give students a broader view of the world by introducing them to how the manufacturing industry plays a role in their everyday lives.

Machine Tool II & III Machine Shop and Welding

Registration # CT 551

Grade: 11, 12

Level: College/Tech Prep

Credit: 2.0 (80 minutes daily-year)

Prerequisite: Machine Tool I and/or Machine Tool II with an 80 or higher

These classes will focus on the manufacturing process and how items are machined, fabricated and assembled to industry standards. A great emphasis is placed on safety, professionalism, industry standards, measurement, turning, milling, welding, blueprint reading, and extreme fabrication. Students will utilize the CNC Milling Machines, CNC Lathe, and the CNC Plasma cutter to make precision parts and projects.

Third year students will focus on in-depth, real operations instruction in machining and welding. Emphasis will be placed on set-up of CNC machines, fixture building, engineering, design, inspection, advanced welding techniques and mathematics. All projects will be built to industry standards. Past projects include CNC parts for racecars and motorcycles, sterling engines, go-carts, tree stands, trailers, woodstoves, and many other real world projects.

Advanced Machine Tool III students will be eligible for many different opportunities, including the NASA Hunch Program, internships, apprenticeships, as well as scholarships in Machine Tool and Welding.

π – These courses can meet the 4th year math experience requirement (beginning with the class of 2019)

Running Start credit (up to 5 credits) available through LRCC and articulated college credit is available through CMCC and SMCC. See your instructor for more information.

MARKETING PROGRAM

The marketing program provides students an opportunity to learn about the exciting world of marketing and business in a hands-on, project-based format. Students receive formal classroom instruction and then are provided the opportunity to enhance and utilize these lessons by running their own businesses, working with community businesses and working in the school store. Students receive a number of structured assignments that they can work through at their own pace. Because final grades are based on the number of assignments completed, students need to be able to work on their own and show initiative.

Some of the skills needed to be successful in this program:

- The ability to behave in a businesslike and appropriate manner.
- The ability to work with fellow students and adults on a daily basis in a team environment.
- The basic skills required to read, write, and calculate math problems in order to complete the assignments.
- A basic level of computer skills.
- The ability to work independently and be self-motivated.

Membership in Distributive Education Clubs of America (DECA) is recommended.

Introduction to Marketing

Registration # CT 600

Level: College Prep

Grades: 9, 10

Credit: .50 (80 minutes alternating day-semester)

Prerequisite: None

Do you know what the Super Bowl, Rihanna, and the Fryeburg Fair have in common? Marketing! Promotion, advertising, and image are all part of this exciting field that is all around you. Learn the secrets of the professionals as you use business and marketing skills to create and run your own company. You will develop market, promote and distribute a unique product of your own creation. The project topics introduced in this course are product development & innovation, promotional planning, advertising, pricing, packaging and distribution. This fun, fast-paced course will culminate with a new product expo with students displaying and marketing their products to vendors and buyers. DECA membership is encouraged.

Retail Marketing and e-Commerce

Registration # CT 601

Level: College Prep

Grades: 10, 11

Credit: 2.0 (80 minutes every day-year)

Prerequisite: Introduction to Marketing or Intro to Business with a grade of 75 or higher

Retailing is one of the most profitable businesses in the world and continues to grow rapidly in the United States and globally with new opportunities. We will focus on the nature of retailing, discovering the factors that set it apart from other types of marketing businesses while utilizing the school store as a real life business laboratory. Highly structured projects enhance this hands-on class as you learn about merchandise planning, store design and visual merchandising, pricing, site location and selection, promotion and advertising, selling, customer service and store management. When you think of e-commerce, think of an exciting phenomenon that comprises a variety of advertising efforts, marketing strategies and technological innovations generating revenues of over \$900 billion per year adding a whole new dimension to the business world. We will learn how it all began then jump into the nuts and bolts of how it all works.

*This course meets the Information and Communication Technology requirement.

Sports & Entertainment Marketing

Registration # CT 602

Level: College Prep

Grades: 11, 12

Credit: 1.0 (80 minutes alternating day- year)

Prerequisite: Retail Marketing with a grade of 75 or higher

Welcome to the world of Sports & Entertainment Marketing. How do sports teams make money to pay those outrageous salaries? Why is "Jersey Shore" so popular? How does Disney score hit after hit? And why do products endorsed by athletes like LeBron James sell so well? This unique and innovative course answers these questions utilizing fundamental marketing concepts to go behind the scenes of the most exciting and highly competitive businesses in the world. Among the topics this course will explore are brand management, merchandising, advertising, public relations/publicity, event marketing, corporate sponsorship, ticket distribution, film promotion, non-traditional marketing strategies and legal and ethical issues in the sports and entertainment industries. Students will own and operate their own fantasy sports team, managing and making changes like the pros. This is a project-based, hands-on course and offers students an edge if pursuing marketing or sports management degrees on the collegiate level. Students will be expected to have strong computer skills, be able to work independently on multi-layered projects and, most importantly, have a solid understanding of basic marketing functions. DECA membership is encouraged.

ENGLISH

The English Department offers a program of reading, writing, and communications in accordance with standards from The National Council of Teachers of English, the Common Core standards, and the Key Learning Targets that have been established for each course by a Professional Learning Community at Kennett. Students are required to demonstrate proficiency on each of the learning targets in order to achieve success in a course. These proficiencies are measured through common assessments in the course.

Students in grades 9 through 12 will be enrolled in mixed-level classes where they are encouraged to work towards achieving the highest level possible. Each student must meet the requirements of his/her enrolled level through demonstrated proficiency of key learning targets as evaluated through the course's common assessments.

Level changes for all semester long classes will take place at the end of Quarter 1. Level changes for year-long classes that offer specific leveled sections will take place for grade 12 at the end of Quarter 1 and at the end of Quarter 2 for freshmen, sophomores and juniors. Students will have the option to attempt various leveled assignments to help determine what level is most appropriate for them. Students will receive a contract identifying his or her level and expectations for the remainder of the course. The contract will need to be signed by a parent/guardian as well as the teacher.

Students who are considering taking the AP English Language and Composition or the AP English Literature class or test should enroll in a series of recommended courses. These courses include the following: American Literature, British Literature, or Writing.

Levels Defined

Advanced (Mastery Level)

Students are expected to read literature and craft analytical writing pieces in response. Students will maintain a volume of independent reading that includes a range of genres and authors and increases in complexity over the course of the school year. Advanced students will read 20 or more books over the course of the school year. Students will begin to recognize literary and rhetorical techniques and analyze their impact on the writing in both required and independent reading. Advanced students will often make relevant contributions to class discussions.

Students are expected to craft thoughtful and insightful pieces of writing in a variety of genres (developing an understanding of how genres blend) with careful attention to the conventions of the English language. Students are expected to create multiple drafts with evidence of revision for most writing. Seeking and responding to feedback on writing is expected.

College Prep (Proficient Level)

Students are expected to read literature and craft a blend of analytical writing pieces and creative writing pieces in response to their reading. Students will maintain a volume of independent reading that includes a range of genres and authors and increases in complexity over the course of the school year. College prep students will read 10 or more books over the course of the school year. Students will begin to recognize literary and rhetorical techniques and analyze their impact on the writing in their independent reading. College prep students will participate in small group and whole class discussions.

Students are expected to craft thoughtful pieces of writing in a variety of genres with consistent attention to the conventions of the English language. Students are expected to use the writing process for most writing. Seeking improvement by responding to feedback on writing is expected.

General (Basic Level)

Students will communicate understandings of reading across mediums while attempting to develop an allegiance to genres and authors. Students will be encouraged to develop a habit of reading, increasing the volume of, and their stamina for reading books of their choice.

Students will engage in the writing process, respond to feedback, and attempt to control the use of conventions in writing.

Colleges Defined:

Highly selective colleges: For students who thrive on academic rigor. Students who attend highly selective schools will be surrounded by valedictorians from other schools.

Competitive colleges: Four year college or university. For students who plan for a professional degree or liberal arts education. Recommended for students looking to earn a bachelor's degree.

Technical/Community colleges: For students who desire direct entrance into an occupation after college. Recommended for students looking to earn an associate's degree.

To receive a Kennett High School diploma, a student must earn a minimum of 4 credits in English. Students who choose to take more than 1 English credit per year may only use 1 credit towards their English graduation requirements. The remaining credits will fall in to the Focus Area Electives.

Course Requirement Guide:

Course Title	Semester(s) Offered	Grades
American Literature	Year Long	10,11,12
AP English Literature and Composition	Year Long	11,12
Art of Persuasion	1	10,11,12
Art of Story	1	10,11,12
British Literature	Year Long	10,11,12
English Composition (Running Start)	Year Long	11,12
Freshmen English	Year Long	9
Hero's Journey	1	10,11,12
AP Interdisciplinary American Studies	Year Long	11,12
Literature & Social Issues	Year Long	10,11,12,
Literature into Film	2	10,11,12
Literature of War	2	10,11,12
Research Writing	1	11,12
Shakespeare	1&2	10,11,12
Sports Writing	2	10,11,12
Writing	Year Long	10,11,12
Writing II	2	11,12
Poetry	1	10,11,12
SAT Prep	1	10,11,12

Functional Literacy

Registration # ENG 150

Level: Life Skills

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: IEP Placement Team Recommendation

This course focuses on skills for effective communication: listening, speaking, reading, and writing. Students are to write spontaneously about pictures, personal experiences, and literature. Other focus areas are computer literacy, shopping lists from recipes, personal and business letter writing, spelling, current events, reference skills, and following directions. Lesson plans often involve the use of artistic activities to enhance engagement and comprehension of objectives.

Literacy Lab**Registration # ENG 152**

Level: Unleveled
Grades: 9, 10, 11, 12
Credits: .50 (80 minute alternating day-semester)
Prerequisite: IEP Placement team recommendation

This lab, taught by a special educator, will provide students with remedial instruction in reading and writing skills to prepare students for enrolling in general level English classes. The intent of the lab is to build basic literacy skills needed to complete high school level course work. The length of enrollment is determined by the IEP team and is individualized based on student needs as indicated in IEP goals and objectives.

Reading Fundamentals**Registration # ENG 153**

Level: Unleveled
Grade: 9, 10, 11, 12
Credits: .50 (80 minutes alternating day-semester)
Prerequisite: None required

This is a one-semester course offered to students who need and/or desire to improve their reading skills. The curriculum is drawn from current, research-based methods of reading instruction. The goals of the course are to improve reading comprehension; improve reading fluency; learn reading strategies that can be applied across the curriculum; increase confidence levels in the area of reading; make reading-writing connections; and promote a life-long appreciation for the joy and benefits of reading. The curriculum includes daily guided choice reading (GCR); daily oral reading (both small group and whole class); lessons in reading strategies, grammar, literary terms, and vocabulary; writing exercises; small group activities; individual projects; and nightly independent reading.

English for Speakers of Other Languages**Registration # ENG 154**

Level: Determined by ESOL Teacher
Grades: 9, 10, 11, 12
Credits: 1.0 (80 minutes alternating day-year)
Prerequisite: Teacher or counselor recommendation

This course fulfills the English requirement for ESOL students. It will concentrate on the skills of listening, speaking, reading and writing.

Freshman English



Registration # ENG 100

Level: General*

College Prep**

Advanced***

Grade: 9

Credits: 1.0 (80 minutes alternating day-year)

This year-long course integrates the essential skills of high school English, providing foundation for upper-level English courses throughout high school. These include reading, writing, listening, speaking, and viewing skills. Students will also work on grammar, usage, spelling, and vocabulary in conjunction with writing skills. Literature units will focus on response, reflection, and analysis, and will include the study of short stories, novels, poetry, drama, and nonfiction. Research skills will be emphasized throughout the course.

Possible Texts: *To Kill a Mockingbird*, *Lay That Trumpet in our Hands*, *Mississippi Trial*, *Black and White*, *Romeo and Juliet*.

Year-Long English Courses

American Literature



Registration # ENG 210*

Level: General*

College Prep**

Advanced***

ENG 211**

ENG 212***

Grade: 10, 11, 12

Credits: 1 (80 minutes alternating days for 1 year)

Recommended for students reaching for highly selective colleges, competitive colleges, technical/community college. *Students who have taken either American Literature I or American Literature II may not sign up for this course.*

What does it mean to be independent and free? What does it mean to be self-reliant? What is the American Dream, and how did it evolve from the collective desires of early settlers? On the other hand, how much control do we really have over our own destinies, and is the American Dream a myth?

American Literature is a year-long course designed to answer these broad questions about hope, desire, and wish-fulfillment, and the mixed emotions of optimism and pessimism that come with them. Students will deepen our discussion by studying a variety of poems, short stories, speeches, and novels. Students will learn how to read a variety of texts closely and analytically, and write a series of arguments, informational pieces, and even short narratives--all of which contribute to this year-long discussion. Throughout the year, students will maintain a journal of their thinking, and track their growth as readers and writers.

During the first half of the year, students will learn how to close read short stories and poems, and how to write literary analyses and specific arguments. While they are doing this, they will build

their stamina for reading longer works through choice reading. In the second half of the year, students will see an increase in assigned reading, and we will begin to explore America's literary history by studying a variety of literary movements. Reading during the second half of the year will become increasingly difficult, as we travel back in time, exploring the earliest periods in American Literature.

Possible texts: Crane's *The Red Badge of Courage*, Steinbeck's *Of Mice and Men*, Fitzgerald's *The Great Gatsby*, Hemingway's *The Sun Also Rises*, Kerouac's *On The Road*, Wright's *Native Son*, Vonnegut's *Slaughterhouse Five*, and O'Brien's *The Things They Carried*, Hawthorne's *The Scarlet Letter*, *The Slave Narrative of Frederick Douglass*, and Twain's *The Adventures of Huckleberry Finn*.

AP English Literature & Composition

Registration # ENG 405***

Level: Advanced Placement

Grade: 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Recommended for students reaching for highly selective colleges, competitive colleges.

At least one recommended prerequisite: British Literature, Shakespeare, American Literature I or II

Summer, Fall, Winter, Spring—we feel differently during each season. Our moods change, and our attitudes change, as well. It should come as no surprise that certain genres of writing are associated with each. In this class, we will study the characteristics of the four major literary genres: romance, tragedy, satire, and comedy. We will battle the Green Knight with Sir Gawain, we will stand quietly in Desdemona's bedchamber and watch as she is murdered by her husband, we will rot in the trenches of World War I, and we will hopefully end on a high note with comedy. We will lose innocence, gain experience, and hopefully leave with a balance between the two.

Since this is an AP-level course, the reading will undoubtedly be challenging. Students will learn how to close-read poems, plays, short stories, and novels, and they will learn how to write responses to literature. The course will also focus on preparing students for the AP Exam in May, which is required for all students who enroll. Summer reading is required.

Students will be given their summer assignment in May. This assignment must be complete by August 12, 2016. All assignments must be turned in to Kennett High School's main office by 12 PM. No electronic copies will be accepted. Failure to complete the assignment on time will result in removal from the course.

Possible texts: *Sir Gawain and the Green Knight*, Aristotle's *Poetics*, Shakespeare's *Othello* and *Comedy of Errors*, Chinua Achebe's *Things Fall*.

British Literature

Level: General*
College Prep**
Advanced***

Registration # ENG 250*
ENG 251**
ENG 252***

Grade: 10, 11, 12
Credits: 1.0 (80 minutes alternating days for 1 year)

Recommended for students reaching highly selective colleges, competitive colleges.

Students who enroll in British literature for the academic will have the opportunity to choose from a vast array of British texts that they will be expected to read and write about critically as the majority of novels covered are done so through student choice. Concurrently, we as a class will cover an assortment of poetry and shorter prose from the Elizabethan, Romantic, Victorian, and Modern eras during the fall semester. In the spring, students will continue to read their choice British authors while we as a class also read novels that might include but are not limited to George Orwell's *1984*, William Golding's *Lord of the Flies*, William Shakespeare's *Macbeth* and *Hamlet*, and Mary Shelley's *Frankenstein*. Writing will include critical analysis, narrative, and research essays.

English Composition

Registration # ENG 280

Level: College Prep/ Advanced/ Running Start
Grade: 11, 12
Credits: 1.0 (80 minutes alternating days for 1 year)

Prerequisite: English Teacher and guidance counselor recommendation

Recommended for students reaching for competitive colleges, technical/ community college.

This is a college level course where students will learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis on the writing process through drafting, revising and editing will take place. Research and documentation strategies will be emphasized. Students will write research essays, literature response essays, argument essays and memoirs.

Running Start enables high school juniors and seniors to enroll in English Composition for a significantly reduced tuition rate and receive credit through the New Hampshire Community College (see page 27 for details).

Texts: *The Norton Reader*, 13th edition; *The Norton Field Guide to Writing*, 2nd edition and supplemental readings.

Interdisciplinary American Studies  **Registration # ENG 600**
[AP U.S. History and AP English Language and Composition]

Year-long, every day, satisfies US History requirement AND 1 credit of English.

Level: Advanced Placement
Grade: 11
Credits: 1.0 English (80 minutes alternating days for 1 year)
1.0 US History (80 minutes alternating days for 1 year)

Recommended for students reaching for highly selective colleges, competitive colleges.

This course is designed to introduce students to the challenges of a college level course. Students in this course are expected to work independently and to contribute to class discussion. The curriculum model is designed to prepare students for both the AP Advanced Placement US History exam and the AP English Language and Composition exam in May. There will be extensive outside readings (including summer reading). While the readings will support the chronological study of American history, they will also serve as mentor texts in rhetorical analysis. Students will both read and write with the aim of improving their understanding of purpose while immersing themselves in the history of our nation. From the Federalist Papers appearing in *The Independent Journal* to the broadcast of President Reagan's inaugural address, rhetoric has shaped our nation's laws and values. The combined study of history and historical documents will enrich the students' knowledge of both fields.

Students will be given their summer assignment in May and will be expected to be complete by August 12, 2016. All assignments must be turned in to Kennett High School's main office by 12 PM. No electronic copies will be accepted. Failure to complete the assignment on time will result in removal from the course. Students must take the AP exam.

Literature and Social Issues  **Registration # ENG 290***
Level: General* **ENG 291****
College Prep** **ENG 292*****
Advanced***

Grade: 10, 11, 12
Credits: 1.0 (80 minutes alternating days for 1 year)

Recommended for students reaching for competitive colleges, technical/community college

This course examines how social issues are portrayed in literature; specific attention will be paid to gender, race, and class. For example, how are the male and female characters in a literary work portrayed? What's it like to be a gay teenager in a typical American public high school? What opportunities does the world offer to a fourteen-year-old, uneducated black girl living in rural Georgia in the 1920s? Or to an impoverished immigrant?

Through their study of literature, students will learn about gender stereotypes, race relations, and class conflict. Students will also learn how to read closely and analytically, and how to write effective arguments, informational pieces, and narratives. Some public speaking will be expected. There will be an emphasis on student-choice reading. Assigned readings will consist of short selections – poems, fairy tales, short stories, memoirs, and non-fiction articles. Possible novels include *The Perks of Being a Wallflower*, *The Handmaid’s Tale*, *The Color Purple*, *How the Other Half Lives*, and *Native Son*.

Writing 

Level: General*

College Prep**

Advanced***

Grade: 10, 11, 12

Credits: 1.0 (80 minutes alternating days for one year)

Registration # ENG 400*

ENG 401**

ENG 402***

Recommended for students reaching for highly selective colleges, competitive colleges, technical/community college

Students will read, respond to, and write nonfiction in a variety of forms. Writing activities will include memoir, creative nonfiction, formal and informal essays, and publishing opportunities with college admissions and scholarship essays. The course text will be *True Stories: Guides for Writing from Your Life*. Class time will be used to read, write, confer, and share work in progress. Class participation and contribution to a supportive class atmosphere will be a significant part of the course grade. Each student will develop a portfolio of original work and present one piece of writing in a readers' cafe at the end of the semester.

Potential Semester One English Courses

Be sure to make two selections in the event that your first choice has been filled.

The Art of Persuasion 

Level: General*

College Prep**

Advanced***

Grade: 10, 11, 12

Credits: .50 (80 minutes alternating days for 1 semester)

Registration # ENG 360*

ENG 361**

ENG 362***

Recommended for students reaching for highly selective colleges, competitive colleges, technical/ community college.

This course emphasizes the development of argumentation and research skills. Students learn how to read and evaluate logical arguments, formulate research questions, explore

print and electronic resources, and frame persuasive arguments relevant to contemporary society. Assessments will include short papers, a research paper, and in class on-demand writing. Active class participation and speaking in front of an audience is required.

Readings will include fiction such as *The Grapes of Wrath* and *Uncle Tom's Cabin*; personal narrative such as Frederick Douglass and Anne Frank's; and non-fiction such as *Silent Spring* or comparable works related to student personal interests.

The Art of Story

Level: General*

College Prep**

Advanced***

Grade: 10, 11, 12

Credits: .50 (80 minutes alternating days for 1 semester)

Registration # ENG 380 *

ENG 381 **

ENG 382***

Recommended for students reaching for competitive colleges, technical/ community college

We are a people of story. Story is at the heart of writing and one of the Common Core State Standards. Story anchors the college admissions essay and is found in well-crafted arguments. In this course we will mentor ourselves to vivid writing in poetry and story. We will imitate the compression and expansion of time, the use of flashbacks and scenes, and the smooth transitions that create a narrative line. As we craft dazzling writing together, we will build a community of support for the regular reading, writing, sketching, revision, conferring, and sharing work of a writers' workshop. We will use notebooks to discover ideas and images that can lead us to thinking in memoir, non-fiction, historical fiction, and poetry. We will study and imitate complex sentences to strengthen writing in any form. Write your life in this course.

The Hero's Journey

Level: General*

College Prep**

Advanced***

Grade: 10, 11, 12

Credits: .50 (80 minutes alternating days for 1 semester)

Registration # ENG 230*

ENG 231**

ENG 232***

Recommended for students reaching for competitive colleges, technical/community college

Superman's parents were killed when his home-world was destroyed; Luke Skywalker's parents were killed by the Dark Side, and Harry Potter's parents were killed by Voldemort. One was sealed in a spaceship and sent to Earth, one was hidden away in the desert wastes of Tatooine, and another was locked in a closet under the stairs. Why do

these similarities exist, and how long have these patterns existed? Together, we will find answers to these questions, as the hero must often find his own answers. We will begin with a study of what is known as the archetypal hero and his journey by reading excerpts from Joseph Campbell's *The Hero With a Thousand Faces*, as well as Native American myths and stories from the Brothers Grimm. We will sail with Odysseus on the Aegean Sea, and slay dragons with Beowulf. Students will identify heroes and hero-stories in modern-day fiction, film, and graphic novels. Writing is analytical in nature.

Research Writing

Registration # ENG 403***

Level: Advanced

Grade: 11, 12

Credits: .50 (80 minutes alternating days for 1 semester)

Prerequisite: AP or Writing

Recommended for students reaching for highly selective colleges and competitive colleges.

Writing requirement

This course allows self-directed students to deeply pursue an idea or argument in two multimedia writing projects of 10-20 pages in length. Students will be expected to produce a significant amount of writing each week and read at least four books to further their understanding of their subject. At the end of the course, students will participate in a public reading and defense of their ideas and research before a panel of adults, including college professors. Advanced Research Writing gives students opportunities to explore writing and develop college research skills within a supportive environment of other motivated writers.

Poetry

Level: General*

College Prep**

Advanced***

Registration # ENG 253

ENG 254

ENG 255

Grade: 10, 11, 12

Credits: .50 (80 minutes alternating days for 1 semester)

Recommended for students reaching for competitive colleges, technical/community college.

In Poetry, we will study a vast array of poets and their work in order to better understand the human experience. Students will be encouraged to seek out and develop allegiances to poets and poetic forms, while also participating in the whole-class study of poetry that is both historically and geographically diverse. Students will learn about the specific elements of various poetic forms, as well as the techniques and devices used broadly

throughout poetry. Additionally, students will be expected to create their own poetry in both open-choice forms, as well as pastiche. On-going writing will be central to the course. Beyond writing original poetry, students will be expected to write critical analyses and personal response pieces.

Potential Semester Two English Courses

Be sure to make two selections in the event that your first choice has been filled.

Literature into Film

Level: General*

College Prep**

Advanced***

Grade: 10, 11, 12

Credits: .50 (80 minutes alternating days for 1 semester)

Registration # **ENG 340***

ENG 341**

ENG 342***

Recommended for students reaching for competitive colleges, technical/ community college.

All students taking this course must be prepared to view film as a regular part of their homework. This course will examine a number of literary works that have been adapted into film study the corresponding cinematic works, and discuss what has been gained, lost, or changed in the translation between mediums. We will focus on differences and similarities between the text and the film, the strengths and weaknesses of each, and how to analyze a film as compared to a work of literature. We will consider how short stories can inspire feature length films, how long novels are abridged, and how two versions of the same work reveal the director's intent for his film. As a final project, we will analyze an excerpt of a book that has been adapted for film to decide how true the director was to the author's intent.

Possible texts: Rita Hayworth and the Shawshank Redemption, Where the Wild Things Are, True Grit No Country for Old Men and, and Life of Pi.

The Literature of War

Level: General*

College Prep**

Advanced***

Grade: 10, 11, 12

Credits: .50 (80 minutes alternating days for 1 semester)

Registration # **ENG 330***

ENG 331**

ENG 332***

Recommended for students reaching for competitive colleges, technical/ community college.

If you're a typical high school student, you were born sometime between 1995 and 1999. You might have a personal memory of 9/11, but you might not. You've grown up immersed in the language of war – for example: Iraq, Afghanistan, Osama bin Laden, Saddam Hussein, drones, enemy combatants, insurgents, counterinsurgency, terrorists, etc.

In this course, you will study the representation of war in literature as expressed from different points of view: soldiers and civilians, men and women, adults and children. The focus will be on relatively recent conflicts: WWII, Vietnam, and the War on Terror.

Assigned reading might include: the graphic novel *Maus* by Art Spiegelman; *The Boy in the Striped Pajamas* by John Boyne; *If I Die in a Combat Zone* by Tim O'Brien; *Lone Survivor* by Marcus Luttrell; *The Good Soldiers* by David Finkel; and *No Easy Day* by Mark Owen and Kevin Maurer.

Shakespeare

Level: General*

College Prep**

Advanced***

Grade: 10, 11, 12

Credits: .50 (80 minutes alternating days for 1 semester)

Registration # ENG 201*

ENG 202**

ENG 203***

Recommended for students reaching for competitive colleges, technical/community college

This semester-long course will cover Shakespeare's sonnets as well as a selection of Shakespeare's tragedies, comedies, and histories. We will closely examine how the English language was used in Elizabethan England and what effects we still see in our modern world. Students should be prepared to read a significant amount of text independently outside of class, in addition to in-class selections. Writing will include poetry, literary analysis, and argument. Performances and class presentations will be required for all students.

Possible texts include: The Taming of the Shrew, The Merchant of Venice, Hamlet, Julius Caesar, King Lear, Henry IV part I, Henry IV part II, Richard III, Will in the World: How Shakespeare Became Shakespeare, and Shakespeare: The World as Stage.

Sports Writing

Level: General*

College Prep**

Advanced***

Grade: 10, 11, 12

Credits: .50 (80 minutes alternating days for 1 semester)

Registration # **ENG 320*****ENG 321******ENG 322*****

Recommended for students reaching for competitive colleges, technical/community college

The opening of ABC's Wide World of Sports puts forth their goal to bring the viewer "the thrill of victory, the agony of defeat, the human drama of competition." The evocation of emotion is central to why sports are so engaging to watch and participate in. Similar to sports, effective writing also aims to evoke emotion. It is no surprise then that authors often use sports as a vehicle to tell their stories. In this class students will examine the important role sports play in American life and culture. Readings will be selected from a variety of fiction and non-fiction, including a novel or two.

Possible texts: *The Natural*, *Born to Run*, *The Best American Sports Writing of the Century*, *SeaBiscuit*, *In These Girls Hope is a Muscle*, and various short stories and essays.

Writing II

Level: General*

College Prep**

Advanced***

Grade: 11, 12

Credits: .50 (80 minutes alternating day for 1 semester)

Prerequisite: Writing, Research Writing, or AP Interdisciplinary American Studies, Art of Persuasion, Art of Story, or Writing as a Naturalist

Registration # **ENG 310*****ENG 311******ENG 312*****

Recommended for students reaching for highly selective colleges, competitive colleges.

Students taking Writing II will have demonstrated success in completing Writing, AP Interdisciplinary American Studies or Research Writing as a prerequisite, and also have an expressed interest in developing further as a writer. In Writing II, we will read, respond to, and write in a variety of selected forms. Writing activities will include crafting informal and formal essays, guided by the Common Core Standards expectations for high school writers, and combined with the personal interests of each individual writer. Much of the text for this course will be driven by the writers themselves through the topics and forms they pursue. Class time will center upon a readers' workshop

environment, and a writers' workshop environment. Our activities will foster a life-long reading habit. Successful independent reading is a must for any accomplished writer. Our productive classroom community will support writers by offering effective feedback as we exchange written drafts during peer group writing conferences. We will also engage the informed study of many model texts, learning to read like a writer. Each student will also develop a portfolio of original work, and present one piece of their writing in a readers' café setting by semester's end. Publishing your best work to an audience beyond our classroom is also a significant course requirement. Publishing opportunities will include crafting college admissions essays, scholarship essays, and essays for submission to an annual publication, The Anthology of Young Writers in Mount Washington Valley.

**The following course is electives only.
English credit will not be given for this course.**

SAT Prep

Grade: 10, 11, 12

Credit: .50 (80 minute alternating days for 1 semester)

Registration # ENG 601

This first semester course is designed for students who need practice and strategies for increased SAT scores. Instructions and practice tests will be given in critical reading, math, grammar, writing, and vocabulary.

FINE ARTS

The Fine Arts Department includes the visual arts as well as dance, music and musical theater. These art courses all meet the Fine Art requirement for graduation.

VISUAL ART

Imagine yourself walking into a cave. You strike a match and discover the ceiling is covered with beautiful paintings of animals. You later find out that they were believed to have been painted around 18,000 BC. This makes them the oldest paintings ever discovered. Learn more about this type of artwork as you expand your own artistic abilities. As you enter the art classroom you will discover a variety of art processes, techniques, knowledge and creativity. All students will be encouraged to develop a style of their own. Emphasis is placed on the creative process as well as the student's ability to analyze and understand more diversified artistic expression. Students are graded on the effort that they put into learning and completing projects, not solely on the quality of their art. Students will be continually challenged to discover techniques and processes. Many former art students have been accepted to top art schools and colleges.

	Grade
Art I	9, 10, 11, 12
Animation	9, 10, 11, 12
Ceramics and Craft	9, 10, 11, 12
Art II	10, 11, 12
Animation II	10, 11, 12
Portfolio: Part 1	10, 11, 12
Portfolio: Part 2	10, 11, 12

Art I

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: None

Registration # FA 100

Why is Vincent Van Gogh's painting, "Starry Night", so famous? What colors did Van Gogh use? Why did he apply the paint so thickly? What emotional turmoil did Van Gogh have that made him create such expressive paintings? Students in Art I will explore works of famous artists as well as creating their own work using a wide variety of materials. They will create drawings, paintings, sculptures, clay work and prints. Art I is required of all students entering the visual arts program and is a prerequisite for taking any other art classes.

Animation**Registration # FA 101**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: None

What would you think if a character you created popped out of your drawing and sprang to life? In this Animation course, you will learn how to use several advanced computer software programs and also explore storyboarding, paper doll animation, claymation and computer programs from Studio MX. These skills and techniques will enable you to create a variety of different animated movies. Note: This course meets the computer literacy requirements. Animation also meets the computer literacy requirements.

Ceramics and Crafts**Registration # FA 102**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: None

Do you enjoy working with your hands and creating beautiful and useful objects? Have you ever wondered how stained glass windows and ornaments are made? If so, then Ceramics and Crafts is a course for you. In Ceramics, students will create functional and sculptural objects made with clay, exploring a variety of clay building techniques. In Crafts, projects will include stained glass, batik, mosaic tiles and jewelry making. Career and cultural connections and craftsmanship will be emphasized in all projects.

Art II**Registration # FA 103**

Level: College Prep

Grades: 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: Art I

On a dig in Africa archaeologists discover a mask that was buried in the sand for thousands of years. The mask is highly decorated with shells and beads; the facial features are exaggerated. Discover why the artist created such a mask and the purpose of the mask. In Art II, students will continue to explore 2-dimensional and 3-dimensional art forms and refine their art skills and techniques, while exploring a wide variety of media.

Portfolio**Registration # FA 105**

Level: College Prep

Grades: 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: Advanced Art and Placement Points

Imagine yourself at a crossroad. The trees are obscuring the view but there are many paths to choose from, many roads you can walk down. Which one should you choose? In Portfolio Part 1, students sort out various paths to careers in art. This introduction to portfolio course is designed for the serious art student to facilitate the transition from high school art to college level study. Students will receive intensive study in individual skill development. Introduction to portfolio development and career choices will be emphasized. The students in this course will begin collecting artwork that will be included in their portfolio.

DANCE

The auditorium has provided exciting opportunities to expand arts education. We offer a variety of classic, modern and contemporary dance forms based on the interests of students and the availability of staff.

Jazz and Popular Dance**Registration # FA 201**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: Dance Technique or permission from the teacher

Students interested in increasing their technical skill in hip hop will enjoy this class. This course will explore many styles of hip hop & jazz dance including R & B, Street, Video, and Break Dancing. Students will develop their creativity through choreography and improvisation. Assessments will include performances and other class activities. In lieu of Fine Art credit, Dance may be taken for one Physical Education waiver through special arrangement with the teacher and the School Counseling Office.

Dance Technique**Registration # FA 202**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: None

Students enrolled in this class will experience various dance forms including ballet, jazz, hip hop, lyrical, modern, and improvisation. The goals of this class will be to strengthen and build

basic dance technique in above dance forms. Students will develop their creativity through movement sequences, choreography, and improvisation at a basic level. The class will be tailored to the interests of the student enrolled. In lieu of Fine Art credit, Dance may be taken for one Physical Education waiver through special arrangement with the teacher and the School Counseling Office.

MUSIC

The goals of our music program are to develop musical skills and an appreciation for various forms and styles of music in accordance with National and State Standards. Our objectives include advancing musicianship, contributing to school and community spirit through public performances, personal growth, academic achievement, and community service. Students contracting to take Band or Drumline for Advanced credit will be responsible for completing additional curriculum work in addition to the regular curriculum. Students enrolled in both Drumline and Band may only earn Advanced credit in one or the other since the Advanced criteria is the same.

Unified Music

Registration # FA 310

Level: Life Skills

Grades: 9, 10, 11, 12

Credits: Musicians - .50 credit of music (80 minutes alternating day-semester)

Partners - .50 credit of music, semester long – Pass/Fail

Prerequisite: IEP Placement Team Recommendation

Dedicated to promoting social interaction through shared music-making and music appreciation experiences, Unified Music joins people with and without special needs in the same class. Experiencing the joy of musical creation has universal appeal and is the guiding principle for this course. Students with special needs who are enrolled in the Job Prep program can qualify as musicians. Partners are student musicians without disabilities enrolled in mainstream educational programs. This course may be taken for a semester or as a yearlong class dependent upon scheduling and staff availability. Topics include playing instrumental, chanting, listening, multicultural music, musically-defined movement, composition, arts integration, and public performance.

Song Writing & Music Theory

Registration # FA 300

Level: College Prep

Grades: 9, 10, 11, 12
Credits: .50 credit (80 minutes alternating day-semester)
Prerequisite: None

This Chromebook-based class uses the online music notation program Noteflight, enabling students to combine melodies, harmonies, and rhythmic accompaniments into original songs both in school and at home. We will learn about and be able to apply a variety of instruments, notes, and rests in compositions. Students will be introduced to lyric writing to allow for independent application. Assessments include theory exercises and tests in addition to work on and completion of songs.

KHS Drumline

Registration # FA 301

Level: College Prep, Advanced
Grades: 9, 10, 11, 12
Credit: 1.0 credit (80 minutes alternating day- year)
Prerequisite: None

Join in the excitement of high-energy percussion performance! Previous drumming experience is not required. Students need a good work ethic and the desire to collaborate with others in musically artistic creations. The ability to read music is not required prior to taking this class; you will learn. Every student has the opportunity to learn all the instruments played by the Drumline. Instrument maintenance and managerial skills are also key components of study. Marching with the Concert Band and separate Drumline performance opportunities are provided. Students may apply, under specific criteria, to take this class for only one semester. See the Band Director to determine eligibility. Identification for College Prep or Advanced credit takes place at the end of first quarter. In lieu of Fine Arts credit, the upperclassmen section of KHS Drumline may be taken for one Physical Education waiver through special arrangement with the Music Director and the School Counseling Office.

Chorus

Registration # FA 302

Level: College Prep
Grades: 9, 10, 11, 12
Credits: 1.0 credit (80 minutes alternating day- year)
Prerequisite: None

This year long vocal ensemble explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight reading, music theory, and music history. The chorus sings at least two concerts per year - in December and May. Students do not need singing experience to join this class, but must be able to match pitch and sing at least an octave. Students may apply under specific criteria to take only one semester. Forms are available in the music or the school counseling offices.

Concert Band**Registration # FA 303**

Level: College Prep, Advanced
Grades: 9, 10, 11, 12
Credits: 1.0 credit (80 minutes alternating day- year)
Prerequisite: None

Join in the fun of learning, music-making, friends and field trips. This course is designed to meet the individual needs of instrumentalists and to develop ensemble playing. The intent of the curriculum is to empower students through their instrumental music progress. Students must have experience playing their instrument of choice and must be able to read music to be successful. Experiences in symphonic band, marching band, and instrumental sections are provided for all participants. We serve our school and community through highly energized performances. Identification for College Prep or Advanced credit takes place at the end of first quarter. Students may apply, under specific criteria, to take this class for only one semester. See the Band Director to determine eligibility. A limited number of school owned instruments are available.

Concert Choir**Registration # FA 304**

Level: College Prep
Grades: 10, 11, 12
Credits: 1.0 (80 minutes alternating day-year)
Co-requisite: Membership is by Audition

This is a higher level ensemble designed for the serious singer to increase and challenge their vocal skills. Concert choir is a year-long course which focuses on the rehearsal and performance of serious choral literature from Renaissance through 20th Century. Fundamentals of music theory are also incorporated through the study of choral music. Members of this choir will complete and/or partake in vocal master classes and festivals throughout the year, as well as perform in school concerts and community events. Students must audition to be in this ensemble. Students may apply under specific criteria to take only one semester, Forms are available in the music or the School counseling office.

Jazz Band**Registration # FA 305**

Level: Advanced
Grades: 9, 10, 11, 12
Credits: .50 (Year Long After school, one 2-hour session/week)
Co-requisite: Participation in Symphonic Band or Drumline, Membership is by Audition

Auditions for this small ensemble are on an ongoing basis during the previous school year. There are openings for saxophones, trombones, trumpets, piano, guitar, bass, and drum set. Students must be able to read music (NYSMA grade level 3 is preferred) and independent practice is expected. Students will learn to read music at an advanced level and accelerated rate, listen for jazz harmony and style, study scales, jazz, and improvise solos. Performances include

several local gigs as well as competitive travel.

Guitar I

Registration # FA 306

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: None

This is an introductory course intended to develop the fundamental skills needed to play guitar. Students learn note reading, forming chords and reading tablature, scale patterns, picking, strumming rhythms and playing entire songs. Learning activities include in-school and at-home practice and in class performances. Assessments will include playing assignments, written assignments and tests. If possible, students should provide their own acoustic guitar (preferred) with case. A limited number of school-owned guitars are available.

Guitar II

Registration # FA 307

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: Guitar I or Permission of Instructor

Students will develop advanced guitar skills and refine techniques in this course. Learning activities will include advanced note reading and playing scale patterns, a higher level of skill development in forming chords, picking, strumming, 5th position reading, rhythms, composing and playing songs. In addition to in-class activities, students may participate in performances at community events. If possible, students should provide their own acoustic guitar. A limited number of school-owned guitars are available.

Music Workshop

Registration # FA 308

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: None

This music appreciation course develops the ability to freely experiment and explore music in a personal and inspirational environment. The course covers 5 units of study: Music as Communication; Music as Creative Personal Realization; Music as Culture, History, and Connectors; Music as a Means to Wellbeing; and Music as Community Engagement. After introductory investigations of each topic, students create projects based on individual musical interests and ideas. Project choices include playing instruments, singing, composing, listening and analyzing, or integrating with other subjects. The Teacher will help to monitor project progress and proficiency. Projects are shared in class at the end of each unit.

American Musical Theater**Registration # FA 400**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-year)

Prerequisite: None

American Musical Theater is a non-performance music class designed for any student who is interested in learning about the history and development of American Musical Theater. This course gives students the opportunity to evaluate and compare a variety of musicals and non-musicals from the nineteenth century to present-day Broadway Musicals. A workshop setting will be used to develop creativity through a variety of activities in the three main elements of musical theater: acting, singing, and dancing. Students may choose which element(s) they on which they would like to focus their projects. Through classroom activities, students will gain knowledge and appreciation of musical theater history, legends of the stage, and its impact on American society.

Musical Theater Intensive**Registration # FA 401**

Level: Advanced

Grades: 9, 10, 11, 12

Credits: 1.0 credit (80 minutes alternating day-year)

Prerequisite: American Musical Theater or Teacher Approval

Musical Theater Intensive is an advanced course that explores and reinforces the styles and techniques of the Broadway stage in a workshop setting. Students enrolled in this class will learn about sound and light design, costuming, stage makeup, and set construction, in addition to focusing on an element(s) of their choice; acting, singing, or dancing. Musical theater history and legends of the Broadway stage will also be explored. Students enrolled in this course will be involved in the spring musical as well as presenting an original cabaret performance.

HEALTH & PHYSICAL EDUCATION

Each student at Kennett High School is required to complete 1.0 credit of physical education and .50 credit of health. Regular attendance is required, as is a change of clothes for PE classes.

Students who participate in two seasons of a sport at either the varsity or junior varsity level in any given year and complete the required forms in the year of participation are eligible to earn .50 credits in physical education.

Physical Education I

Registration # PSED 100

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: None

Kennett realizes the importance of lifetime physical activity for our overall well-being. We strive to improve each student's level of self-awareness with regard to the value of exercise, and general good health. Therefore, we offer a variety of activities, including both team and individual sports, to reinforce the skills, rules, strategies, and learn about the history of the activity/sport. *Character qualities of sportsmanship and leadership skills will be discussed and implemented throughout the semester.*

Fitness for Life

Registration # PSED 101

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: None

This course is designed for students who are interested in developing a life-long physical fitness regime. Time will be spent in the fitness lab for weight training or outdoors during good weather. Students will be educated about healthy diet and personal fitness, and explore activities such as speed walking, tennis, snowshoeing, cross-country skiing, weight training, and more.

Wilderness Challenge

Registration # PSED 102

Level: College Prep

Grades: 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: None

This course will offer students the opportunity to experience the great outdoors of the Mount Washington Valley to its fullest. The class will utilize the extensive project challenge high and low ropes course where you will experience team building and truly learn to trust your

classmates, develop effective spotting skills and knot tying skills, while challenging yourself on the high ropes.

There is a lot of fun to be had during the winter months where we live. In this class you will learn outdoor survival techniques, how to use a compass, a variety of first aid skills, and experience what it is like to snow-shoe and cross country ski in the woods around our school.

Weight Training & Cardiovascular Fitness I

Registration # PSED 103

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: None

This course focuses on proper techniques and effective routines for improving your strength and fitness. The goals of this course are to help students improve their health and appearance, to improve athletic performance, and to prevent injuries. A variety of weight training methods will be utilized in the fitness lab and students will be taught to develop and monitor individual weight training programs. In addition, cardiovascular training such as running, speed training, agility and spinning (stationary bike) will be explored.

Weight Training & Cardiovascular Fitness II

Registration # PSED 105

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: Weight Training & Cardiovascular Fitness I or Fitness for Life

This course is an extension of our beginning weight training & cardiovascular course. It is recommended for students who are dedicated to improving their fitness and overall health. Students will learn how to develop advanced weight, speed, and cardiovascular training, along with sport or individual specific goals that will utilize weight training, agility and cardiovascular training. Students will also develop and utilize a personal fitness plan.

Physical Education II

Registration # PSED 104

Level: College Prep

Grades: 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: Physical Education I or Fitness for Life

This course is an extension of our physical education class. Students will be learning advanced rules, techniques, and strategies of, physical education and games. A focus of the class will be officiating game play, skill development, and peer coaching and teaching techniques. Character qualities of sportsmanship and leadership skills will be discussed and implemented throughout the semester. Students who have completed Physical Education are

encouraged to take this course for a higher level of competition and expansion of their knowledge of games and athletics.

Unified Wellness

Registration # PSED 150

Level: Life Skills

Grades: Athletes - 9, 10, 11, 12; Partners - 10, 11, 12

Credits: Athletes - .50 credit of Adapted Physical Education; .50 credit of Adapted Health
(80 minutes alternating day - year long course)

Partners - .50 credit of Physical Education, .50 credit of elective
(80 minutes alternating day - year long course)

Prerequisite: Athletes - IEP Placement Team Recommendation

Partners - Unified Wellness teacher interview / recommendation

Dedicated to promoting social inclusion through shared sports training and competition experiences, Unified Wellness joins people with and without intellectual disabilities in the same class. It was inspired by a simple principle of the Special Olympics: training together and playing together is a quick path to friendship and understanding.

Students with special needs will qualify as athletes. Based on their IEP an athlete is expected to be in school until he/she is 21 and is therefore a student in the Kennett High School Job Prep program. Partners are students enrolled in mainstream educational programs. This class is a year-long course in which students will spend time in both the classroom setting and gymnasium. During class time students will discuss the health topics of hygiene and personal care, nutrition and eating habits, fitness, substance abuse, sexuality and emotional health. While in the gymnasium students will explore a variety of activities that will aid in personal fitness, development of sportsmanship, and encourage activity over a lifetime. Partners are expected to participate on the Unified Basketball team. Exceptions may be made with teacher approval.

Health

Registration # HTH 100

Level: College Prep

Grades: 9, 10, 11, 12

Credits: .50 credit (80 minutes alternating day-semester)

Prerequisite: None

Throughout this course students will be exploring topics that will educate them on making healthy choices. The units of study include; fitness, nutrition, eating disorders, substance abuse, mental health and sexuality. Students will learn methods of preventing heart disease and other illnesses through exercise. Discussions will help guide students through the challenges of self-image and coping with stress. Time will be taken to research the risks of substance usage and the dangers of communicable diseases such as Sexually Transmitted Infections. Ideally, information provided during this course will help students make behavioral choices and changes to improve their quality of life. Health is required for graduation from Kennett High School.

INTERDISCIPLINARY

Academic Support

Registration # INT 100

Level: Unleveled

Grades: 9, 10, 11, 12

Credits: .50 Credit (80 minutes alternating day - semester)

Prerequisite: IEP/504 Placement Team Recommendation

Teachers use a combination of skill building activities that address study habits, executive functioning skills, and student ownership of their learning. Students will build critical thinking and analytical skills, and will create a portfolio through the use of an Interactive Notebook. Students will create ways to make their academics useful and applicable in their courses as well as in their lives. The curriculum for this course follows a continuum of skills from 9th through 12th grade. Executive functioning skills are emphasized in 9th grade and are expanded upon over a student's high school career and builds upon transition skills for post graduate planning. Creativity in learning is considered an essential skill for success in the 21st century. This course integrates creativity in student learning through the use of visual thinking. This course also affords students time to utilize skills achieved in the course curriculum to use in completing some coursework in current classes. The credit earned for this course is an elective credit and students earn either a Pass or Fail.

ESOL Academic Support

Registration # INT 101

Level: Unleveled

Grades: 9, 10, 11, 12

Credits: .50 Credit per Semester

Prerequisite: Teacher or counselor recommendation

This course is offered to help ESOL students with English in their other academic courses. The course will be graded on a pass/fail basis.

Life Skills

Registration # INT 106

Level: Unleveled Grades: 9, 10, 11, 12

Credits: .50 Credits per semester

Prerequisite: IEP Placement Team Recommendation

The life-centered education course at Kennett High School focuses on the unique needs and abilities of each individual. The educational goal for students is the same as with every student at KHS: to become an active participant and a contributing member of society. To achieve this goal, the curriculum will be delivered in the school and the Mount Washington Valley community. In school experiences will consist of independent living skills, self-enrichment, and vocational development. Off campus experiences will include trips to the local grocery store, potential work and community service sites, as

well as socially oriented destinations. This combination of environments allow the learning experience to develop with greater relevance creating the opportunity for each student to generalize his/her learning in many settings.

Prerequisite: IEP Placement Team Recommendation

JAG (Jobs for America’s Graduates)

Registration # INT 104

Level: Unleveled

Grades: 9, 10, 11, 12

Credits: 1.0 (80-minute alternating day-year)

Prerequisite: Teacher or counselor recommendation

Students will learn and practice employment and personal skills that relate to competencies in six separate categories: career development, job attainment, leadership and self-development, job survival, basic competencies, and personal life skills. These transitional and supportive experiences that the students participate in are identified by representatives of the non-profit organization contracted by Kennett High School. All students take part in a highly motivational, student-led Career Association. Career Association officers are elected and plan student activities which typically include career days, job shadowing experiences, fundraisers, and community service projects. In addition, students will participate in a variety of leadership and team building activities with their fellow JAG classmates from Kennett and from across the state. JAG is a year round program that students participate in for the rest of their high school career once enrolled. During the summer, students may have an opportunity to do community service work with NH-JAG. Each graduate is also provided with 12 months of follow-up assistance after graduation to ensure support of his/her career choice, or decision to enter post-secondary education. Students must fill out an application and complete an interview in order to be considered for the program.

MATHEMATICS

In order to graduate from Kennett High School, students must earn a minimum of 3.0 math credits. Starting with the Class of 2019 an additional course in which mathematics knowledge and skills are embedded will be required. The courses which students select to earn these credits will vary, depending upon the individual's mathematics background and career interests. The department goals are:

1. Students will review and develop computational skills.
2. Students will value mathematical reasoning and problem solving, and develop the ability to communicate their understanding of mathematics effectively.
3. Students will develop the ability to use appropriate technology to solve mathematical problems.
4. Students will learn the mathematics necessary to prosper in their chosen careers or in post-secondary schools.

The mathematics department encourages all students to reach their highest potential in acquiring skills, understanding concepts, and applying mathematics in a variety of situations. At the same time, the department also understands that the pace at which students learn mathematical skills and concepts, and the time that students require to process information, vary greatly. With this in mind, the mathematics department has designed an interrelated series of courses at different levels that encourage students to advance at rates appropriate to their abilities. Success in all mathematics courses requires focused attention in class, active engagement in learning activities, and completion of nightly homework assignments.

The mathematics department recommends that students who are planning to attend a four year college increase their preparation for and marketability to that college by completing a mathematics program that includes a minimum of Algebra I, Geometry, Algebra II, Trigonometry, Probability and Statistics, and Pre-Calculus. To obtain gainful employment in most careers, students will need to complete a mathematics program that includes a minimum of Algebra I, Geometry and Statistics.

Because of the sequential nature of the subject matter, each course has been referenced with a series of prerequisites. The appropriate course will be recommended and approved by each student's current mathematics teacher. Any student who is not currently enrolled in a mathematics course should contact the math department head regarding proper placement.

Recommended Sequence of Mathematics Courses:

<p>Highly Selective Colleges 9th Grade: Advanced Geometry or Geometry 10th Grade: Advanced Algebra II and Advanced Trigonometry with Function Analysis 11th Grade: Advanced Pre-Calculus and Statistics & Experimental Methods or AP Statistics & Experimental Methods or Discrete Math 12th Grade: AP Calculus AB or BC</p>
<p>Competitive Colleges 9th Grade: Algebra I College Prep or Advanced 10th Grade: Geometry College Prep or Advanced (May pair with Algebra II or take Algebra II in the 11th grade) 11th Grade: Algebra II College Prep (If Algebra II was taken in the 10th grade, Trigonometry with Function Analysis and/or Statistics & Experimental Methods or Pre-Calculus College Prep would follow) 12th Grade: Pre-Calculus College Prep or Advanced Calculus and/or Discrete Math can be taken any year after Algebra 1 has been completed.</p>
<p>Technical/ Community Colleges 9th Grade: Algebra Concepts 10th Grade: Geometry Concepts 11th or 12th Grade: Math Personal Finance/ Career Tech Math or Algebra II or Statistics & Experimental Methods.</p>

NINTH GRADE PLACEMENT

Mathematics education should provide interesting challenges and rewarding experiences for all students. With this in mind, our goal is to match student abilities and background knowledge with the entry standards for ninth grade courses. Placement in ninth grade mathematics courses is based on the recommendations of each student’s parent and eighth grade mathematics teacher as well as grades and performance on common assessments. A placement test is available, upon request, to help ensure that a student is placed in the appropriate course and level.

Course	Common Assessments
Geometry	Met or exceeded skills, concepts, and problem solving standards in an 8 th grade Algebra I course
Algebra I	Nearly met, met or exceeded skills and concept standards in any Pre-Algebra course
Algebra Concepts	IEP Placement Team Recommendation
Foundations of Math	IEP Placement Team Recommendation
Applied Math	IEP Placement Team Recommendation

Applied Math**Registration # MATH 100**

Level: Life Skills

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: IEP Placement Team Recommendation

This class focuses on developing the basic math skills for personal and community living. Students will work towards fluency with basic math facts, patterns, and solving real life math word problems. Students will increase skills in grocery shopping, menu math, time, measurement, personal budgeting, money, and calculator use.

Foundations of Math I**Registration # MATH 101****Foundations of Math II****Registration # MATH 108**

Level: Unleveled

Grades: 9, 10, 11, 12

Credits: 1.0 credit (80 minutes alternating day - year)

Prerequisite: IEP Placement Team Recommendation

This course is designed to build a strong foundation in fundamental math skills. Students will develop strategies to improve problem solving skills and apply those skills to real-world situations using minds-on and hands-on activities to strengthen concepts for life-long understanding. Topics will include operations with whole numbers, fractions, decimals, percent's, and measurement. Students will begin to investigate the world of Algebra and will develop skills in order of operations, simplifying expressions, and solving different types of equations. The length of enrollment is determined by the IEP team, and is individualized based on student needs as indicated in IEP goals and observations.

Algebra 1 Tutorial**Registration # MATH 602**

Level: Unleveled

Grades: 9

Credits: 1.0 credit (80 minutes alternating day - year)

Prerequisite: Teacher recommendation and must be enrolled in a matching math class.

Geometry Tutorial**Registration # MATH 603****Upperclass Math Tutorial****Registration # MATH 604**

Level: Unleveled

Grades: 10, 11, 12

Credits: 1.0 credit (80 minutes alternating day - semester)

Prerequisite: Teacher recommendation and must be enrolled in a matching math class.

Math tutorial is a structured course led by a math teacher. Students have the opportunity to receive homework help, develop and/or refine basic skills and use other supports that they need to succeed in their core math class. Short lessons are also a part of the curriculum, which serve to strengthen the students' understanding of current topics, to revisit previous topics, or to preview upcoming material. Students may be placed in tutorial at the beginning of the year based on performance in their previous math class. A student may also enter or be removed from tutorial during the school year based on performance in their current core math class. The credit earned for this course is an elective credit and students earn either a Pass or Fail.

Algebra Concepts

Registration # MATH 106

Level: General

Grades: 9

Credits: 1.0 credit (80 minutes alternating day - year)

Prerequisite: IEP/504 team recommendation

Algebra concepts uses a visual approach to help students access algebraic concepts that they may struggle with in a traditional algebra course. Units of study will include classification of functions, one-variable equation solving using part/whole and comparison models, fraction and percent problem solving using visual modeling, and linear functions including slope and intercepts. Space in this course is limited as it serves only those who most need mathematical support.

Geometry Concepts

Registration # MATH 107

Level: General

Grades: 10, 11, 12

Credits: 1.0 credit (80 minutes alternating day - year)

Prerequisite: IEP/504 team recommendation

Geometry concepts will continue the visual approach developed in algebra concepts. Students will use visual modeling to reason geometrically. Concepts that will be introduced include - angle relationships, triangle and polygon properties, circles, and area and volume. Graphing skills will be reinforced as well as equation solving and other algebraic concepts. This course will feature a variety of applications and hands-on problems to aim to reach non-traditional learners. Space in this course is limited as it serves only those who most need mathematical support.

Freshman Algebra I

Registration # MATH 200

Level: Advanced/College Prep

Grades: 9,

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: 8th Grade Math and Placement Points or recommendation from middle school teacher

Algebra I is a differentiated level course for students with strong pre-algebra skills in the areas of rational numbers, percent's, proportions, and integer operations. This course is designed for students to develop and use mathematical models for real world situations. The major classes of functions in Algebra I include linear, quadratic and exponential. Students will solve a variety of problems, particularly those that relate to physical science and finance, and those that introduce important ideas in geometry. For many students, the challenge in algebra will involve developing their capacity for abstract reasoning and problem solving skills. The use of visual models and technology is designed to promote deep understanding. Teachers will assess each student's ability in the first two quarters and award advanced credit to those students who demonstrate conceptual understanding of key concepts and a solid work ethic.

Algebra I

Registration # MATH 109

Level: Advanced/College Prep

Grades: 10, 11,12

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: Teacher Recommendation

Algebra I is a differentiated level course for students with strong pre-algebra skills in the areas of rational numbers, percent's, proportions, and integer operations. Students' understanding of the concept of variables will be expanded through equation solving, including real-world applications. This course will focus on linear and quadratic modeling. Exponential functions and inverse variable relationships will be introduced. An emphasis will be placed on proportional reasoning and graphing concepts. Technology will be integrated into this course through the use of graphing calculators and web-based applications

Freshman Geometry

Registration # MATH 201

Level: Advanced

Grades: 9

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Algebra I and Placement Points or recommendation from middle school teacher

This course focuses on plane, analytic, and solid geometry. A balance of visual and logical proofs will be used. A major focus of Geometry is on understanding and applying theorems in a variety of situations. Students will learn to reason geometrically and to

communicate solutions to problems using geometric concepts. The major areas of study are congruence, similarity, and transformations; triangle, polygon, and circle relationships; perimeter and area; and surface area and volume. There is an extensive review of algebraic concepts interwoven through this entire course.

Geometry

Registration # MATH 202

Level: Advanced/College Prep/General

Grades: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Algebra I and Placement Points or recommendation from middle school teacher

Geometry is a differentiated level course in plane, analytic, and solid geometry. A balance of visual and logical proofs will be used. A major focus of Geometry is on understanding and applying theorems in a variety of situations. Students will learn to reason geometrically and to communicate solutions to problems using geometric concepts. The major areas of study are congruence, similarity, and transformations; triangle, polygon, and circle relationships; perimeter and area; and surface area and volume. There is an extensive review of algebraic concepts interwoven through this entire course. Students will have the opportunity to earn advanced credit by meeting higher standards in both classwork and assessments. Teachers will assess each student's ability in quarter 1 and offer advanced credit to those students who can meet these standards. General level students may be recommended for a math tutorial. This course is based on a team-learning approach.

Algebra II

Registration # MATH 203

Level: College Prep/General

Grades: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Algebra I and Placement Points

Algebra II is a course for college bound students with a strong background in Algebra I and Geometry. This course can be taken simultaneously with Geometry or Trigonometry. Mathematical modeling is extended with more advanced applications than those used in Algebra I, especially in the area of exponential and quadratic functions. There is a greater emphasis on symbolic manipulation in Algebra II especially in the areas of simplification, factoring and equation solving. Graphing calculators and spreadsheets will be used to enhance and reinforce skills and concepts. Algebra II will also introduce logarithms, inverse functions, families of functions and polynomials. Students will learn the fundamentals of probability and combinatorics. Students with a C or lower in Algebra I or Geometry need to pass an Algebra I proficiency test before being approved to enroll in this class.

Advanced Algebra II **Registration # MATH 204**

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Advanced Algebra I and Placement Points

Advanced Algebra II is designed for highly motivated students who have demonstrated proficiency in mathematics. This course can be taken simultaneously with Geometry or Trigonometry. (See recommended sequence of mathematics courses.) Higher assessment standards will be used in Advanced Algebra II than in College Prep Algebra II, particularly in the areas of reasoning, problem solving, and communication. Mathematical modeling will be extended to complex situations, particularly those involving quadratic functions. A fast-paced, high-level treatment of symbolic manipulation is used in this course with regard to simplification, factoring and equation solving. Topics will include logarithmic, radical, polynomial, and exponential functions. Systems of equations will be solved using matrix algebra. Conic sections will be introduced as a non-function model.

Mathematics for Personal Finance π **Registration # MATH 105**

Level: General or College Prep

Grades: 11, 12

Credits: .50 (80 minutes alternating day--semester)

Prerequisite: None

This course is designed to give students the skills to manage their own personal finances in a prudent manner. The overarching goal of financial independence drives the course. Topics will include income, purchasing, budgeting, personal banking, consumer credit, savings, investing, renting and home ownership, taxes and insurances. Calculators and spreadsheets will be used when applicable. Topics from algebra will be included when appropriate.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

Career Technical Math π **Registration # MATH 102**

Level: General or College Prep

Grade: 11, 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: None

This course is designed for students who are planning to enter a vocational or career technical field and/or continue their education at a technical school. Students will learn the mathematics required in a variety of fields and the interests of the class will drive the curriculum. Some fields of study are, but are not limited to, medicine, building trades, automotive, and entrepreneurship. Cross curricular instruction and planning with the Career and Technical School will allow students to make relevant connections between mathematics and their interests

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

Math in Sports π

Registration # MATH 110

Level: College Prep

Grades: 11,12

Credits: .50 (80 minutes alternating day semester)

Prerequisite: Algebra 2 or higher

This is an elective course for students who enjoy both math and sports, and are interested in observing and analyzing where they intersect. The class will examine different ways that mathematics exist and are used in the world of sports; including basic sports statistics, fantasy sports, team finances and salary cap management, and analytics. While this course is designed to be relevant to both athletes and fans, a strong understanding of Algebra is a necessary prerequisite.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

Discrete Mathematics π

Registration # MATH 104

Level: College Prep or Advanced

Grades: 11, 12

Credits: .50 (80 minutes alternating day semester) Prerequisites: Advanced Algebra II or Algebra II CP and Placement Points

This course studies the mathematical elements of computer science including propositional logic, predicate logic, sets, functions and relations, combinatorics, mathematical induction, recursion, algorithms, matrices, graphs, trees, and Boolean logic. During the semester students will learn to recognize and express the mathematical ideas graphically, numerically, symbolically, and in writing.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

Trigonometry with Function Analysis π **Registration # MATH 205**

Level: College Prep

Grade: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Geometry

This course will begin by reviewing and extending concepts introduced in geometry including proportions, similar triangles, trigonometric ratios, law of sines and law of cosines. These concepts will be extended through the unit circle to angles greater than ninety degrees and to negative angles. The trigonometric ratios will be considered as functions and used to model periodic phenomena. The trigonometric identities will be used to simplify and verify expressions and equations. Throughout the course authentic applications will be taken from surveying, navigation, construction, manufacturing, and other technical fields.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

Advanced Trigonometry with Function Analysis π **Registration # MATH 206**

Level: Advanced

Grade: 10,11,12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Advanced Geometry

This course will expand the college prep level concepts and students will master more advanced topics in trigonometry. Students will require higher level problem solving skills and will be challenged to reason and explain, in writing, connections made between the mathematical concepts studied. This course will also expand on concepts introduced in Algebra 2 including rational functions and prepare students for Precalculus with a deeper understanding of the unit circle. Throughout the course authentic applications will be taken from surveying, navigation, construction, manufacturing, and other technical fields.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

Precalculus π **Registration # MATH 300**

Level: College Prep/Potential Running Start Option based on assigned teacher

Grade: 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Algebra II, Trigonometry (can be taken concurrently) and Placement Points

This course reviews and extends concepts from algebra, geometry, and trigonometry, and

introduces fundamental concepts of calculus including limits, derivatives, and the area under a curve. It is designed to be a preparatory course for students who plan to learn calculus and other college level mathematics. The concept of function is taught for a deeper level of understanding than in previous math courses. Exponential, logarithmic, inverse, and trigonometric functions are taught using symbolic manipulation, graphing techniques, and technology. Series, sequences, patterns, and graphs associated with families of functions are emphasized. Conic sections will be introduced as a non-function model. This course may be taken simultaneously with Probability and Statistics.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

Advanced Precalculus π  **Registration # MATH 301**

Level: Advanced/Potential Running Start Option based on assigned teacher

Grade: 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Advanced Algebra II, 80 or above in Algebra I with teacher recommendation, Trigonometry and Placement Points

Advanced Precalculus is designed for highly motivated students who have demonstrated proficiency in mathematics. Higher assessment standards will be used in Advanced Precalculus than in College Prep Precalculus, particularly in the areas of reasoning, problem solving, and communication. After reviewing and expanding upon topics in advanced algebra and trigonometry, the concept of function is taught for a deeper level of understanding than in previous math courses. Exponential, logarithmic, and trigonometric functions are taught using symbolic manipulation, graphing techniques, and technology. Patterns and graphs associated with families of functions are emphasized. Series, sequences and parametric equations, limits, derivatives and their application will be introduced.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

Calculus I π  **Registration # MATH 302**

Level: Advanced/Potential Running Start Option based on assigned teacher


Grade: 11, 12

Credits: 1.0 (80 minutes alternating day – year)

Prerequisite: Precalculus CP and Placement Points

This course is for motivated college bound seniors who plan to enter the fields of engineering, mathematics, business, and the sciences. In this course students will be introduced to the three major concepts of Calculus including limits, differentiation, and integration, and their applications. Students taking this course may be eligible to earn Running Start credit through White Mountain Community College.


π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

AP Calculus (AB Level) π  **Registration # MATH 400**
Level: Advanced/Potential Running Start Option based on assigned teacher
Grade: 12
Credits: 1.0 (80 minutes alternating day – year)
Prerequisite: Precalculus Advanced or 80 or above in Precalculus CP with teacher recommendation and Placement Points

Calculus AB is equivalent to most first semester college calculus courses. This course is designed to prepare students for success on the AP Calculus (AB) exam. The concepts of limit and derivative are developed through visual and symbolic approaches. The concept of integral is introduced. A variety of rich applications are used to help students better understand calculus concepts and their use in physics, economics, and engineering. Students taking this course should plan to take the AP Calculus AB exam.

Students will be given their π summer assignment in June.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

AP Calculus (BC level) π  **Registration # MATH 401**
Level: Advanced/Potential Running Start Option based on assigned teacher
Grade: 12
Credits: 2.0 credits (80-minutes daily-year)
Prerequisite: Advanced Pre-calculus and Placement Points

Advanced Placement Calculus is designed to meet the prerequisites that are outlined by the College Board (www.collegeboard.org). In early May, the College Board will administer an exam and based on the results, student may be offered college credit equivalent to either one, two, or three semesters worth of work in a college Calculus program. Students will start with the concepts of limits and the definition of a derivative. After mastering the differentiation techniques we will work on a multitude of applications for those derivatives including but not limited to: position, velocity, acceleration, and optimization problems. The second quarter we work on integration and the Fundamental Theorems of Calculus and their respective applications, including those involving natural Log and Exponential functions. Second semester will involve the concepts of convergence and divergence series, parametric and polar equations and their applications. Students taking this course should plan to take the AP Calculus BC exam.

Students will be given their summer assignment in June.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

SCIENCE

Students should understand that science is a unique and powerful way of knowing about the natural world and that it relies on curiosity, creativity, observation, analysis, continual questioning, and critical thinking. Facts and information mean little if we cannot apply them to the solution of personal and societal problems and to the protection and improvement of life. The laboratory is central to all courses offered by the Kennett High School Science Department. Knowledge, understanding, and appreciation of scientific phenomena involve discovering fundamental concepts through scientific inquiry and exploration. It is hoped that all students will develop a strong appreciation for the achievements of science as well as an awareness of its limitations.

Recommended Sequence of Science Courses

Highly Selective Colleges

9th Grade: Physical Science and Advanced Physical

10th Grade: College Prep or Advanced Biology

11th Grade: College Prep or Advanced Chemistry and Statistics & Experimental Methods (Anatomy & Physiology or Environmental Science or Earth Science should be considered as an elective).

12th Grade: College Prep or Advanced Physics and AP Statistics & Experimental Methods (AP Biology, Anatomy & Physiology, Environmental Science or Earth Science should be considered as an elective.)

Competitive Colleges

9th Grade: Physical Science

10th Grade: College Prep Biology

11th Grade: College Prep Chemistry and Statistics & Experimental Methods (Anatomy & Physiology or Environmental Science should be considered as an elective).

12th Grade: College Prep Physics and Statistics & Experimental Methods (Anatomy & Physiology or Environmental Science should be considered as an elective).

Technical/ Community Colleges

9th Grade: Physical Science

10th Grade: College Prep Biology

11th or 12th Grade: Environmental Science, Earth Science or a technology-related course (College prep Chemistry or college prep Physics should be considered as an elective).

Applied Science 1**Registration # XSCI 100**

Level: Life Skills

Grade: 9, 10

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: IEP/504 Placement Team Recommendation

This introductory science course will focus on the importance of science in the contemporary world and covers topics in both biological and physical sciences. In this hands-on course, learning by discovery is emphasized. Each student is required to keep a lab notebook. This course is for students that have a specific need of a small group setting. This course is offered on alternate years with Life Skills science 2 and is non-sequential. The students in this class will be graded on a pass/fail basis.

Conceptual Physical Science**Registration # XSCI 101**

Level: General

Grade: 9, 10

Credits: with a tutor- TBD 1.0 (80 minute alternating day – year)

Prerequisite: Permission of Department Head or IEP/504 Placement Team Recommendation

This introductory physical science course provides the foundation for future studies in biology, chemistry, physics, and environmental science with its study of matter and energy. Topics may include forces, motion, energy, and electricity. Physical and chemical properties, states of matter, and the atomic model of matter are studied in the chemistry unit. Students will be graded on a pass/fail basis.

Physical Science **Registration # XSCI 102**


Level: General/ College prep

Grade: 9

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: Placement Points

This physical science course provides students with a solid background for chemistry and physics. The course also develops the essential ideas of accuracy and precision by demonstrating to students that experimental results are not absolute, but are limited by the ability to make measurements. In this lab-oriented course, learning by discovery is emphasized and laboratory notebooks will be maintained. Students will acquire skills in reasoning, analyzing experimental data, and communicating their findings to others. All ninth grade students should be taking this class unless it is determined that the student needs a small group setting to be successful. Standards may be modified with approval of a team (teacher, school counselor, department head, and parent) for a student and General credit will be given.

Advanced Physical Science **Registration # XSCI 104**

Level: Advanced

Grade: 9

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: Placement Points and pass Algebra I in the 8th grade

This course encompasses the major curricular areas outlined under College Prep Physical Science but is designed to accommodate students with strong analytical skills. Concepts are introduced and supported through extensive laboratory involvement, providing students with the experiences of using scientific methodology and laboratory equipment. Laboratory exercises are designed to develop questioning and observation skills

Applied Science 2**Registration # XSCI 200**

Level: Life Skills

Grade: 9, 10

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: IEP/504 Placement Team Recommendation

This course covers topics in both biology and physical science. This course will help students make sense of the rapidly changing world in science and how to make informed decisions regarding their health. This course will also provide the support for reinforcement in the areas of reading, writing, and organizational strategies. In this hands-on course, learning by discovery is emphasized. Each student is required to keep a lab notebook. This class will be offered alternate years with Life Skills Science 1 and is non-sequential. The students in this class will be graded on a pass/fail basis.

Conceptual Biology**Registration # XSCI 201**

Level: Unleveled

Grade: 10

Credits: with a tutor 1.0 (80 minute alternating day-year)

Prerequisite: Permission of Department Head or IEP/504 Placement Team Recommendation

Conceptual Biology is designed to help students understand more completely the interrelationships among all living things and the place of humans in the web of life. Students will learn about the organization of living systems at many levels, from cellular processes through the functioning of organ systems, to the interdependence of ecosystems. Students in this class will be graded on a pass/fail basis.

Biology 

Level: General

Grade: 10

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: None

Registration # XSCI 202

What do you know about DNA fingerprinting? Every week, there are stories in the news about advances in medicine. This course will help you make sense of the rapidly changing world of biotechnology. The study of life is investigated through laboratory activities, films, and class discussion. Students are taught how to measure, organize, and effectively communicate scientific information. Laboratory exercises are designed to develop students' questioning and observational skills. By developing a base of terminology, facts, concepts, and the scientific method, students will be better prepared to make decisions that affect their environment and understand the world around them.

Biology 

Level: College Prep

Grade: 10

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Passed Physical Science

Registration # XSCI 203

College Prep Biology is designed to present biology as an experimental science, to demonstrate the status of biology in the 21st century, and to illustrate its usefulness to students. The course is designed to help students understand more completely the interrelationships among all living things and the place of humans in the web of life. Considerable use is made of the laboratory to provide students with a firsthand exploration of topics covered in the readings and to train students in laboratory techniques. Laboratory work comprises 50% of this class; therefore both attendance and participation are crucial for success.

Advanced Biology 

Level: Advanced

Grade: 10 (grade 9 by invite)

Credits: 1.0 (80 minutes alternating day- year)

Prerequisite: Advanced Physical Science, Algebra 1 and Placement Points or special permission of teacher, guidance, and department head

Registration # XSCI 204

Advanced Biology is a rigorous examination of the nature of life from the perspectives of cellular biology, biochemistry, energetics, taxonomy, evolution, and the maintenance of life processes. This course is designed for future scientists with excellent attendance, strong study skills, and an inquisitive nature.

Students are expected to maintain at least a C average; those who do not may be reassigned to a College Prep level class. Considerable use is made of laboratory activities and students are required to maintain an extensive laboratory notebook as well as complete a major laboratory or field research project. Students are required to complete a summer reading assignment received from the biology teacher at the conclusion of their freshman year. In addition, all incoming sophomores will be assigned a biology content book to read in the summer. Students will be assessed on their reading during the first week of school and that grade will be part of their first quarter biology grade. This class is limited to 24 students and a grading criteria from freshman year is used to determine eligibility.

Advanced Placement Biology

Registration # XSCI 205

Level: AP

Grade: 12

Credits: 2.0 (meets every day for full year)

Prerequisite: Advanced Biology, Advanced Chemistry, placement points or special permission of the teacher, school counselor, and department head.

AP Biology is a rigorous course designed for future scientists and available to students after the successful completion of a first course in biology AND in chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Using a thematic approach students will be taught the major concepts in biology and will be able to demonstrate their knowledge of them and their relationship to each other in detail. The course will include topics regularly covered in a college biology course. Students are expected to develop the skills necessary to successfully work at a college level. It will be necessary for all students to read independently, attend all classes, develop good note taking ability and finish assigned laboratory activities in a timely manner to successfully complete this course. As part of the course, there will be a major laboratory or field research project. Students will be given their summer assignment in May and will be expected to be complete by August 12, 2016. Failure to complete the assignment on time will result in removal from the course. Students must take the AP exam.

Chemistry I π

Registration # XSCI 300

Level: College Prep

Grades: 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Algebra I, Geometry, Physical Science, Biology, and Placement Points

Explore the very big and the very small. This course presents an opportunity for serious, motivated, college-bound students to explore the hands-on work in the field of Chemistry. Topics to be addressed include classification of matter, elements, compounds,

mixtures, the particulate nature of matter, atomic theory, orbitals, periodicity and stoichiometry. Laboratory experiments back up the main concepts. Safety is paramount. Attendance, solid skills in Algebra and task commitment are guarantees of success. Students looking for a career in science should be prepared to handle the mathematics and challenges involved in Chemistry.

π – This course can meet the 4th year math experience requirement (beginning with the class of 2019)

Chemistry II π

Registration # XSCI 301

Level: College Prep

Grade: 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Chemistry I and Placement Points

Chemistry II delves further into concepts introduced in Chemistry I, providing the serious science student with an excellent background in college preparatory chemistry. Experimentation is stressed and students are required to keep a laboratory journal. A sample of topics to be introduced: thermodynamics, solution chemistry, gas laws and chemistry of liquids and solids. Prospective students should have a solid mathematical background for optimal success; and have strong study, listening, and reading and comprehension skills. This course is designed for the problem-solving students and focuses thoroughly on the collection and analysis of original data. As with any chemistry course, Chemistry II specifically requires attention to detail, responsibility and safety in the classroom at all times.

π – This course can meet the 4th year math experience requirement (beginning with the class of 2019)

Advanced Chemistry π

Registration # XSCI 302

Level: Advanced


Grades: 11,12

Credits: 1.0 (80 minutes alternating day - year)

Prerequisite: Physical Science, Biology, Algebra II (co-requisite) and Placement Points


Advanced Chemistry is an intense course, requiring students to use their analytical and problem solving skills to their fullest potential. Strong emphasis is placed on mathematical skills, keeping a laboratory journal, and analysis of real data. This course is designed for students with solid task commitment. A college textbook is a critical tool that students will use, covering in depth the key elements of this Chemistry course, which prepares college-bound students. Students are required to complete a summer reading assignment received from the Chemistry teacher at the conclusion of their sophomore or junior year.

π – This course can meet the 4th year math experience requirement (beginning with the class of 2019)

Anatomy and Physiology 
Level: College Prep
Grades: 11, 12
Credits: 1.0 (80 minute alternating day-year)
Prerequisite: Chemistry


Registration # XSCI 400

The study of Anatomy and Physiology explores the wonderful human machine. Students will learn about the basic functions of cells, tissues and organ systems – how they work in a normal healthy person and what can go wrong to cause disease. Classroom activities include laboratory investigations, class discussions, group presentations, use of computer technology, and other activities. This course also uses the fetal pig as a model for anatomy. Dissection of the fetal pig is a mandatory and integral part of this course.

Advanced Anatomy and Physiology 
Level: Advanced/Running Start Option
Grades: 11, 12
Credits: 1.0 (80 minute alternating day-year)
Prerequisite: Chemistry

Registration # XSCI 401

This course is similar to the college level course but will go into more depth and will go at a faster pace. Students will learn about the basic functions of cells, tissues and organ systems – how they work in a normal healthy person and what can go wrong to cause disease. Classroom activities include laboratory investigations, class discussions, group presentations, use of computer technology, and other activities. This course also uses the fetal pig as a model for anatomy. Dissection of the fetal pig is a mandatory and integral part of this course.

Physics π 
Level: College Prep
Grades: 11, 12
Credits: 1.0 (80 minute alternating day-year)
Prerequisite: Physical Science, Biology, Algebra II, Trigonometry, and Placement Points

Registration # XSCI 500

Physics will explore the causes and results of gravity, energy, and motion through labs, activities, engineering endeavors, discussions, and by problem-solving and studying the real-life applications of physics.

π – This course can meet the 4th year math experience requirement (beginning with the class of 2019)

Advanced Physics π **Registration # XSCI 501**

Level: Advanced

Grades: 11, 12

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: Physical Science, Biology, and Placement Points

Co-requisite: Calculus or permission of instructor

Advanced Physics is a challenging course that will explore the topics of motion, forces, energy, momentum, and gravity. Using labs, discussion, engineering endeavors and problem-solving, students will gain an understanding of the real-life applications of physics. A college level textbook will be used in this course. Students are required to complete a summer reading assignment received from the physics teacher at the end of their sophomore or junior year.

π – This course can meet the 4th year math experience requirement (beginning with the class of 2019)

Environmental Science**Registration # XSCI 600**

Level: General

Grades: 11, 12

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: Physical Science and Biology

What conditions give Earth the unique ability to support life? Which parts of Earth are important to the living things that make this planet their home? In this course you will be challenged with real life, environmental problem-solving situations. Understanding how the planet supports its living population is very important. Without this understanding, Earth's inhabitants could damage, or even destroy, their only home.

Environmental Science **Registration # XSCI 601**

Level: College Prep

Grades: 11, 12

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: Physical Science and Biology

You will be challenged with real-life, environmental problem-solving situations and gain a better understanding of resource issues including soils, forestry, aquatics, wildlife and current environmental issues both locally and globally. You'll begin to realize there is an interaction and interdependence among the various land resources and become aware that your individual actions have both positive and negative effects on our future existence. College preparatory students should take chemistry and physics in addition to this course.

Earth Science **Registration # XSCI 103**

Level: College Prep / (with an advanced option)

Grades: 11, 12

Credits: 1.0 (80 minute alternating day year-long)

Prerequisite: Physical Science and Biology

In this course we will be looking at the Earth and the processes that shape it. We will look at three aspects in particular. First we will explore the processes behind why the land looks and behaves the way it does. We will explore how the mountains, oceans and continents got to their current location as well as internal processes that drives the geologic engine. Secondly we will explore the weather. We will look at the major mechanisms that drive the weather that we experience and how we can use that knowledge in forecasting future weather events. The third major component will be a look at the Earth's water systems. We will explore oceans, lakes and rivers. We will look at their composition, behavior and life that inhabit them.

Statistics and Experimental Methods π **Registration # XSCI 500**

Level: College Prep

Grade: 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Algebra II and Placement Points

This course is designed for motivated college bound juniors and seniors with strong algebra skills who plan to enter fields such as business, health, engineering, or psychology. The course includes an introduction to probability and counting theory as well as the basics in descriptive and inferential statistics. Students will learn to collect representative data, analyze it, and report it clearly and accurately. Students will apply discrete and continuous probability distributions to a plethora of real life examples. Hands-on application of statistics in a wide variety of situations is emphasized.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

AP Statistics and Experimental Methods π **Registration # XSCI 501**

Level: Advanced/Running Start Option

Grade: 11, 12

Credits: 2.0 (80 minutes daily-year)

Prerequisite: Algebra II and Placement Points

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include displaying data, planning a research

study, anticipating patterns by producing models using probability simulations, and evaluating models using statistical inference. Students who successfully complete this course should plan on taking the Advanced Placement Examination administered by the College Board in May. Students must take the AP Exam. Scholarships available. Students that are planning to take AP Statistics are required to read the book “Outliers” over the summer. Students will be expected to respond to a topical essay. Students will be given their summer assignment in May. This assignment must be complete by August 11, 2017. Failure to complete the assignment on time will result in removal from the course.

π – This course can meet the 4th year math experience requirement if taken in the senior year. (beginning with the class of 2019)

SOCIAL STUDIES

The purpose of social studies instruction is citizen education and the development of civic literacy in every individual. Therefore, a sound social studies program should have as a goal a series of courses that develop contributing and productive individuals possessing knowledge, skills, and civic responsibility. Social Studies classes encourage the student to examine and analyze different points of view, make decisive and well-reasoned arguments, and defend personal understanding with insight, tact, and empathy. This implies the respect for our place in society, and for the individual. Simply put, social studies prepare students for interacting with other people in the world around them.

Taking and passing courses in World Cultures, US History, Economics and Civics are required by the State of New Hampshire to meet graduation requirements. The Conway School Board requires that all students pass Civics.

In an effort to foster writing skills across the curriculum, social studies students will be expected to write essays and papers, defend their positions, and use the library and computer labs for research.

Recommended Sequence of Social Studies Courses

Highly Selective Colleges

9th Grade: Advanced World Cultures

10th Grade: Advanced Ancient or Advanced Modern World History and a Social Studies Elective (if schedule allows)

11th Grade: AP U.S. History or Advanced U.S. History or Social Studies Elective (if schedule allows)

12th Grade: Advanced Economics, Advanced Civics or AP Government & Politics and a Social Studies Elective (if schedule allows)

Competitive Colleges

9th Grade: College Prep or Advanced World Cultures

10th Grade: Ancient or Modern World History CP or Advanced and a Social Studies Elective (if schedule allows)

11th Grade: College Prep U. S. History or Advanced U.S. History and a Social Studies Elective (if schedule allows)

12th Grade: College Prep or Advanced Economics and College Prep or Advanced Civics and a Social Studies Elective (if schedule allows)

Technical/ Community Colleges

9th Grade: Applied, General or College Prep World Cultures

10th Grade: No requirement though consider a Social Studies Elective (if schedule allows)

11th Grade: Applied, General or College Prep U. S. History, consider a Social Studies Elective (if schedule allows)

12th Grade: Applied, General or College Prep Economics, General or College Prep Civics, consider a Social Studies Elective (if schedule allows)

WORLD CULTURES

The goal of this program is to enable the students to develop more of an understanding of their world through an examination of a variety of world cultures and issues. The students will achieve this understanding through comparing events, people and their accomplishments, as well as the effects of the geographical, political, and economic factors on the development of each distinctive culture. This approach will be based on the interdependence on the world community, and the need to build understandings that bridge cultural and ethnic differences. This knowledge will be achieved through the introduction and reinforcement of study skills, library and research techniques and critical thinking skills.

World Cultures 

Registration # HIS 100

Level: **Applied***

General*

College Prep*

Advanced*

Grade: 9

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: None

This course is designed to help students learn to be more tolerant, appreciate diversity and understand people's actions around the world from a cultural perspective. Students will compare and contrast cultures of the world with respect to art, music, language, history and other salient characteristics. Students will learn about the history of various regions of the world as they relate to cultural developments.

Students in the general level will receive support for reading texts and publications and for writing effectively. Students in the college preparatory level will read texts and publications independently and write effectively for a variety of purposes. Students in the advanced level will be required to read two books and several short stories typical of important periods in history studied in the course. In addition, students will be required to conduct independent research and present their conclusions to classmates.

*Identification as General, College Prep, or Advanced takes place during the second quarter; students have the option to attempt various leveled assignments to help determine what is most appropriate for them. At the end of the quarter, students will receive a contract identifying their level and expectations for the rest of the course.

U. S. HISTORY

To graduate from Kennett High School, students are required by the State of New Hampshire to complete 1.0 credit of U.S. History. U.S. History will encompass a study of our country from the age of exploration to contemporary America. All levels will deal with discovery (beginning to 1620), colonization and settlement (1585-1763), revolution and a new nation (1754-1820), the closing of the frontier (1840-1900), the rise of our urban lifestyle, world affairs, the world wars (1880-1945), the atomic age (1945-present), and our future in the United States.

Applied U.S. History

Registration # HIS 300

Level: Life Skills

Grade: 11

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: IEP/504 Placement Team Recommendation

Applied U.S. History utilizes a modified curriculum and specialized instruction to address the learning needs of all students in order to provide every student with access to a quality education. This class will explore major historical events from the age of exploration to contemporary America. Students will reflect on how past events have shaped current issues and policies. While much of the course will be devoted to familiarizing students with the significant figures, concepts and events of American History, emphasis will also be placed on the development of effective writing skills and the ability to participate meaningfully in classroom debates and discussions.

U.S. History

Registration # HIS 301


Level: General

Grade: 11

Credits: 1.0 (80 minute alternating day- year)


Prerequisite: None

This course will emphasize the major political, social, economic and cultural developments that are vital to change and continuity over time will allow students in this course to value, synthesize, empathize with and investigate the experiences endured by the people of the United States in understanding its past and present to make decisions about the future.

U.S. History 
Level: College Prep
Grade: 11
Credits: 1.0 (80 minute alternating day-year)
Prerequisite: Placement Points

Registration # HIS 302


This course will emphasize the major political, social, economic and cultural developments that are vital to change and continuity over time. This will allow students in this course to value, synthesize, empathize with and investigate the experiences endured by the people of the United States in understanding its past and present to make decisions about the future.

U.S. History 
Level: Advanced
Grade: 11
Credits: 1.0 (80 minute alternating day-year)
Prerequisite: Advanced World History

Registration # HIS 303

This course will emphasize the major political, social, economic and cultural developments that are vital to change and continuity over time. This will allow students in this course to value, synthesize, empathize with and investigate the experiences endured by the people of the United States in understanding its past and present to make decisions about the future.

Skills needed to be a successful college student will be emphasized, including analytical and argumentative writing, as well as research methods and collaborative learning by way of position papers, debates and presentations. This course is reading and writing intensive and will utilize the workshop model.

Interdisciplinary American Studies 
(AP U.S. History and AP English Language and Composition)
Level: Advanced
Grade: 11
Credits: 1.0 English (80 minutes alternating days for 1 year)
1.0 US History (80 minutes alternating days for 1 year)
Prerequisite: Advanced World History or AP European History, Signed Course Contract, Summer Reading Assignment

Registration # HIS 600

Recommended for students reaching for highly selective college or competitive college.

American Studies [AP U.S. History and AP English Language and Composition]
Year-long, every day, satisfies US History requirement AND 1 credit of English.

The Advanced Placement U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven themes of equal importance – American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. This course is the equivalent of a college level course with the requirement that students take the AP exam for potential college credit in May. Scholarships are available.

Summer assignment will include a joint assignment for both courses that will provide an introductory look at course assignments during our first unit of study. Students will be given their assignment in May and will be expected to complete it by August 11th delivered in person to the main office at Kennett High School. No electronic submissions will be taken. Failure to do so will result in removal from the course.

CIVICS

The State of New Hampshire requires all Kennett High graduates to earn .50 credit in Civics. Students should plan to take this in the senior year. The objective of the Civics program is to instill in students the characteristics of good citizenship in the family, school and community. Emphasis is placed on the importance of a participatory and informed citizenry. Volunteerism and the duties of citizenship are stressed. Students are expected to understand structure and functioning of our government at the national, state and local levels and the role of the United State in the world community.

Applied Civics

Level: Life Skills

Grade: 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: IEP/504 Placement Team Recommendation

Registration # HIS 400

Applied Civics utilizes a modified curriculum and specialized instruction to address the learning needs of all students in order to provide every student with access to a quality education. This class emphasizes a basic understanding of the principles of citizenship and the workings of government. Through current events, debate, and writing essays, students will explore their future role in society.

Civics

Registration # HIS 401

Level: General

Grade: 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: None

Students in this course will identify the ideals, beliefs and principles within the core of our American democracy, as well as analyze the structure of our government system to recognize the significance of the preservation and continued development of our national identity.

Civics 

Registration # HIS 402

Level: College Prep

Grade: 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: Placement Points

Students in this course will identify the ideals, beliefs and principles within the core of our American democracy, as well as analyze the structure of our government system to recognize the significance of the preservation and continued development of our national identity. Students will be expected to make a significant commitment to homework and classroom participation. There will be outside reading and research projects or papers.

Civics 

Registration # HIS 403

Level: Advanced

Grade: 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: Placement Points

Students in this course will identify the ideals, beliefs and principles within the core of our American democracy, as well as analyze the structure of our government system to recognize the significance of the preservation and continued development of our national identity.

Skills needed to be a successful college student will be emphasized, including analytical and argumentative writing, as well as research methods and collaborative learning by way of position papers, debates and presentations. This course is reading and writing intensive and will utilize the workshop model.

AP US Government & Politics

Registration # HIS 604

Level: Advanced Placement

Credits: 1.0 (80 alternating day - year)

Prerequisite: Placement Points, Advanced or AP US History and Summer Assignment

Advanced Placement United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This class is the equivalent of a college level course with the requirement that students take the AP exam for potential college credit in May. This course satisfies the Civics requirement.

Students are expected to complete a summer assignment by August 11th. This should be delivered in person to the main office at Kennett High School. No electronic submissions will be taken. Failure to do so will result in removal from the course. Students who do not submit these assignments by this day will be placed in a CP or Advanced Civics class providing there is availability.

ECONOMICS

We are all economists – when we work, buy, save, invest, pay taxes, and vote. It repays us many times over to be good economists. Economic issues are active in our lives every day. Using the renowned Stock Market Game the class will explore the wide spectrum of economics including supply and demand, banking, credit, investing, and money, budgeting and insurance. Guest speakers will expose the students to various concepts used in business. This is a required class for graduation.

Applied Economics

Registration # HIS 409

Level: Life Skills

Grade: 11

Credits: .50 (80 minute alternating day-semester)

Prerequisite: IEP/504 Placement Team Recommendation

Applied Economics utilizes a modified curriculum and specialized instruction to address the learning needs of all students in order to provide every student with access to a quality education. This class explores the wide spectrum of economics including supply and demand, banking, credit, investing, budgeting, insurance, and the importance of developing a personal finance system.

Economics

Registration # HIS 410

Level: General

Grade: 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: None

Students in this course will evaluate the fundamentals concepts of micro, macro-, and international economics and apply them in intellectually engaging ways. Develop a working knowledge of the fundamentals of basic financial planning and money management.

Economics



Registration # HIS 411

Level: College Prep

Grade: 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: Placement Points

Students in this course will evaluate the fundamentals concepts of micro, macro-, and international economics and apply them in intellectually engaging ways. Develop a working knowledge of the fundamentals of basic financial planning and money management.

Economics



Registration # HIS 412

Level: Advanced

Grade: 12

Credits: .50 (80 minutes alternating day-semester)

Prerequisite: Placement Points

Students in this course will evaluate the fundamentals concepts of micro, macro-, and international economics and apply them in intellectually engaging ways. Develop a working knowledge of the fundamentals of basic financial planning and money management.

Skills needed to be a successful college student will be emphasized, including analytical and argumentative writing, as well as research methods and collaborative learning by way of position papers, debates and presentations. This course is reading and writing intensive and will utilize the workshop model.

SOCIAL STUDIES ELECTIVES

WORLD HISTORY

The emphasis of this program is to provide students with a historical literacy about the people, places and events throughout human history that have formed the modern world, and to develop the critical thinking skills necessary to connect these lessons of the past to create a better understanding of current conditions. Students will examine the complex histories of major empires and political entities and their impacts, focusing on the essential political, economic, environmental, social, scientific and religious developments that formed today's world. This program requires considerable reading, writing, research and critical thinking along with individual / group projects and presentations.

The Ancient World

Registration # HIS 200

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (80 minute alternating day – year)

Prerequisite: World Cultures and Placement Points

This course emphasizes the stories of history from early human life to the 1500s. Students will write a number of essays comparing historical developments to current conditions. Research projects are required as well as readings and discussions beyond the text. This course includes numerous project-based learning activities. Students will also need to demonstrate familiarity with current international events. Historical periods covered include the Rise of Civilizations, the Flowering of Civilizations such as Ancient Greece, Rome, as well as those located in Asia, Africa and the Americas, The Medieval Period, the Renaissance, and the Age of Exploration.

The Ancient World Advanced

Registration # HIS 201

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (80 minute alternating day – year)

Prerequisite: World Cultures and Placement Points

This course is based on the content mentioned in the Ancient World (above). Additionally, advanced students will be expected to more thoroughly explore said content. This will be displayed through in-depth writing, analysis, and projects. Outside readings, (ex. Primary source documents, historical fiction, comparative articles), detailed research, and discussion/debate will be common in this class.

The Modern World

Registration # HIS 202

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (80 minute alternating day – year)

Prerequisite: World Cultures and Placement Points

This course emphasizes the stories of history and the lessons we can learn from them. The course begins with a survey of the ancient world focusing on the formation of civilization as well as the essential accomplishments and impact of those early societies on today's world. We will then center our studies on more current themes in world development beginning with the emergence of the modern world at the Age of Exploration. Focal points include: Revolutions (scientific, industrial, and cultural), Nationalism and Imperialism, World Conflicts (ex. WW I, WW II, Cold War, Vietnam) and the Contemporary World. Research, analysis, writing and discussion will be core elements.

The Modern World Advanced

Registration # HIS 203

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (80 minute alternating day – year)

Prerequisite: World Cultures and Placement Points

This course is based on the content mentioned in the Modern World (above). Additionally, advanced students will be expected to more thoroughly explore said content. This will be displayed through in-depth writing, analysis, and projects. Outside readings, (ex. Primary source documents, historical fiction, comparative articles), detailed research, and discussion/debate will be common in this class.

AP European History

Registration # HIS 602

Level: Advanced Placement

Grades: 10, 11, 12

Credits: 1.0 (80 minute alternating day – year)

Prerequisite: World Cultures, Placement Points, Summer Reading and Writing Assignment.

The Advanced Placement European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four 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 several themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places. This class is the equivalent of a college level course with the requirement that students take the AP exam for potential college credit in May.

Students are expected to complete a summer assignment by August 11th. This should be delivered in person to the main office at Kennett High School. No electronic submissions will be taken. Failure to do so will result in removal from the course. Students who do not submit these assignments by this day will be placed in a CP or Advanced World History class providing there is availability.

PSYCHOLOGY

Psychology



Level: College Prep/ Running Start

Grade: 11, 12

Credits: 1.0 (80 minute alternating day-year)

Prerequisite: None

Registration # HIS 502

Students in this course will be able to demonstrate their understanding of psychological research methods (ethical issues), cognitive processes (how we learn, the workings of our memory, thought processes, and development of language), biopsychological processes (Body & Behavior, Sensation & Perception, Motivation & Emotion, Stress & Health), human development (including personality formation), major categories of psychological disorders and the methods used to treat them and Sociocultural psychology (Individual Interaction, Group Interaction, Attitudes & Social Influence). Students have the option of dual enrolling in this course through White Mountain Community College Running Start Program in order to receive 3 college credits for taking the class.

AP Psychology



Level: Advanced Placement/Running Start

Grade: 11, 12

Credits: 1.0 (80 minute alternating daily-year)

Prerequisite: Signed Course Contract, Summer Reading Assignment

Registration # HIS 503

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students are required to take AP Exam. Scholarships will be available.

Work for AP Psychology will begin with a two-part summer assignment. Students will begin by reading Mitch Albom's, *Tuesdays with Morrie*. Upon completion of this book, students will be required to write a 3 to 5 page analytical paper comparing the book to the 5 stages of dying. In her 1969 book, *On Death and Dying*, Swiss-born psychiatrist Elizabeth Kubler-Ross outlined the five stages of grief of someone who is dying. Your paper should explain in detail these five stages of dying and then compare them to the story you read. Students will receive their summer reading assignment with their course contract in the spring. The paper is due on August ~~12th~~ **11th**, and must be delivered in person to the main office at Kennett High School. No electronic submissions will be taken. Students who do not submit these assignments by this day will be placed in a CP Psychology class providing there is availability.

The Holocaust & Genocide

Registration # HIS 501

Level: College Prep / **Advanced**

Grades: 10, 11, 12

Credits .50 (80 minutes alternating day- semester)

Prerequisite: None

Have you ever taken a social studies class and come across an interesting topic only to find that there is not enough time in the course to explore it in much detail? Well, here is a chance for you to take a course that will enable you to explore a fascinating, yet equally disturbing topic in depth. This course will examine the causes, results, and impact of the Holocaust (WWII) on the world today. Students will then apply what has been learned to their examination of more modern examples of genocide from around the world. The course will conclude with an examination of the current state of world affairs and explore the role of the United Nations and the United States in foreign policy matters. The course will use and examine historical resources, relevant movies, documentaries, and current events. Students will be required to write position and research-based papers, participate in formal and informal debates/discussions, complete long term individual and group research projects and do homework five nights a week. The course content will be an extension of other social studies courses, including psychology.

Contemporary World Issues

Registration # HIS 504

Level: College Prep / **Advanced**

Grades: 10, 11, 12

Credits: .50 (80 minutes alternating days - semester)

Prerequisite: none

Students will explore the events of history as they occur. How often has a survey history course left you frustrated by covering recent decades in less than a week or not at all? Contemporary World Issues will examine events and topics that are currently happening in America and around the world. Sources such as current periodicals, newspapers, the

internet, and news broadcasts will be used to inform students and to stimulate discussions and debates.

Skills needed to be a successful college student will be emphasized, including analytical and argumentative writing, as well as research methods and collaborative learning by way of position papers, debates and presentations. This course is reading and writing intensive and will utilize the workshop model.

Terrorism and Counterterrorism

Registration # HIS 505

Level: College Prep / Advanced

Grades: 10, 11, 12

Credits: .50 (80 minutes alternating days - semester)

Prerequisite: none

Students in the course will examine the roots of terrorism and counterterrorism as they emerge in significance within our borders and throughout the rest of the world. Students will explore the reasons behind Terrorism in this modern age through examining, comparing and contrasting other historical cases and recent examples of terrorism from around the world. By exploring current terrorism and counterterrorism strategies, students will then be able to explain societal implications as well as make suggestions for future policy and action.

Skills needed to be a successful college student will be emphasized, including analytical and argumentative writing, as well as research methods and collaborative learning by way of position papers, debates and presentations. This course is reading and writing intensive and will utilize the workshop model.

Moneyball: Sports and Society

Registration # HIS 506

Level: College Prep / Advanced

Grades: 10, 11, 12

Credits: .5 (80 minutes alternating days - semester)

Prerequisite: none

There is no question that sports play a major role in our modern society. What we often forget are the connections between sports and larger societal issues such as the economy, race, gender, culture and commercialization.

Skills needed to be a successful college student will be emphasized, including analytical and argumentative writing, as well as research methods and collaborative learning by way of position papers, debates and presentations. This course is reading and writing intensive and will utilize the workshop model.

20th Century American History**Registration # HIS 507**

Level: College Prep / Advanced

Grades: 12

Credits: .50 (80 minutes alternating days - semester)

Prerequisite: U.S. History

The major political, social, economic and cultural developments that are vital to change and continuity over time will allow students in this course to value, synthesize, empathize with and investigate the experiences endured by the people of the United States in the modern era through understanding its past and present to make decisions about the future. The emphasis on this research driven class will be to examine the 20th century and analyze the lessons that can be learned from our most recent past.

Skills needed to be a successful college student will be emphasized, including analytical and argumentative writing, as well as research methods and collaborative learning by way of position papers, debates and presentations. This course is reading and writing intensive and will utilize the workshop model.

Philosophy**Registration # HIS 508**

Level: College Prep / Advanced

Grades: 10, 11, 12

Credits: .50 (80 minutes alternating days - semester)

Prerequisite: none

This survey style class will cover a basic understanding of Philosophy. Beginning with the creation of Philosophy we will then go over the evolution of thought and the various branches of philosophy that arose from this evolution. We will go over the early Greek philosophies. How they changed to become the philosophies of the Romans. How Enlightenment thinkers adopted classic thought to fit their revolutionary world, and compare it to the philosophies of the modern world that developed as a result. This class will be largely based on literary discussion and independent thought. Assessments will be comprised of various projects and essays.

WORLD LANGUAGE

World language education is the study of the linguistic and cultural elements of modern and classical languages. It includes the development of the skills necessary for effective communication in the languages studied as well as an understanding of the nature and contributions of the related cultures.

For some students, a major concern is the “world language requirement” that most colleges have for admission. This requirement may differ from one college to another and it is best for every student for whom this is a concern to consult with guidance counselors and teachers to ensure that the amount and level of world language study is appropriate for their situation. Generally, if a college requires two years of language study for admission, a student is expected to have successfully (“C” or better) completed the second level of the same language. If a college requires three years of language study for admission, a student is expected to have successfully (“C” or better) completed the third level of the same language.

French, German, and Spanish are the three modern languages offered at Kennett. Students are able to begin the study of any language at any time during their high school career. The choice of language(s) should be based on a student’s preference and specific goals. No language is inherently “easier” than another.

Any student enrolled in a world language course is expected to participate actively on a daily basis and demonstrate the commitment and motivation necessary to attain language proficiency. The following courses will be offered contingent upon sufficient enrollment and staffing. In some cases it may be necessary to combine, eliminate, or otherwise modify courses with low enrollment. Students are encouraged to sign up for those courses they desire. In the event that changes are necessary, students will be informed in ample time to make alternate selections. Because of the sequential nature of world language courses, first-year classes have a minimum enrollment of 15 students.

French I

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day- year)

Prerequisite: Demonstrated Reading Proficiency at grade level

Registration # LANG 100

This course introduces French to students as a language spoken widely throughout the world. The course focuses on the use of all four language skills; listening, speaking, reading and writing. Basic grammar and present tense verbs will be studied as well as basic vocabulary necessary for elementary communication. Culture of the French speaking world is focused on throughout the course.

French II 

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: French I and Placement Points

Registration # LANG 101

This is a continuation of French I, presenting more complex French structures and expanding the students' knowledge of French. Students will attain a higher degree of proficiency in speaking, listening, reading and writing, including reflexive and stem-changing verbs and the past tense. Students' knowledge and appreciation of diverse countries is increased through a focus on culture of the French speaking world. Oral participation is required.

French II 

Level: Advanced

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: French I and Placement Points

Registration # LANG 102

This course is a continuation of French I for students who have demonstrated commitment and proficiency in the language. Students will continue to improve their listening, speaking, reading and writing skills, as well as deepen their knowledge of the culture of the French-speaking world. By the end of this course, students will be able to talk about past events and future occurrences. Oral participation is required.

French III 

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: French II and Placement Points

Registration # LANG 103

As a continuation of French, this class will fulfill the admission requirement of many colleges. This class focuses on the strengthening the students' foundation of basic French skills. Basic grammar and vocabulary will be reviewed before students continue with work on past and future tenses. There will be more in-depth readings and discussion of the cultures of French-speaking people around the world. Frequent oral participation is required.

French III 

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: French II and Placement Points

Registration # LANG 104

This course is designed for students who are committed to continuing the development of their French skills. Structure and grammar are strongly emphasized. Students will complete more in-depth readings and discussions on cultural topics regarding the French speaking world. Oral participation is emphasized.

French IV 

Level: Advanced

Grades: 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: French III and Placement Points

Registration # LANG 105

This course is designed to increase French fluency and communication skills through reading selections, advanced vocabulary-building, and an advanced study of grammar. Students will read and discuss several well-known literary excerpts. A French novel will be read and analyzed. Oral participation is emphasized, and students will be expected to function primarily using the French language.

French V 

Level: Advanced

Grades: 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: French IV and Placement Points

Registration # LANG 106

This course is designed to provide students with the ability to comprehend formal and informal French and prepare students for the intermediate level of French in college. Students will be expected to speak, read and write with a high level of proficiency. There will be a comprehensive review of grammatical structures, a variety of reading selections, discussion, and listening activities. The program prepares students for college by making demands upon them equivalent to introductory college courses.

German I **Registration # LANG 200**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day- year)

Prerequisite: Demonstrated Reading Proficiency at grade level

This course introduces German to students in the context of the culture of the German speaking world. The course will stress the use of all four language skills: speaking, listening, reading and writing. Basic grammar and vocabulary necessary for elementary communication will be studied. Oral participation is required.

German II **Registration # LANG 201**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: German I and Placement Points

A continuation of German I, this course builds upon the students' knowledge of the structure and vocabulary of the German language. Students will attain a higher degree of proficiency in speaking, listening, reading, and writing. The course will present the language in the context of the contemporary German speaking world and its culture. Oral participation is required.

German II **Registration # LANG 202**

Level: Advanced

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: German I and Placement Points

A continuation of German I, this course builds upon the students' knowledge of the structure and vocabulary of the German language. It is intended for students who have demonstrated a desire and ability to study language intensively and develop their proficiency. Oral participation is expected.

German III **Registration # LANG 203**


Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: German II and Placement Points

As a continuation of German II, this class will fulfill the entrance requirements for many colleges. The stress will be on oral communication in German and cultural readings in German. Stress is placed on speaking and listening skills in everyday situations - dialogues, skits, etc. Oral participation is required.

German III 

Registration # LANG 204

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: German II and Placement Points

This course is a continuation of German II and is geared to students who have expressed an ability and desire to improve their communication skills in German and to do serious readings dealing with German culture and perspective. All four communication skills will be stressed and individual projects will be assigned. A great deal of oral participation is required.

German IV 

Registration # LANG 205

Level: Advanced

Grades: 11, 12

Credits: 1.0 (80 minutes daily- semester)

Prerequisite: German III and Placement Points

In this course the student must have a serious commitment to improving all four skills. The primary focus of this course is on improving the students' ability to express themselves spontaneously in German. Advanced grammar will be studied and refined. A wide selection of literary works by German authors will be discussed.

German V 

Registration # LANG 206

Level: Advanced

Grades: 11, 12

Credits: 1.0 (80 minutes daily - semester)

Prerequisite: German IV and Placement Points

This course is designed to provide students with the ability to become functionally fluent in German. Students will be expected to speak, read, and write with a high level of proficiency. There will be a comprehensive review of grammatical structures and advanced grammar will be introduced. There will also be a wide variety of reading selections as well as discussion and listening activities. Students will be required to prepare a research project and an oral presentation. Students are expected to function using only the German language.

AP German Language **Registration # LANG 207**

Level: Advanced

Grades: 12

Credit: 2.0 (80 minutes daily – year)

Prerequisite: German V

This course is designed to prepare students for the German AP exam and is on par with the difficulty of an advanced-level college German class. This intensive course will emphasize the use of language for active communication. All four language skills will be honed through practice with authentic materials in the target language. There will be extensive practice in organizing and writing compositions. Students are required to take the German AP Exam. Scholarships are available.

The goals of this class are: Students will understand spoken German in various situations. Students will have a strong command of advanced vocabulary, grammar, and structure. Students will be able to comprehend reading from newspaper articles and literature. Students will be able to express themselves fluently and accurately both orally and in writing.

Students are required to complete a packet on advanced grammar, vocabulary, reading, and writing. The assignments will be distributed at the AP meeting in the spring. These assignments are due on Friday, August 11, 2017 and must be delivered in person to the main office at Kennett High School. Failure to do so will result in removal from the course.

Spanish I **Registration # LANG 300**

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day- year)

Prerequisite: Demonstrated Reading Proficiency at grade level

This course introduces Spanish to students in the context of the culture of the Spanish speaking world. The course will stress the use of all four language skills: speaking, listening, reading and writing. Basic grammar and vocabulary necessary for elementary communication will be studied. Oral participation is required.

Spanish II 

Level: College Prep

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Spanish I and Placement Points

Registration # LANG 301

This is a continuation of Spanish I, presenting more complex Spanish structures and expanding the student's knowledge of Spanish. Students will attain a higher degree of proficiency in speaking, listening, reading, and writing, including reflexive and stem-changing verbs and the simple past tense. The cultural focus of the class is on Central American countries. Oral participation is required.

Spanish II 

Level: Advanced

Grades: 9, 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Spanish I and Placement Points

Registration # LANG 302

This course is a continuation of Spanish I and is for students who have demonstrated commitment and proficiency in the language. Students will explore their immediate daily surroundings in Spanish. By the end of the course they will be able to talk about past events and future occurrences. The cultural focus of this class is on Central American countries. Oral participation is required.

Spanish III 

Level: College Prep

Grades: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Spanish II and Placement Points

Registration # LANG 303

As a continuation of Spanish, this class will fulfill the admission requirement of many colleges. This class focuses on strengthening the students' foundation in basic Spanish skills. Basic grammar and vocabulary will be reviewed before students continue with work on past and future tenses. The cultural focus of this course is on South American countries. Oral participation is required.

Spanish III 

Level: Advanced

Grades: 10, 11, 12

Credits: 1.0 (80 minutes alternating day-year)

Prerequisite: Spanish II and Placement Points

Registration # LANG 304

This course is geared for students who are committed to continuing the development of their Spanish. Structure and grammar are strongly emphasized. The five basic indicative Spanish verb tenses will be covered. In its pace and demands, the course will focus equally on all four communication skills. The cultural focus of this course is on South American countries. A great deal of oral participation is required.

Spanish IV 

Registration # LANG 305

Level: Advanced

Grades: 11, 12

Credits: 1.0 (80 minutes daily-semester)

Prerequisite: Spanish III and Placement Points

The primary focus of this course is on improving the students' ability to express themselves spontaneously in Spanish. After a review of the indicative tenses, students will study some details of Spanish grammar as well as the subjunctive tenses. Vocabulary exploration includes words needed for literary discussions and current events, nature, and cultural investigations. The cultural focus of this course is on Spain. During the last three quarters of the class, students will be expected to function primarily using the Spanish language and speak in Spanish on a daily basis.

Spanish V 

Registration # LANG 306

Level: Advanced

Grades: 11, 12

Credits: 1.0 (80 minutes daily-semester)

Prerequisite: Spanish IV and Placement Points

This course in Spanish is designed to provide students with the ability to comprehend formal and informal Spanish. Students will be expected to speak, read, and write with a high level of proficiency. Students will be expected to function using only the Spanish language. There will be a comprehensive review of grammatical structures and a variety of reading selections as well as discussion and listening activities. The program prepares students for intermediate college courses by making demands upon them equivalent to those made in introductory college courses. Students will be required to prepare a research project and frequent oral presentations will be assigned. Students who are successful in this course may receive advanced standing in Spanish at their college.

KEEP TRACK OF YOUR GRADUATION REQUIREMENTS

Course	Grade 9	Grade 10	Grade 11	Grade 12	Total Credits
English <i>* total of 4 credits</i>					
Mathematics <i>*total of 3 credits including algebra, geometry, and statistics concepts and math assessment). Starting in the class of 2019, students will be required to have a 4th year math experience.</i>					
Science <i>*total of 3 credits including 1 credit of Physical Science and 1 credit of Biology</i>					
Social Studies <i>*total of 3 credits including 1 credit in U.S. History, .5 credit in Civics, .5 credit in Economics, and 1 credit of World Cultures, World History, or History Elective.</i>					
Career and Technical Education <i>*total of .5 credits</i>					
Information and Communication Technology <i>*total of .5 credit - Classes that meet the requirement are Animation, any Computer Science class, Intro to Graphics, Retail Marketing and e-Commerce, Intro to CAD, College Accounting and Finance, Global Business, Marketing,& Finance</i>					
Fine Arts <i>*total of .5 credit in Music, Drama, Art, Dance, or Graphic Arts</i>					
Physical Education <i>*total of 1 credit</i>					
Health <i>* total of .5 credit</i>					
Focus Area Electives <i>*total of 3 credits in one area of 4 years. Must complete to a level III in a World Language, Career & Technical program, or Fine Art program. Additional classes beyond the graduation requirements in English, Math, History, and Science can satisfy this requirement.</i>					
Elective Credits <i>*total of 6 credits</i>					
Demonstrated Proficiencies <i>*in Reading, Writing, and Math. See page 7 for more details</i>					
Total Required					25